

**-UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS
FACULTAD DE CIENCIAS DEL LENGUAJE**

**TRABAJO FINAL DE GRADUACIÓN PARA OPTAR POR EL GRADO DE
“BACHILLERATO” EN “INGLES”**

**A LITERARY ANALYSIS OF THE NOVEL THE CATCHER IN THE RYE BY JD
SALINGER USING THE SOCIO-CULTURAL APPROACH**

NOMBRE DEL ESTUDIANTE

Jeustin Ramos Arguedas

Tutor(a):

Keren Muñoz Ramírez

SEDE SAN JOSE, COSTA RICA

AÑO 2025

Dedicatoria

Con profundo amor y gratitud, dedico este trabajo a las personas más importantes de mi vida: mis padres, Zuriely Arguedas y Johnny Ramos. A ustedes les debo no solo la vida, sino también cada valor, enseñanza y sacrificio que me ha formado. Gracias por su esfuerzo incansable, su cariño incondicional y por ser el pilar de la persona en la que me he convertido. Este logro es tan mío como suyo.

Abstract

The purpose of this study is to understand the impact that societal expectations and rigid gender roles have on the young people in society. In addition, the researcher will analyze the novel **The Catcher in The Rye** written by J.D Salinger to compare how these themes are presented in Costa Rican society. In addition, the study will be analyzed using the socio-cultural approach. Various internet relevant and valid sources will be used to enrich the investigation process.

Resumen

El propósito de este estudio es comprender el impacto que las expectativas sociales y los roles de género rígidos tienen sobre los jóvenes en la sociedad. Además, el investigador analizará la novela **El Guardián Entre el Centeno** escrita por J.D. Salinger para comparar cómo se presentan estos temas en la sociedad costarricense. Asimismo, el estudio se analizará utilizando el enfoque sociocultural. Se utilizarán diversas fuentes relevantes y válidas de internet para enriquecer el proceso de investigación.

Table of Contents

Chapter I.....	14
Introductory Framework	15
1.1 Problem Statement.....	16
1.2 Objectives of the investigation.....	17
1.2.1 General objective	17
1.2.2 Specific objectives	17
1.3 Justification of the Study	18
1.4 Antecedents.....	19
1.5 Scope.....	21
Chapter II	22
Theoretical Framework.....	22
2.1 Literary approaches.....	24
2.2 Literary Theory Definition.....	24
2.2.1 definition of literature	24
2.3 Literary theories	25
2.3.1 Social Construction Theory	25
2.3.2 Knowledge Construction Is Politically Driven	27
2.3.4 Power and Authority	27
2.3.5 Media and Information Control	28
2.3.6 Biological Determinism.....	29
2.3.7 Eugenics.....	30
2.3.1 Deconstruction Theory definition	32
2.3.1.1 Purpose of the Deconstruction theory	33
2.4 Literary approaches.....	33
2.4.1 Socio-Cultural	33
2.4.1.1 Relevance of the socio-cultural approach for the purpose of the study.....	34
2.5 Themes, symbols, motifs	35
2.5.1 Themes:.....	36
2.5.2 Symbols:	37
2.5.3 Motifs:.....	38
2.5.4 Difference Between a Theme and a Motif.....	39
2.6 J. D Salinger’s background and biography.....	40
2.6.1 J. D Salingers greatest publication.....	41

2.7 Plot of the book	43
2.7.1 Inciting Incident	43
2.7.2 Point of No Return	43
2.7.3 Rising Action	44
2.7.4 Midpoint Reversal.....	44
2.7.5 Resurgence	44
2.7.6 Resolution	45
Chapter III.....	46
Methodological Framework	46
3.1 Research approach.	47
3.2 Research Design.....	48
3.3 Information sources.....	49
3.3.1 Primary Sources	50
3.3.2 Secondary Sources.	50
3.3.3 Tertiary sources.....	51
3.4 Analysis Categories.....	51
3.4.1 Gender Roles and Expectations	51
3.4.2 Social identity	52
3.4.3 Sexuality and cultural taboos.	52
3.5 Data collection instruments.....	53
3.6.1 Survey	54
3.6.2 Questionnaire	54
3.6.3 Literary analysis.	55
Survey.	55
Questionnaire.	59
Chapter IV.....	62
Data analysis	62
4.1. Approaches to the investigation.....	62
4.1.1. Themes, motifs and symbols.....	63
4.1.2 Theories.....	65
Chapter V	69
Conclusions and Recommendations	69
5.1 Purpose of the Conclusion.	70
5.2 Conclusions.....	70

5.2.1 To compare the representation of gender roles and youth rebellion in <i>The Catcher in the Rye</i> with the experiences and societal challenges faced by young people in contemporary Costa Rican society.	70
5.2.2 To analyze behavior aspects of Holden Caulfield's rebellion as a response to societal gender expectations and to evaluate similar behaviors in Costa Rican youth.	71
5.2.3 To investigate the role of family, education, and social institutions in shaping gender expectations for both Holden in <i>The Catcher in the Rye</i> and young people in Costa Rican society.	72
5.3 Restatement of the Research Question.....	72
5.4 Recommendations.....	73

Table of tables

Table 1. Symbols and extracts from the novel. Creators own creation and researchers' interpretation.	63
Table 2. Motifs and extracts from the novel. Creators own creation and researchers' interpretation.	64
Table 3. Themes and extracts from the novel. Creators own creation and researchers' interpretation.	64
Table 4. Theories and extracts from the novel. Creators own creation and researchers' interpretation.	65

Chapter I

Introductory Framework

The Catcher in the Rye was launched in the year 1951, and it emerged in the 20th century as a describing narrative of youth rebellion, a topic which continues to be relevant, and interesting to many readers today. In addition, the novel explores the life of Holden Caulfield, this young protagonist is frustrated and disillusioned with societal norms and confused about gender roles and expectations. Moreover, these aspects generated a rebellious attitude towards society towards him. Additionally, the author of the novel shows the complex relationship between young people and expectations within society. Examining the defiance experienced by the protagonist to understand the societal norms and to find his own identity.

This analysis seeks to delve into this characteristic and connect them with the experiences of young people in the Costa Rican contemporary society. Furthermore, the researcher aims to examine how gender roles and youth rebellion, as represented in the novel, impact the life and the development of the character, and how these themes are represented in the challenges faced by Costa Rican youth today. By comparing the behavior of Holden Caulfield, and the experiences lived by the Costa Rican youth, this study hopes to obtain insight on how these themes can affect our society, and the significance of a fictional world and society which can be compared to the real world we live in.

As a result, this study will focus on the comparison of gender roles and rebellious attitudes of young people described in the novel and the experienced and challenges faced by the young people in Costa Rica in their daily lives. Then, the examiner will Holden Caulfield's rebellious actions as a reaction to the expectations imposed by society and explore whether similar patterns of rebellion can be spotted in the young Costa Rican citizens. Finally, it will

investigate the impact which, education, family, and social institutions have on shaping gender roles and generating the beginning of rebellious attitudes and frustration towards society of the protagonist of the story, and the Costa Rican youth.

To conclude, by connecting and comparing these themes, this investigation will offer a perspective on the struggles of young people to fit within societal expectations, the influence of gender roles and the confusion this can generate, the way in which their identity is shaped depending on the experiences they have lived, and the behavior towards society caused by their disconformity.

1.1 Problem Statement.

The tension created by the expectations that society has on individuals, and the imposing gender roles that have been created, generate frustration causing rebellious attitudes towards society, and these themes transcend time and culture. These topics reflect a broader struggle which is faced by people around the world, in which Costa Rican contemporary youth. can be included. Even though the novel was written in the 20th century, youth rebellion and rigid gender roles imposed by society are topics that remain relevant nowadays.

In costa Rican society, more specifically, the young citizens face similar challenges as they experience the pressure of pleasing both societal and gender expectations which generate behaviors of rebellions and defiance. Therefore, this study addresses the need to explore the similarities and differences between Holden Caulfield's experiences and the challenges faced by young people in Costa Rica. It aims to investigate how both groups react to societal pressures, and the impact of these pressures on their behavior. By analyzing the role of family, education, and social institutions in shaping gender expectations, this study seeks to close the gap between fictional representation and real-world experiences, highlighting the ongoing relevance of **The**

Catcher in the Rye in understanding youth rebellion and gender dynamics in the Costa Rican contemporary society.

1.2 Objectives of the investigation

1.2.1 General objective

1. To analyze how gender roles and youth rebellion in the novel **The Catcher in the Rye** has an impact on societal expectations, and to explore its relevance in the gender dynamics and societal challenges faced by the young population in Costa Rican society.

1.2.2 Specific objectives

1.2.3 To investigate the role of family, education, and social institutions in shaping gender expectations for both Holden in **The Catcher in the Rye** and young people in Costa Rican society

1.2.4 To interpretate behavior aspects of Holden Caulfield's rebellion as a response to societal gender expectations and to evaluate similar behaviors in Costa Rican youth.

1.2.5 To evaluate the representation of gender roles and youth rebellion in **The Catcher in the Rye** with the experiences and societal challenges faced by young people in contemporary Costa Rican society.

1.3 Justification of the Study

The purpose for this study will be exploring the themes of gender roles and youth rebellion in J.D. Salinger's **The Catcher in the Rye** and how they relate to the challenges young people face in Costa Rican society nowadays. The novel focuses on the struggles and challenges Holden Caulfield, a teenager who questions societal norms, deals with the pressures of growing up. These themes of rebellion and gender roles are still relevant today, making it a useful lens for understanding modern youth issues.

First, this study will look at how gender roles and youth rebellion in the novel affect the expectations society has for young people. **The Catcher in the Rye** shows how Holden feels trapped by the rules and expectations around him. This part of the study will analyze how Holden's struggles with identity and society connect to broader issues such as gender expectations, conformity, and the challenges young people face as they grow up. Additionally, this analysis will explore how these themes from the novel relate to the experiences of young people in Costa Rica.

In addition, in Costa Rica, as in many other places, young people are caught between traditional gender roles and changing social expectations. This study will compare Holden's experiences with the realities faced by young Costa Ricans today, helping to understand how the themes of rebellion and gender still affect youth today. This is especially important as Costa Rica continues to discuss gender equality, and the challenges young people face.

Finally, this study will help us understand how the issues in **The Catcher in the Rye** still apply to today's youth. By looking at these themes in the context of Costa Rican society, the study will provide insights into how young people deal with the pressures of identity, gender roles, and societal expectations in modern times.

1.4 Antecedents.

For this analysis, and as an initial investigation several sources were consulted, as a result, two types of topics were specifically reviewed which are thesis which focused on literary analysis and societal context.

According to Alvarado (2022), "the Metamorphosis by Franz Kafka: The Monstrosity of Humanity from a Sociological Point of View" The investigation aims to analyze human monstrosity in The Metamorphosis by Franz Kafka, examining its development and impact on both victims and perpetrators. It seeks to raise awareness about the consequences of inhumane behavior, promoting respect and empathy to prevent future violence and discrimination. The study highlights how rejection within families, as seen in Gregor's case, affects self-esteem and relationships. Additionally, it appreciates Kafka's use of symbols, characters, and storytelling, emphasizing how the novel effectively conveys the theme of exclusion and its real-life implications.

Based on the work made by Garcia (2023), "literary Analysis of Women Social Status in the Book the Selection by Kiera Cass Through the Feminist Approach." This investigation analyzes the social status of castes in the novel and their impact on women, either positively or negatively. Additionally, it examines dystopian elements and their connection to real-life struggles faced by women. Moreover, the study also explores how societal pressures influence

characters like America. Furthermore, the primary approach used is a feminist perspective, highlighting elements that continue to affect modern society.

According to the analysis made by Sanchez (2021) “A Literary Analysis of The Social Implications of Bullying and Abuse in Adolescents Using a Sociocultural Approach Based on the Book the Perks of Being a Wallflower by Stephen Chbosky”: This research follows a sociocultural approach to examine how society and culture shape individuals, particularly in The Perks of Being a Wallflower. Additionally, it applies behavior theory, psychoanalytical theory, and social impact theory to interpret the novel’s themes and their connection to modern reality. The study explores how social influence affects individuals, especially weaker or socially isolated ones, making them targets for bullying and abuse—issues particularly relevant to adolescents. Moreover, it also investigates how these behaviors are learned from a young age through cultural and societal norms. In addition, by analyzing the novel alongside real-life adolescent experiences, the research aims to highlight the deep social implications of bullying and exclusion

According to Ramirez (2020), “a Literary Analysis About the Impact That Social Norms Generate in Teenagers Using a Socio-Cultural Approach Based on the Book Series Divergent by Veronica Roth”: This investigation applies four literary theories to analyze hidden messages and actions in a book, using a sociocultural approach. Additionally, it explores how cultural factors shape individuals and influence behaviors, particularly the human tendency to mimic dominant social groups. Moreover, assigned societal roles, whether self-imposed or externally given, create patterns that people follow to fit in, though meeting social expectations is often unattainable. The research aims to connect fictional situations with real-life societal issues,

especially for teenagers and young adults, helping them relate to the novel's themes and reflect on their own experiences.

1.5 Scope

The following are topics which mention what the researcher seeks to accomplish with this investigation.

- 1.5.1 To analyze the differences between reality and fiction.
- 1.5.2 To compare the similarities between reality and fiction.
- 1.5.3 To create text analysis to understand meanings and messages provided by the author
- 1.5.4 To identify the influence which society has on the characters and young Costa Ricans
- 1.5.5 To analyze societal norms

Chapter II

Theoretical Framework.

Culture is the lifeblood of a vibrant society, expressed in the many ways we tell our stories, celebrate, remember the past, entertain ourselves, and imagine the future (Ontario.ca, n.d). For this literary analysis, it is essential to develop a theoretical framework since it is necessary and important for researchers to understand and be familiar with the theories and structures which help to build a strong understanding of the topic and a solid foundation for the research process. Based on Vinz (2022), “A theoretical framework is a foundational review of existing theories that serve as a roadmap for developing the arguments you will use in your own work.” Therefore, it can be understood as a guidance which supports the research of the study and provides evidence of the ideas delivered during the investigation process.

As a result of understanding the value of a theoretical framework, an explanation of the theories and ideas adapted to this study is highly relevant. This examination is guided by a sociocultural approach as the main motivation for analyzing the impact which society has on the characters of the novel **The Catcher in the Rye** and young Costa Rican population. In addition, many literary theories and approaches were profoundly analyzed to find the most appropriate technique which facilitates the goals of this work. As a result, the sociocultural approach was found to be the most significant method to be used during this research. However, to enrich this analysis, based on the nature of the study, theories related to literature are included throughout the development of this chapter.

Rebellion has been a common behavior which characterizes teenagers and young population whiting society, normally around these ages some individuals start to develop their personalities and own thoughts towards the already established rules and norms which can be

found in modern society. Furthermore, discomfort can be one of the reasons why the young population start to show signs of rebel this rebel behavior according to Brennan (n.d). “This developmental phase signals the teenager's need for independence and a separate identity.” Furthermore, this period is normally shown when a young individual feels the need for autonomy or Self-sufficiency as well as a way of presenting signals of their own identity being developed. In addition, based on a study made in Costa Rica by Luis Sandí-Esquivel, other factors which affect this behavior, “There is a strong relationship between the use of drugs and rebel conduct and depression among teenagers in Costa Rica. Therefore, the presence of these symptoms constitutes an alert signal for early detection of drug use in this age group.” (Sandí-Esquivel n.d) Based on this statement, substances which alter the senses of these individuals play a vital role in the conduct of the Costa Rican young population.

2.1 Literary approaches

2.2 Literary Theory Definition.

According to Brewton (n.d), "Literary theory" is a set of ideas and methods that help us read and understand literature. It doesn't focus on the meaning of a specific story or poem but instead looks at different ways we can understand what literature means. Literary theory explains the basic rules or tools we use to make sense of literary works. Moreover, this explanation helps to see literary theory is not about finding just one meaning in a story but about exploring different ways to understand and think about literature. It provides the tools to look deeper and ask important questions about what we are reading.

2.2.1 definition of literature

Based on the definition provided by Cambridge dictionary, (2025) "the meaning of literature is written artistic works, especially those with a high and lasting artistic value". Literature has the purpose of expressing ideas to its public emphasizing the beauty and creativity of its writers. Literature has been one of the original and most traditional ways of entertainment and communication over the years. It has created an enormous impact on the way people understand and see the world. In addition literature is an essential tool to study and comprehend the multiple definitions and theories which have been proven scientifically or have been provided by skilled thinkers for our own interpretation. Furthermore, literature has also been used as a form of art which lets their readers deepen into a world full of possibilities and experiences provided by the stories written in books. Historically, literature has had an important impact on our society, it has provided significant knowledge to recognize the way in which many concepts have been created

and studied. “Literature allows a person to step back in time and learn about life on Earth from the ones who walked before us” (Austin, 2024).

Based on the definition provided by Cambridge dictionary (2025), “the meaning of literature is written artistic works, especially those with a high and lasting artistic value”. Literature has the purpose of expressing ideas to its public emphasizing the beauty and creativity of its writers.

2.3 Literary theories

2.3.1 Social Construction Theory

“Many aspects of human life and knowledge that are often viewed as inherently objective or natural are actually socially constructed, created by cultures and societies through social processes and interactions” (Nickerson, 2024). Moreover, this theory mentions that the knowledge and understanding which many individuals of the world have has been created by specific figures which have an important role within society. In addition, people who have an important role in society have, as well, become responsible for the influence they have over the world’s population. Nowadays, society has become a globalized network where the presence of important people has an impact on the entire world and not only on their countries. Additionally, this network is also connected by cultures and topics which are valuable worldwide.

Based on Nickerson (2024), the social construction theory argues that the common or conventional knowledge acquired is not precisely extracted from objective observations of reality. In addition, it argues that all forms of understanding have been created by historical and cultural context; therefore, what society considers true or natural is a consequence of cultural and historical influences. Furthermore, based on the concept of social construction, what society

considers a reality is not necessarily true, and it has been imposed by social, historical and cultural contexts instead of being the absolute truth.

“Social constructionism originated as an attempt to come to terms with the nature of reality” (Andrews, 2023). In other words, this theory seeks to provide a reason why the concepts established in the world have been implemented, usually aiming at culture, society and history as the primary driving forces.

“Many things we take for granted and believe are objective reality are actually socially constructed, and thus, can change as society changes” (Vinney, 2024). Based on this theory, the objectivity which exists on people’s beliefs is nothing but an illusion since all these concepts have been already established. A good example of this is when back in the 1930s smoking cigarettes was considered a healthy habit. “Cigarette companies often advertised smoking as a way to stay happy and healthy, promoting cigarettes, as seen here, for the nerves and for digestion” (Yale University Library, 2023).

Nowadays it is easy to recognize and understand that cigarette smoking has nothing but harmful effects for people’s health; however, in the 1930s, this concept was established mainly by the cigarette companies and the society of the moment believed this statement instead of doubting it and building an objective opinion on this topic. Moreover, the social construction theory believes that knowledge in society is imposed and there is a lack of objectivity on reality or universal truth. In addition, the social construction theory suggests that our vision of reality should be totally empirical and objective. “A social construct is a concept that exists not in objective reality but because of human interaction. Put in another way, it exists because humans agree that it exists” (Bainbridge, 2024).

As a result, this explanation exemplifies the essence of the theory by mentioning how society is built by principles which others have agreed to be the absolute truth instead of objectively analyzing these ideas.

2.3.2 Knowledge Construction Is Politically Driven

“The knowledge created in a community has social, cultural, and political consequences” (Vinney, 2024), based on this statement, it can be understood that the knowledge which everyone in society has acquired has been imposed politically, and any other concept or understanding which is uncertain for any person has not been given due to convenience. This specific concept mentions the influence of politics within society. It describes how authority establishes, based on their convenience, what their communities or the rest of the world should or should not believe or know.

2.3.4 Power and Authority

“Power affects more than personal relationships; it shapes larger dynamics like social groups, professional organizations, and governments, as established by Howard community college (n.d). Moreover, from a constructionist point of view, this meaning can be interpreted as the visualization of power being a concept which affects person to person interactions, and the way in which institutions build their structures to control society, instead of being a structural force which provides tools to maintain and balance their population by providing objective perspectives of what is the real truth, reinforcing and promoting general agreement. In addition, power can redefine their concepts depending on societal changes and the possible eventual changes in people’s beliefs.

Additionally, based on Howard community college (n.d): Authority is described as “the power that is rooted in traditional, or long-standing, beliefs and practices of a society.” Therefore,

authority is established by collective acceptance, and those decide who should be given such power and responsibility. From the perspective of a constructionist, authority is provided for those who share the same beliefs and cultural approaches, which is decided by individuals with power who manage under what circumstances and conditions someone can have authority, which can be switched depending on the evolution of interests within society.

2.3.5 Media and Information Control

Based on the study made by Suzanne Lapierre, “Over 84% of the 601 state-administered media entities in 107 countries studied by State Media Monitor showed a lack of editorial independence. This represents a 1% increase from the previous year, highlighting the persistence of state control over media” (LaPierre, 2024). Moreover, this statistic highlights how the media is being manipulated by societal powers and structures by deciding what information should be shared and the way in which this data should be provided to the population. In addition, the media regulates their information and determines how the news will be treated. As a result, they shape and reinforce people’s opinions based on the way they develop their evidence.

Additionally, the way in which the state persists in controlling the media exemplifies the authority which is maintained over the information and how this is shared depending on their norms and global acceptance. “Right-wing political groups in Europe, including those in Austria and the UK, pose ongoing threats to independent media. Meanwhile, media outlets in countries such as Thailand and South Korea operate under significant government censorship” (LaPierre, 2024). In other words, the media have a strong and important power in the way they share and manipulate information depending on the aspects in society which they consider beneficial to maintain, avoiding and censoring topics which are not advantageous for their aspirations.

2.3.6 Biological Determinism.

“Most human characteristics, physical and mental, are determined at conception by hereditary factors passed from parent to offspring” (Allen, n.d). Unlike the sociocultural approach, this theory introduces the idea in which people’s behaviors and development are determined biologically. In addition, biological determinism believes that the development of an individual’s personality and beliefs is naturally and biologically delivered by their parents rather than being influenced by other external factors such as society (Based on Vinney, 2019). This theory suggests that the differences between various social conditions of groups based on race, classes gender and sexuality are predetermined biologically, which has led to justify discrimination over minorities.

Consequently, this definition argues that the differences and behaviors in society are determined biologically, and their actions are naturally justified since all which characterized these individuals has been originally inherited by their parents. Additionally, this approach totally ignores and rejects the influence of aspects such as culture, society, and environments, providing all the credit to biological features to justify the aspects which describe and made an individual. Furthermore, “Today the theory has been scientifically discredited” (Vinney, 2019). In addition, the nature of this theory, which can be considered as reductionist, places a greater emphasis on the impact which biology has on social behaviors and, therefore, fails to explore and provide credit to the cultural, and social part of the overall human experience.

2.3.7 Eugenics

As a result of the development of a theory such as biological determinism, a controversial movement has been created. The name of this movement or concept is “Eugenics”. Eugenists believed that the spread of genetic "defects," especially intellectual disabilities, was responsible for all social ills” (Vinney, 2019). Moreover, this means that eugenics as a topic describes all biological conditions as the cause of all the problems in society, ignoring key elements such as relationships, economy or society itself, and the importance these factors have in shaping individuals as citizens.

Furthermore, based on Reynolds (2020), The goal of the Eugenic “science” was to understand how characteristics such as, emotions, physic and intellect, were inherited aiming to use knowledge and results to improve human race and preserve the imagined racial superiority. In addition, this scientist, on their explorations to study heredity, used tools such as the census, genealogy, psychological measurements, anatomical studies and intelligence tests. Additionally, they believed that implementing these eugenic principles through laws and social principles, could contribute to eradicate mental illness, physical disabilities, moral deviance, crime and even certain deceases.

Moreover, eugenicist believed that by implementing these measurements to society it would have as a result several benefits such as the cost of taking care of the sick, mentally ill, people unprivileged economically, and incarcerated populations. Consequently, this “science” which derived from the biological determinism has been designed with the only goal of biologically modify individuals to provide “outstanding” characteristics and as result, create a “perfect” human race and avoid mixtures of races to preserve the idea of having a superior race.

In addition, these eugenic beliefs were applied to create a separation between races and people with different physical and mental illnesses, generating massive racial and social

discrimination among the population. As a result, while these practices were being executed, people suffering from unfair treatment, the rights were violated, individuals who were characterized by aspects which were not acceptable were excluded, and the inequality was noticeable within society.

Moreover, based on Reynolds (2020), eugenics became popular under the leadership of President Edwin Alderman, whose goal was to reinforce the practice by adding the best eugenic Scientifics available. President Edwin recruited experts such as, Harvey Jordan, Robert Bean and Lawrence Royster, from the medial specialty, George Ferguson in educational field, Orlando White to lead the biological station and Ivey Lewis as the head of biology. In addition, these experts developed eugenics knowledge and educational programs.

Additionally, these individuals in charge of this science, taught high school and college students as well as teachers into these eugenic racist ideas. Other activities they performed were working with popular eugenic researchers and presenting their results at important international conferences. Furthermore, taking into consideration and profoundly emphasizing a race-based science. These experts contributed on creating unfair laws and policies which help to reinforce white supremacy and racial discrimination.

Therefore, eugenics can be considered as a disastrous practice and idea which only functioned to generate discrimination and promote racism; in addition, under the leadership of President Alderman and the help of different experts, eugenics grew in popularity. This influence had a strong consequence and with the ideas of these individuals' new laws and policies were established within society, since they taught these principles to high school and colleges students and teachers, reinforcing harmful beliefs and practices.

2.3.1 Deconstruction Theory definition

“Deconstruction, form of philosophical and literary analysis, derived mainly from work begun in the 1960s by the French philosopher Jacques Derrida” (Britannica, 2024) This concept was created with the purpose of “breaking down” or separating texts to give a meaning to the message delivered by the author. In addition, it is used for the analysis of the texts which are interpretations made by the analysts. Moreover, deconstruction is a technique used to understand the creation of a work and to generate original insights and thoughts about it.

The deconstruction theory examines not only what the text says but also what it doesn't say to ultimately conclude that no text has one fixed meaning and that if one can break down language enough” (Reese, 2023). Therefore, this theory states that a text does not have a clear meaning. In fact, it can have multiple meanings. It all depends on the specific person in charge of the analysis, and their interpretation can be different from the interpretation of a different person, and even the interpretation of multiple people can be completely different from every other person. Moreover, factors such as background, beliefs, and experiences of an individual can affect the meaning of the text generating different perspectives of the same piece of information. Based on the analysis made by Sarwar, Naveed, and Hussain (2022). This theory has had an important impact on several fields of study, one of which being education. The deconstruction theory has created a new way of understanding the rules and principles governing multiple disciplines.

In conclusion, the deconstruction theory is characterized for challenging the notion of the meaning in a text, and it is important to emphasize that this meaning and interpretations are subjective and are influenced by a difference of individual perspectives, including background, experiences or beliefs. As previously mentioned, this diversity of meaning and interpretation has impacted numerous fields of study by giving a shape of how people understand and analyze

knowledge. As a result, this theory encourages critical thinking and a deeper approach to interpreting information across all disciplines.

2.3.1.1 Purpose of the Deconstruction theory

“A text can mean anything to anyone” (Reese, 2023). In other words, for literary analysis, the interpretation of the examiner will provide the conclusions which will give meaning to the text from a personal perspective. Furthermore, for the purposes of this work all the interpretations and meanings given to the texts on the novel **The Catcher in the Rye** will be analyzed using the deconstruction theory, this approach as previously mentioned, will explore multiple meanings and interpretations whiting the text based on the perspective of the examiner of this literary analysis.

The reason for the use of the deconstruction theory is to provide an opinion on the social impact which is perceived in the novel as well as the conclusions which are presented on this literary analysis. This theory facilitates the understanding of the novel since it is applied to let the analysts create their own definitions and concepts of the work without the need for an expert or consulting sources related to the author to understand the meaning of an specify text of concept created by the author.

2.4 Literary approaches

2.4.1 Socio-Cultural

According to Medical College of Wisconsin (2022), “the sociocultural approach explores the influence the world has on individual development”. Factors such as family, friends, or communities, have an essential impact on the evolution of an individual within society, it affects their behavior and personality based on the experiences and relationships they have had essentially during their youth. In addition, the respect and admiration which a human being has

for another person plays an important role in shaping their beliefs and thoughts, impacting their perspectives, values, and decisions following the same steps of the person they believe is a role model, and seeking social validation which as a result brings pleasure or satisfaction to the individual.

Based on the study made by Rahmatirad (2020), there is an interesting impact in the relationship between two individuals and how they act when they are alone and together. This experiment was done by the psychologist Lev Vygotsky, who discovered the differences on the behavior and decision making of a child who was alone and acted independently without any influence and, on the other hand, how they behaved differently when they were in presence a more experienced and knowledgeable person. It is natural for human beings to be influenced by things which they find attractive, interesting and even by situations in which they find pleasure. Furthermore, it is easy to find these characteristics within society since most individuals have the basic necessity of living a social life and learn how to be a part of a society seeking for their own identity which is often influenced or created by elements found on other people as a result of being part of a society and seeking a validation which is normally created by the urge of forming bonds with the people who are attractive because of their characteristics and possible benefits which they can bring to each other's lives. In conclusion, human beings are naturally social, and this nature is an essential aspect of what shapes their identity.

2.4.1.1 Relevance of the socio-cultural approach for the purpose of the study.

Since the objectives created for the purpose of this study are essentially related to the impact which society has on the character of the novel and how it plays an important role in the

development of its life. The sociocultural approach brings the perfect characteristics which appropriately set the purpose of this paper. As stated by McLeod, “Cognitive development is influenced by cultural and social factors” (McLeod, 2024). By this quote, it can be understood that culture and society play a significant role in the development of a human being. For the purpose of this examination, this approach will help to understand the motivations, behaviors or decisions made by the character and those factors that have affected the person he is during the story.

It is important to consider how meaningful are the influences which shape the personality not only of the character in the novel, but also within society in real life. Culture and society are essential for the development of an individual. It creates a description of what they are, and it provides an explanation and offers an understanding of people’s thoughts, behaviors and development depending on their background and their initial influences especially when these individuals were growing up. In addition, these influences can be considered good or bad, and they are the reason for success or failure, good or bad habits and values, and not necessarily good or bad characteristics but also specific behaviors which describe a person as authentic or unique.

In conclusion the sociocultural approach delivers the importance and the impact which social and cultural issues have on shaping the identity of a person. As the previous topics have been thoroughly examined, it is time to move forward with the next points.

2.5 Themes, symbols, motifs

The themes, symbols and motifs are important elements within literature. These elements provide enriching elements to the analysis of a literary piece. According to Biscontini (2024),

“These elements invite deeper analysis and understanding, encouraging readers to explore the themes and emotional nuances of a literary work.” In addition, according to the statement previously mentioned, themes, symbols, motifs lead readers to think deeply into the text they are reading and analyzing, these elements carry meaning and messages to the characters and the message of the story which provide a stronger connection between the ideas the writer wants to deliver on their work.

2.5.1 Themes:

“A theme is a central idea or message. Basically, a book’s theme is the central idea or message the author is trying to convey” (LIMA, 2022). In other words, the theme is the main message provided by the author on a literary work. The theme is what the author is trying to communicate to their readers through their work. Understanding the theme of a literary work is highly significant to understand literature, and it provides context for the readers. Without a theme in literature, it is impossible to have a coherent piece of work since it is essential to provide a main idea which will guide the narrative, connect the plot, the characters, and the events of the work, and offer the reader a context for what they are reading.

Based in Douglas College, (n.d), the theme, as previously mentioned, is the main idea of literary work. However, it is not only about the story of the work itself but also about the message it delivers about the people in society. Furthermore, when a theme is discussed, it also involves the meaning it provides in real life. The themes are not explicitly explained by the writer, instead the readers must discover them by analyzing and the plot, characters and other important elements presented in the work. In addition, based on the information previously presented, it is essential to understand and analyze the themes for a literary analysis, since it provides valuable information and enrichment for a complete and valid analysis.

2.5.2 Symbols:

“Symbols help to understand an idea through images, ideas, sounds, or words that represent something important.” (LIMA, 2022). Moreover, symbols provide additional meaning which is represented implicitly in the texts. This meaning is provided by the author in different ways, and most literary works are often laden with symbolism which is an important aspect to consider when a literary analysis is being elaborated. Based on Lakhadive (2019), writers frequently use symbolism to elevate their work, adding depth and enrichment. By incorporating these symbolic elements, writers enhance the meaning of the literary work, making it more engaging and profound. Moreover, these symbolic characteristics are used by the writers to create a stronger meaning on their narratives, characters and themes, conveying deeper significance beyond the literal message provided explicitly on the work.

Symbolism is commonly used by more philosophical writers who wish to express their message through implicit ideas, objects or actions. The analysis of the symbols during the exploration of this literary piece is fundamental to implement since in the novel **The Catcher in the Rye**, we can find a variety of symbolism. In addition, this analysis provides a richer context to understand the messages and meanings within the novel which provide better results and conclusions for the purpose of the analysis.

As a result, symbols function as a strong literature device which elevates the work or a writer by providing a deeper meaning and complexity to the texts. By adding these symbolic elements, writers offer a better literature experience to their readers, enriching the overall quality of their work.

2.5.3 Motifs:

“Motifs are images, sounds, actions, or other figures that have a symbolic and essential meaning and help to explain the main idea of a literary work” (LIMA, 2022). Furthermore, a motif is an essential device designed to provide extra context to the principal concept of a literary work. Moreover, this literary device helps the reader to have a broad understanding of the meaning which the author wishes to deliver by using sounds, images, words or symbols. Based on twinkl.com (n.d), a motif is considered as a recurring concept in a literary piece, which provides a symbolic meaning to the main story. A characteristic of a motif is the repetition which reinforces its importance. A motif can appear in different ways such as an image which can be present on the reader’s mind, an essential object in the story, or a common characteristic present in several characters.

In addition, motifs help the narrative to feel more complete by adding additional details to the meaning of the story. These elements provide a deeper insight into the message which is delivered on the work and serve as a guide to the readers to understand the characters and events. Moreover, motifs are a tool which highlights the themes of the story, the use of different concepts such as images or objects, stand out the ideas of the work and add quality to the literary work.

As a result, motifs are valuable elements on a literary composition which provide significant elements to the meaning and enrich the main idea of the story. In addition, adding these images, sounds or characteristics to the story enhances the readers’ understanding of the themes, and narrative of the main plot. Motifs provide a cohesive understanding of the main story, making it complete and reinforcing the message delivered by the author.

2.5.4 Difference Between a Theme and a Motif

To use these literary devices on an analysis of the novel, it is important to understand the difference between two similar concepts such as the themes and motifs of a literary work. This differentiation is essential to avoid mistakes during the process of analysis since the two concepts can be similar and can cause confusion to the examiner or the readers of this work. In addition, these concepts provide different purposes for the understanding of the story which are perceived in distinct ways.

“The main difference between a motif and a theme is that a motif is a concrete part of the story that can be quoted whereas a theme is an overall message or idea that is being illustrated by the story.” Twinkl.com (n.d). Furthermore, by understanding this information, themes are characterized by being the main idea of the story, a theme is the purpose of the literary work and provides a deeper meaning of the message which the author is trying to communicate through their audience. In addition, themes help shaping the narrative of the story and help the readers understand what the story is about.

On the other hand, a motif is described as a recurring element during the story such as an image or an object which provide various symbolic elements and help the main idea of the story by reinforcing its concept and providing insight into the main message of the work. In addition, motifs can be considered a strengthener of the themes since they enhance the main message of the story. As a result, a theme provides the main idea, and a motif delivers the context and develops the main idea of the literary work.

2.6 J. D Salinger's background and biography.

Building on this understanding, the following topic is valid to explore to understand and acquire context on the person behind the literary work, which is being utilized for this examination. This person is known by the name of J.D Salinger (1919-2010). Based on biography.com (2021), even though J.D Salinger was not a physically imponent and he had a reclusive lifestyle, this writer is considered a literary colossus. In addition, his novel, **The Catcher in the Rye**, which is considered his best work, reshaped literature of a post-WWII America and brought him importance, recognition and popularity, among literary experts and enthusiasts.

Despite his reclusive nature, J.D Salinger became of the most relevant authors in America in the 20th century. In addition, his short stories, which were, many of them, published in the New Yorker, serve as an inspiration to other important writers such as Phillip Roth, John Updike and Harold Brodkey. In the year 1953, Salinger made the decision to leave the city in which he was living, New York City, and decided to start a life of seclusion and during this time, he just published one more story before his passing away.

Salinger was born in the year 1919 in the city on New York, of the United States of America. In addition, Sallinger attended New York university before he decided to publish his novel **The Catcher of the Rye** to travel to Europe with the goal of learning a new language since his father supported him emotionally and economically; moreover, this trip to Europe has as a second goal, to gain experience and knowledge in the business field. However, during his time in Vienna, which lasted five months, Salinger focused more on language rather than business. Additionally, as Salinger went back to his hometown after his adventures in Vienna, he decided to give himself a second chance to college education, enrolling in Ursinus College in

Pennsylvania. Then when he was back in New York attended night classes at Columbia University where he met Professor Whit Burnett, a person who will become important to him and change his life forever. biography.com (2021).

Professor Burnett was not only a great teacher, but he was also the editor of story magazine, a significant publication which features short fiction. As soon as Burnett recognized Salinger's literary writing ability, he encouraged him to keep writing regularly, and shortly after, his work was published not only in Story magazine, but also in major magazines such as Collier's and the Saturday Evening Post. biography.com (2021).

As a result, after Salinger decided to focus more on language rather than business, accompanied with the experience he gained on his travel to Vienna Europe, he came back to the United States to keep educating himself at various universities. During this time, he will find his final motivation to start his journey as a writer. Fortunately, he crosses paths with professor Whit Burnett who became the person who changed his life forever.

2.6.1 J. D Salingers greatest publication

When Salinger returned to New York city back in the year 1946. He decided to continue his writing career, and his work shortly appeared published in his favorite magazine, The New Yorker. In addition, he remained dedicated to keeping the work of his novel and was finally published in the year 1951 with the name of "The Character in the Rye". Additionally, when **The Catcher in the Rye** was available for the public, the book received a combination of praise and critics. While some of the reviews received were positive, others were negative, since certain critics were focusing on Caulfield's, the protagonist of the book, search for authenticity in a "phony world" as a questionable value to advocate. However, overtime, this Caulfield has

become an important character which deeply remains in the consciousness of Americans biography.com (2021).

Naturally, **The Catcher in the Rye** launched Salinger's career to an extraordinary amount of literary fame. In addition, during his college years, Salinger proclaimed with confidence his talents as a writer, and all that success he seemed to desire when he was younger became something he decided to escape once it became a reality. Moreover, in the year 1953, two years after **The Catcher in the Rye** was published, Salinger abandoned New York city and moved to a secluded ninety-acre property in Cornish, New Hampshire. Consequently, in that place, he decided to make efforts to distance himself from the rest of the population and dramatically reduced his literary production being the work "**Hapworth**" the last publication, while Salinger was still living. biography.com (2021). As a result, Salinger found that success he always desired after he published "catcher". and despite the mixed opinions of the public, naturally the book became his magnum opus, and it was critically acclaimed as the years passed. However, he felt overwhelmed by the massive recognition he received and decided to live apart from the public and live a reclusive life which caused him to reduce his work as a writer.

Even though Salinger did not publish anything new during his last forty years of life those who were close to him shared that he never stopped writing. Additionally, these people said he used to write daily therefore, there was a significant amount of speculation on how much literary pieces he might have completed. Furthermore, estimations suggest that he may have finished at least ten novels which were stored in his house. biography.com (2021). On January 27th, 2010, Jerome David Salinger passed away leaving a literary legacy in which the book **The Catcher in the Rye** was his most acclaimed project, Salinger did not like to be recognized, therefore, until the end of his days on earth, he decided to have a private life evading the public.

2.7 Plot of the book

Based on Griffin, (2023), **The Catcher in the Rye** follows the story of Holden Caulfield, a teenager boy who has been recently expelled from his preparatory school, consequently he wanders several days through the streets of New York City. During this time, he faces struggles due to the challenges of growing up and as he describes “phoniness” of the adults’ world. In addition, Holden is living on grief due to the passing of his brother named Allie. At the same time, he faces his reality of growing up and having to take responsibility for his life and future. The novel utilizes topics such as the society in which the character is living and how he struggles to fit in as he does not find a way to agree with the way things are supposed to be.

2.7.1 Inciting Incident

Holden is kicked out of his preparatory school and chooses to leave before the end of the term ends. He checks into a hotel and hires a prostitute. However, he shortly recognizes his loneliness and his desire for connection, but he cannot carry out his feelings and thoughts (Griffin, 2023). The character tries to find a way in which he can feel accepted by making decisions he naturally would not take. However, sooner or later he experiences deep feelings which cannot be carried out as he struggles to bring himself to follow through with it.

2.7.2 Point of No Return

Holden makes the decision to leave the hotel and go for an adventure into the city, hoping to reconnect with some old friends, and people he knew in that city. In addition, during that time he realized that he cannot return to his past and must confront the world by himself on his own

way (Griffin, 2023), Additionally, during this time, Holden acknowledges his reality and starts a new journey facing his new life, realizing he must explore the world on his own without looking back to the past seeking his own identity and a way in which he can survive in the society he lives.

2.7.3 Rising Action

During his journey, Holden meets several characters who in different ways exemplify the adult world he hates. Additionally, grief and loneliness are two common topics which he struggles with during the novel. Furthermore, he finds himself unsure of what his future will look like and has a hard time understanding what he wants for his life (Griffin, 2023). In addition, Holden experiences common teenager struggles, as soon as he grows up and he starts seeing things in a different way, he starts seeking his own identity exploring the world looking for new experiences.

2.7.4 Midpoint Reversal

Holden makes a visit to his little sister whose name is Phoebe. During this visit he realized he would not be able to protect and keep his little sister away from the cruel reality of living in the world. As a result, he accepts that he needs to grow up and deal with the world as it is (Griffin, 2023). Additionally, Holden is very protective of his little sister's Phoebe; however, it is impossible to hide all the things he does not want her to experience and soon as he realizes that he must put himself as a priority and face reality on his own.

2.7.5 Resurgence

Holden connects with his little sister, Phoebe, and thanks to her, he is provided with a new perspective of life; therefore, he decides to make a fresh start (Griffin, 2023).

Additionally, this moment has a vital significance to Holden since, thanks to her influence, he can see that despite the circumstances he was facing. There is still plenty of life ahead and hope for change and growth.

2.7.6 Resolution

At the end, Holden is back home, but he is not completely healed. The final takeaway is that he still has a long road ahead of him (Griffin,2023). As a result, Holden can find a stable reality, and during his journey and experiences lived, he learns a valid lesson and gains maturity. In addition, he could grow as a person and emotionally leaving the kid he once was in the past.

Chapter III

Methodological Framework

Based on the research made by the psychologist Tony White: “About 75 per cent of teenagers will be rebellious to some degree” (Hunter, 2011). Moreover, the manifestation of these attitudes, and behavior of teenagers or young adults, where they go against authority and the established norms, can be a common characteristic of their personality. In addition, during this stage of development, these individuals start to create their own opinion and thoughts over societal norms and expectations since their critical thinking expands throughout these years. This process of rebellion and exploration of their identity is often a major step toward adulthood and independence. Additionally, through this chapter, the following elements will be discussed: how does rebellion on young people can affect society, the relationship between societal expectations and the development of young citizens, and how traditional gender roles can affect the behavior of young citizens within society.

According to the Cambridge dictionary, n.d, rebellion is described as an action against those in authority, against the rules, or against normal and accepted ways of behaving (Cambridge, n.d). In addition, beyond the personal level, which is possessed by an individual, youth rebellion can have a significant impact on society. Since rebellion or being a rebel mainly means going against the authority, these actions generate cultural shifts, questioning traditions and beliefs, provoking social change. Furthermore, this opposition can alter social structures, and provoke new philosophies, dialogues for social justice and freedom, equality, social movements, and at times it leads to political movements. Rebellion can be perceived as an act of violence and disturbance; however it can be a movement of self-expression in which youth.

Moreover, for the purpose of this investigation, it is essential to apply a methodological framework to benefit and enrich the process of research. A research methodology describes the techniques and procedures used to identify and analyze information regarding a specific research topic (Sreekumar, 2023). Thus, this methodology process functions as a guide for the research process, and it provides information regarding the design, techniques, procedures, and methods applied to develop and enrich the examination of the project. As a result, the methodological framework provides clarity and credibility for the research. It ensures that the investigation is well structured by providing meaningful, and reliable results.

3.1 Research approach.

According to Budert-Waltz (2023), research approach is the procedure selected by the researcher to collect, analyze, and interpret data. Therefore, it can be considered as the strategy or plan which will be developed during the research process. Additionally, the research approach helps to select the appropriate procedure which will be applied to the research depending on the nature of the investigation.

There are three types of research approaches which are specific depending on the main goal which the researchers seek to provide for their investigation. First, there is the Quantitative approach, which seeks to investigate by measure, countify, and generalize. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2020). Therefore, this approach focuses on numerical data, which can be taken from surveys, statistics and measurable analysis.

On the other hand, there is the qualitative Approach, which is applied to understand interpretations and contexts. According to Bhandar (2020), a qualitative approach is used to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a

problem or generate new ideas for research. Furthermore, this approach focuses on non-numerical data, and it focuses on data analysis, interviews, or case studies.

In addition, mixed methods can help you gain a more complete picture than a standalone quantitative or qualitative study, as it integrates benefits of both methods (George, 2021). Ultimately, for the purposes of this study, the most appropriate approach to apply is the mixed method. This method as the name suggests, combines both approaches: the qualitative and quantitative. Moreover, this helps to gather optimal information and reinforce the result of the examination.

3.2 Research Design

According to McCombes (2021), a research design is a strategy for answering your research question using empirical data. Therefore, this process provides insight into how the investigator will conduct the research. It provides methods which help to collect and analyze data. The main goal of this research is to analyze societal aspects from the book **The Catcher in the Rye** and Costa Rican society using the socio-cultural approach; therefore, the descriptive design was selected to be applied on this investigation since it fits with the purposes of this investigation.

According to McCombes (2019), Descriptive research aims to accurately and systematically illustrate a population, situation or phenomenon, questions such as “what”, “when” and “where” and “how” can be addressed; however, it cannot answer to the question “why”. Additionally, this type of design can apply several methods to examine one or more variables. Different from experimental research, the researchers do not manage or influence the variables, but instead, they examine and measure them. Therefore, this design is a good tool for

gathering a clear understanding of a study without intervening in the variables of the investigation. Additionally, the descriptive research provides insight into the elements which characterize a population, situation, or phenomenon.

Furthermore, descriptive research is suitable when the goal is to identify characteristics, trends, frequencies, and categories. In addition, this method is essentially helpful when a lack of knowledge about a topic or issue exists. Therefore, before the reasons behind something are explored, it is vital to comprehend when, how and where it occurs. McCombes (2019). As a result, descriptive research functions appropriately to understand a topic, characteristics and structures, since it provides valid information and results to the main question of the investigation. It perfectly functions to provide more information about the causes which characterize a specific situation or phenomenon, allowing the researchers to receive more specific answers which provide insight into the reasons behind behavior or occurrences

3.3 Information sources.

The definition of information sources refers to all the references which are used by researchers to obtain academic information. This concept divides sources into three categories, which are known as primary, secondary and tertiary sources. In addition, this informs the reader as to whether the author is reporting information that is firsthand or is conveying the experiences and opinions of others which is considered second hand (University of Minnesota, 2024).

3.3.1 Primary Sources

According to the University of Minnesota (2024), these sources are characterized by document events or provide proof as they were originally created or developed without adding any additional interpretation to the concept. In addition, primary sources present the information as it was originally delivered and serve as the basis for further research. Furthermore, these types of sources provide original information, introduce new insights and provide new data. Therefore, Primary sources are commonly used as a foundation which help researcher start with the developing of their study. Moreover, good examples for Primary sources are Theses, dissertations, scholarly journal articles (research based), some government reports, symposia and conference proceedings, original artwork, poems, photographs, speeches (University of Minnesota, 2024).

3.3.2 Secondary Sources.

These sources function to analyze primary sources and provide a new interpretation of them. Additionally, secondary sources have as an objective to explain, clarify or expand the information obtained from the primary sources. Another characteristic of these sources is that they function to explain, summarize, organize, interpret or add importance to the information gathered from the primary sources (University of Minnesota, 2024). As a result, secondary sources are used to reinforce all the information previously gathered in the primary sources. Additionally, examples of secondary sources are, Textbooks, edited works, books and articles that interpret or review research works, histories, biographies, literary criticism and interpretation, reviews of law and legislation, political analyses and commentaries (Ibid, 2024).

3.3.3 Tertiary sources

Finally, based on University of Minnesota (2024), tertiary sources function as a tool to categorize, summarize, compile and organize information obtained from other sources. In addition, some of the reference materials and textbooks can be considered tertiary sources when they specifically have as primary objective to summarize, to list, or reorganize existing ideas or data. Furthermore, tertiary sources do not provide credit to the authors or the tools from which the data was collected. In other words, these sources are utilized to reinforce all the information previously collected. In addition, this reinforcement is made by summarizing, organizing, and categorizing all the information. The following are examples of tertiary sources:

Dictionaries/encyclopedias, almanacs, fact books, directories, guidebooks, manuals, handbooks, and textbooks.

3.4 Analysis Categories

3.4.1 Gender Roles and Expectations

On this section, the main purpose is to understand the way in which cultural and social expectations shape the personalities and behaviors in the novel. According to Pearlstein (2024), “Gender roles are social and cultural constructs that define the behaviors, expectations, and responsibilities typically assigned to men and women within a society.” In addition, gender roles typically define how human beings should act, dress or depending on their sex. This concept can generate disconformity or even confusion to individuals since they might not feel identified with how society has imposed how they should behave depending on if they are men or woman. On the other hand, other individuals can feel identified with the traditional gender roles imposed by society and embrace them as part of their identity finding comfort on these traditional societal expectations of gender.

3.4.2 Social identity

The purpose of this section is to analyze how individuals are shaped and identified in different social groups based on their cultural influences and experiences living within society, and how this can affect their worldview and impact on their behavior and personality. In addition, according to Mcleod (2023): “social identity explains how individuals define themselves based on their group memberships, such as nationality, religion, or social class. It suggests that people seek to enhance their self-esteem by identifying with in-groups and differentiating from out-groups.” Furthermore, this concept highlights how social identity explains the way in which an individual perceives themselves within society depending on their preferences to belong to a certain group which provides the specific characteristics they feel attracted to. In addition, characteristics such as religion, social class or ethnicity play a crucial role in the aspect which develops what human beings find attractive or interesting for their lives. As a result, this concept explains how being part of these groups affects behaviors and attitudes.

3.4.3 Sexuality and cultural taboos.

The main purpose of these concepts is to understand how sexuality, love and relationships can generate confusion among the young population, and how the attitudes and the view created by society can generate disconformity and internal conflict with human beings. According to Ntara and white (2023) ,“A taboo refers to a religious or social practice that restricts a certain behavior, activity, or relationship with people, places, or things.” I addition, taboos are rules or beliefs which are imposed by certain groups or by society. This concept works as a manual which explains what the actions are that an individual should never do, what

is perceived as something inappropriate and what behaviors are socially or morally unacceptable depending on the social context they participate in,

3.5 Data collection instruments

According to Jain (2025), data collection is described as the process of gathering and analyzing information which is obtained from various sources with the purpose of addressing research problems, answering questions, evaluating outcomes and predicting tendencies or probabilities. Additionally, it plays a significant role in research, analysis, and decision-making process. Furthermore, during this process, researchers must determine valid sources, the type of information needed, and the data collection methods which are relevant to the study. Therefore, data collection instruments are a highly significant process which must be developed in any research project since it is necessary to prove and evaluate the outcomes of the examination.

In addition, there are two types of data collection instruments, there are the qualitative ones which evaluate non numerical information, “while numbers paint a clear picture, qualitative data adds depth and nuance, revealing a spectrum of perspectives that numbers alone can't capture” (Dovetail Editorial Team, 2024). On the other hand, there are the quantitative ones which oversee evaluating all the numerical information of the research project. Furthermore, as an example of qualitative data collection instrument can be mentioned in an interview.

According to George (2022), “an interview is a method that relies on asking questions in order to collect data. Interviews involve two or more people, one of whom is the interviewer asking questions.” Interviews are normally structured and prepared conversations which are elaborated to collect specific information. On the other hand, surveys are a good example of a quantitative data collection instrument According to McCombes (2019), “survey research means collecting

information about a group of people by asking them questions and analyzing the results.” Moreover, a survey is calculated using numbers, and the results are analyzed statistically to identify patterns. This allows us to have measurable results. Ultimately, the use of well-constructed data collection instruments enriches the credibility of results of the research and contributes to the overall success and impact of the study. The data collection instruments which were selected to be used for this research are the following.

3.6.1 Survey

“Surveys are used as a method of gathering data in many different fields. They are a good choice when you want to find out about the characteristics, preferences, opinions, or beliefs of a group of people” (McCombes, 2019). Therefore, for the purposes of the research, a survey has been conducted to gather significant information, acquire insight, and analyze results. Additionally, this data collection has been obtained from the target population which are young Costa Rican citizens.

3.6.2 Questionnaire

“A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. Questionnaires can be used to collect quantitative and/or qualitative information” Bhandari (2021). Therefore, as the next data collection instrument applied to this research, a questionnaire was designed to gather specific information from all the participants. In addition, by applying this tool, valid information was collected to reinforce and understand the research question in this analysis.

3.6.3 Literary analysis.

According to Caulfield (2020), a literary analysis is the meticulous examination of a text, interpreting the meaning of it, and analyzing the reasons behind the author's choices. This analysis can be applied to novels, short stories, plays, poems, or any other form of literary writing. Additionally, as another example of data collection, a literary analysis is necessary to understand the novel which is being used to develop this project. It is necessary to analyze the texts and find their meanings; moreover, it is essential to pinpoint the purpose of the characters in the story as well as comprehending the messages which the author wishes to share through his story.

Survey.

1. Age:

18–21

22–25

26–30

2. Gender:

Male

Female

Prefer not to say

3. Education Level:

High school student or graduate

University student

University graduate

Other

4. Do you live in a rural or urban area?

Rural

Urban

Suburban

5. Do you consider yourself a rebellious person?

Yes

Sometimes

No

6. To what extent do you feel that Costa Rican society allows young people to express themselves freely?

Not at all

Slightly

Moderately

Very much

Completely

7. Have you ever felt pressured to conform to certain behaviors or roles because of your age?

Yes

No

Not sure

8. In your opinion, what are the main reasons young people in Costa Rica rebel or go against norms?

Family pressure

Educational stress

Gender expectations

Lack of opportunities

Political/social frustration

Peer influence

Other: _____

9. Do you believe gender roles are still strongly enforced in Costa Rican society?

Yes

Somewhat

No

10. Have you ever felt limited or judged because of your gender in a school, family, or work environment?

- Frequently
- Occasionally
- Rarely
- Never

11. In your opinion, how do families in Costa Rica influence gender expectations?

- Strongly enforce traditional roles
- Support individuality but still expect certain behaviors
- Encourage freedom of expression regardless of gender
- No opinion

12. Do you think schools play a role in shaping how young people view genders?

- Yes, a strong role
- Somewhat
- Not at all

13. Which institution do you think influences gender expectations the most in Costa Rica?

- Family
- Education system
- Religion

Media/social media

Government policies

14. Do you believe Costa Rican youth are supported by these institutions in terms of identity and gender freedom?

Yes

Partially

No

Not sure

15. Would you say that societal expectations are a cause of emotional distress among young people in Costa Rica?

Definitely

Sometimes

Rarely

Not at all

Questionnaire.

1. In your opinion, how do young people in Costa Rica express rebellion today? What do they usually rebel against?

2. Have you personally experienced a moment of rebellion or resistance toward societal expectations? If so, please describe what led to it and how you responded.
3. How would you describe the way Costa Rican society reacts to young people who question or challenge traditional norms and expectations?
4. What do gender roles mean to you, and how have they affected your personal life, if at all?
5. Do you feel there are still strong gender-based expectations in Costa Rican families, schools, or workplaces? Please explain with examples if possible.
6. In what ways do you think young Costa Ricans are either maintaining or challenging traditional gender roles?
7. In your experience, how do Costa Rican families influence how young people understand or perform gender roles?
8. What roles do schools and the education system play in shaping ideas about gender and behavior in youth?
9. Do you believe institutions such as religion, media, or government contribute to reinforcing or challenging traditional gender expectations? Please explain your view.

10. Is there anything else you'd like to share about your experience with gender roles, rebellion, or societal expectations as a young person in Costa Rica?

Chapter IV

Data analysis

The purpose of the following chapter is to analyze the content of the novel, interpreting and providing meaning to the theories previously gathered and studied. Furthermore, the concepts which subsequently will be included in this analysis are based on personal interpretations considering the knowledge and experience of the researcher. In addition, literary key aspects such as symbols, themes and motifs found in the novel will be added to this analysis.

4.1. Approaches to the investigation

To provide further support for the analysis of the novel and deliver a solid analysis it is important to define the meaning of approach. According to Mavodza (2022), “it is a plan and procedure that consists of the steps of broad assumptions to detailed methods of data collection, analysis, and interpretation.” As previously described, an approach is an essential tool to obtain successful research since it works as a method to study and understand a concept allowing the researcher to obtain significant meanings and conclusions on the work being performed.

On the other hand, as it has been previously stated, this research has been conducted using the socio-cultural approach due to the nature of novel which works as the main source for the research. This approach mentions how social interactions are an important aspect which defines the development of a human being. "Our psychological growth is guided, in part, by people in our lives who are in mentor-type roles, such as teachers and parents" (cherry, 2024). In

other words, this approach explains how specific people around an individual can build and influence their personality.

4.1.1. Themes, motifs and symbols

In the following section, three organized tables containing literary elements such as themes, motifs and symbols will be found. These elements have been extracted from the novel **The Catcher in The Rye** with the objective of providing a deeper understanding of the novel's meaning. These extracts have been carefully chosen to illustrate and exemplify how these literary components are applied within the narrative. In addition, an explanation of the researcher's own interpretation is included aiming to provide more context to the meaning of these narrative elements.

Table 1. Symbols and extracts from the novel. Creators own creation and researchers' interpretation.

Symbols	Extract from the book	explanation
1. Holdens Red Hunting hat.	"I put on this hat that I'd bought in New York that morning. It was this red hunting hat, with one of those very, very long peaks." (chapter 3, page 21)	This red hat is a representation of Holdens personality and his desire to be different from the rest. In addition, this hat can represent a comfort zone for the protagonist since it makes him feel safe when he wears it.

2. Allie's Baseball Mitt	“Anyway, that’s what I wrote Stradlater’s composition about. Old Allie’s baseball mitt” (Chapter 5, page 44.)	This baseball accessory represents loss, as it was a belonging of his late brother. In addition this object represents love and grief
--------------------------	--	---

Table 2. Motifs and extracts from the novel. Creators own creation and researchers’ interpretation.

Motif	Extract from the book	explanation
Loneliness	“It wasn’t far over the park, and I didn’t have any place else special to go, I didn’t even know where I was going to sleep yet, so I went. I wasn’t tired or anything. I just fell blue as hell” (chapter 20, page 170).	This is a representation of Holden’s lonely journey, as he wanders around New York by himself without any company
Phoniness	“He was at least a pretty friendly guy, Stradlater, it was a phony kind of friendly, but at least he always said hello to Ackley and all.”	Holden always had a problem with the people who were not genuine calling these individual “phonies”. He did not like people’s hypocrisy, and he would highlight this on a person every time he could.

Table 3. Themes and extracts from the novel. Creators own creation and researchers’ interpretation.

Theme	Extract from the book	explanation
-------	-----------------------	-------------

Adulthood	“It's full of phonies, and all you do is study so that you can learn enough to be smart enough to be able to buy a goddam Cadillac someday” (chapter 17, page 145).	Holden dislikes the adult society in the novel; he perceives adulthood as phony and struggles with the thoughts of growing up and being part of it.
Search for identity	“Sometimes I act a lot older than I am--I really do--but people never notice it. People never notice anything” (Chapter 2, page 12).	Transitioning from adolescence to adulthood is commonly hard for individuals, in this case Holden struggles with finding and defining who he wants to be, searching for validation from others at the same as he rejects many established structures within society. He looks for authenticity in a world which is overwhelming and ingenuine for him.

4.1.2 Theories.

The following table presents a series of extracts from the novel which are analyzed from the perspective of literary theories. This table highlights how theories such as deconstruction theory, social construction theory, biological determinism, and eugenics are incorporated into the narrative which provides a broader meaning to its texts. Furthermore, the researcher’s personal analysis and interpretations to these meanings are provided to gain more insight into the narrative’s message and understanding.

Table 4. Theories and extracts from the novel. Creators own creation and researchers’ interpretation.

Theories	Extract from the book	explanation
<p>Deconstruction theory</p> <ol style="list-style-type: none"> 1. Being masculine and being vulnerable 2. The Phoniness of Holden. 	<ol style="list-style-type: none"> 1. "I was crying and all. I don't know why, but I was. I guess it was because I was feeling so damn depressed and lonesome" (chapter 20, page 169). 2. "I'm the most terrific liar you ever saw in your life. It's awful" (Chapter 3, page 19). 	<ol style="list-style-type: none"> 1. Since Holden is a man, he believes he must be strong and do not show his emotions; therefore, when he cries, he feels contradicted from what he believes the meaning of being a man is, meaning which has been imposed by society. 2. Holden claims to defend innocence; however, he often contradicts himself with actions such as lying and paying for sexual services.
<p>Social construction theory</p> <ol style="list-style-type: none"> 1. Success 2. Sexuality 	<ol style="list-style-type: none"> 1. "Lawyers are all right, I guess--but it doesn't 	<ol style="list-style-type: none"> 1. For many people, success comes from having a university

	<p>appeal to me," I said.</p> <p>"I mean they're all right if they go around saving innocent guys' lives all the time, and like that, but you don't do that kind of stuff if you're a lawyer. All you do is make a lot of dough and play golf and play bridge and buy cars and drink Martinis and look like a hot-shot (chapter 22, page 190).</p> <p>2. "Sex is something I just don't understand. I swear to God I don't"</p>	<p>degree, being a doctor or in this case being a lawyer, which can be something which has been socially constructed. In this situation, Holden rejects these beliefs as he thinks this kind of success is boring and artificial.</p> <p>2. Having sexual interactions or being sexually active can be perceived as something positive within society; however, after Holden pays for sexual services, he is unable to be sexual, feeling overwhelmed and realizing he is not</p>
--	---	---

		prepared to have sexual relations.
Biological determinism 1. Grief	1. "I slept in the garage the night he died, and I broke all the goddam windows with my fist, just for the hell of it"(chapter 5, page 44).	1. Due to Holden's strong personality, he deals with grief by acting with impulsive behavior.
Eugenics 1. Mental instability as inappropriate behavior	1. "I'm crazy. I swear to God I am" (chapter 14 page 116).	Holden is perceived as an unstable person, which by the concept of eugenics, it is described as a rebellious behavior.

For the purpose of this work a questionnaire was conducted from which various results were obtained. These results were gathered thanks to the participation of ten individuals which were a combination of men and women. In regards of rebellion, participants expressed having rebellious behavior, especially in aspects such as career choices, lifestyle decisions, and activism. In addition, traditional societal expectations were imposed the most specially on rural settings since conservatism was stronger in this area. Furthermore, gender roles were mainly the main point of conflict, here was seen how strong family traditions influenced the roles of females and males which were strongly reinforced by religion.

A comparison of modern Costa Rican society and the plot of *The Catcher in the Rye*, the experiences of Costa Rican youth in the study and J.D. Salinger's *The Catcher in the Rye* both reveal rebellion as a natural response to restrictive societal expectations, however the contexts are different. Costa Ricans expressed rebellion towards family pressures, challenging traditional gender roles, and advocating for social causes. On the other hand, the protagonist, Holden Caulfield, expresses his rebellion in an internalized way, especially rejecting the "phoniness" of adulthood; he is able to resist the expectations imposed on him by school, family, and postwar American culture. In addition, in Costa Rican young society individuals seek to challenge gender roles, however in the novel Holden struggles with the roles imposed on his society.

Chapter V

Conclusions and Recommendations

In the following and final chapter, the researcher will present the conclusion obtained from the analysis executed throughout this research, as well as the recommendations which are based on the findings of this investigation. This chapter summarizes the most significant insights obtained during the analysis of the novel ***The Catcher in the Rye*** by J.D. Salinger under the

lens of the sociocultural approach exploring the similitudes between the novel and Costa Rican younger society based on its social and cultural themes.

5.1 Purpose of the Conclusion.

This conclusion aims to gather the main ideas explored on the research by providing the results obtained by the data collection instruments used and the analysis made by the researcher. In addition, the main purpose for this conclusion is to highlight how the findings made during the investigation respond to the objectives of the research to emphasize the overall significance of the study. Furthermore, this conclusion reflects the relevance of the objectives stated at the beginning of the study, it seeks to provide perspectives for future research and educational contexts. As a result, the conclusion brings clarity and a comprehensive overview of the investigation to offer closure to the examination.

5.2 Conclusions

The following conclusion is based on the analysis and interpretations made during this research project. Furthermore, it is structured around the three objectives which guided the study and reflect the significance of the findings within the context of the novel and Costa Rican society, offering the final perspectives of the study. Furthermore, the conclusion seeks to provide a clear summary of the overall outcome of this analysis.

5.2.1 To compare the representation of gender roles and youth rebellion in *The Catcher in the Rye* with the experiences and societal challenges faced by young people in contemporary Costa Rican society.

The comparison between *The Catcher in the Rye* and the experiences of contemporary Costa Rican youth reveals notable similarities in how gender roles and youth rebellion are represented

and lived. In addition, both Holden Caulfield and Costa Rican young people confront rigid societal expectations which exemplify specific behaviors based on gender. Moreover, the survey created for this investigation and its responses indicate how young Costa Ricans today experience pressure to conform to traditional gender roles within families, schools, and social settings, similar to Holden's struggle against the "phony" norms of his time. Furthermore, rebellion manifests as a response to family pressure, educational stress, and political or social frustration factors which are represented in Holden's own disillusionment with adult society. As a result, this parallel demonstrates how gender norms and social expectations continue to shape youth identity and rebellion across cultures and eras.

5.2.2 To analyze behavior aspects of Holden Caulfield's rebellion as a response to societal gender expectations and to evaluate similar behaviors in Costa Rican youth.

Holden Caulfield's rebellious behavior marked by resistance to conformity, emotional vulnerability, and critical skepticism can be seen as a reaction to societal and gender expectations that limit authentic self-expression. In addition, the survey and questionnaire responses from Costa Rican youth reflect similar behaviors, including challenges to traditional masculinity and femininity which can be perceived as small and clear examples of their discomfort with what they feel as imposed norms. Moreover, many respondents described moments of personal resistance, such as rejecting imposed career paths or speaking openly about mental health, like Holden's refusal to fit into expected roles. As a result, these findings suggest that rebellion among young people, whether fictional or real, often originated from a desire to navigate and resist restrictive gender norms while searching for personal identity and freedom.

5.2.3 To investigate the role of family, education, and social institutions in shaping gender expectations for both Holden in *The Catcher in the Rye* and young people in Costa Rican society.

Aspects such as family, education system, and social institutions play a significant role in shaping gender expectations for both Holden and contemporary Costa Rican youth. Additionally, families frequently enforce traditional gender roles expecting males to develop toughness and leadership, and females are expected to be caring, respectful, and helpful, just as Holden perceives the adult world's rigid expectations. Furthermore, schools are identified as both reinforcing and, in some cases, some participants said their schools reinforce these traditional ideas, while others said their schools are starting to promote more equality between genders. In addition, when asked about institutions like religion, media, and the government, most teenagers felt religion was the entity which still pushes traditional gender roles, while media and some parts of the education system help young people question those roles. Moreover, similar to how Holden struggled with the pressure to act like a "typical man," many Costa Rican youths today feel judged or limited when they don't follow society's rules about gender. Overall, these institutions can either support or hold back young people as they try to figure out who they are and how they want to express themselves.

5.3 Restatement of the Research Question

As the research question which was established on the first chapter of this study, which was "To analyze how gender roles and youth rebellion in the novel *The Catcher in the Rye* has an impact on societal expectations, and to explore its relevance in the gender dynamics and societal challenges faced by the young population in Costa Rican society.", It can be concluded from the results from the survey and questionnaire show that the themes of gender roles and youth rebellion

in **The Catcher in the Rye** continue to be highly relevant to the realities faced by Costa Rican youth today. Furthermore, just as Holden Caulfield, many young people feel pressured by society to act in a certain way depending on their gender or age; additionally, participants expressed gender roles are still strong in many areas of Costa Rican life, especially in families and rural communities. In addition, these behaviors reflect the same kind of personal resistance Holden shows, suggesting that literature like **The Catcher in the Rye** helps us understand how rebellion can be a reaction to unfair societal expectations. Overall, the novel's themes remain important and meaningful in the context of Costa Rican youth, who are still navigating identity, gender, and the struggle for freedom in a society that often tells them how they should behave.

5.4 Recommendations

As a result of this research project, the investigator will provide some recommendations for future researchers based on investigator experiences had during the elaboration of this study. These recommendations can help future analysts to experience a smoother and easier journey during their creation of their own projects. First, it is important to be familiarized with the topic chosen to investigate, with this, future researchers can have an advantage over the knowledge, specific or general details to consider and an overall ease to develop the investigation. Additionally, it is important to consider the goal of the investigation, ask questions such as why the topic was chosen and what do if the researcher wants to obtain or provide with the results of the investigation.

In addition, it is important to organize during the investigation to avoid any misunderstandings or unnecessarily complicating the process. Furthermore, an initial investigation before choosing the topic to investigate can help the researcher to avoid selecting topics which can

cause confusion, lack of focus, or difficulties in finding reliable sources and relevant information. Moreover, it is also advisable to create a timeline or action plan to manage tasks and deadlines effectively, which will reduce stress and improve the quality of the final work. In conclusion, the recommendations provided aim to guide future researchers in approaching their projects with greater confidence, clarity, and organization.

Reference List

Alvarado, D. L. (2022). Biblioteca Virtual – UIA. Universidad Internacional de las Américas. <http://repositorio.uia.ac.cr/items/61ba9e86-0a1b-47e6-9330-4bbfdaca7487/full>

Biography.com Editors. (n.d.). J. D. Salinger. Biography.com. <https://www.biography.com/authors-writers/jd-salinger>

Butt, G. S., Khalid, M. N., & Hussain, T. (2022). Theory of deconstruction: A study of scholastic scope thereof. *Global Social Sciences Review*, 7(1), 46–58.

https://www.researchgate.net/publication/360285235_Theory_of_Deconstruction_A_Study_of_Scholastic_Scope_Thereof

Cambridge University Press. (n.d.). Literature. In *Cambridge Dictionary*.

<https://dictionary.cambridge.org/dictionary/english/literature>

Caja Costarricense de Seguro Social. (n.d.). Síntomas de rebeldía, depresión y aislamiento asociados al consumo de drogas en adolescentes costarricenses. Retrieved [Month Day, Year], from Caja Costarricense de Seguro Social website:

<https://www.binasss.sa.cr/adolescencia/artsintomas.htm>

Darling Axe Editing. (2023, February 17). Story skeleton—The Catcher in the Rye [Blog post]. Darling Axe. <https://darlingaxe.com/blogs/news/story-skeleton-the-catcher-in-the-rye>

Digital Content Next. (2024, October 22). Government control of media on the rise globally. <https://digitalcontentnext.org/blog/2024/10/22/government-control-of-media-on-the-rise-globally/>

Douglas College Library. (n.d.). Discovering themes in literature [PDF]. https://library.douglascollege.ca/sites/default/files/Discovering_themes_in_literature_0.pdf

Dovetail. (n.d.). Examples of qualitative data. <https://dovetail.com/research/examples-of-qualitative-data/>

EBSCO Research Starters. (n.d.). Gender roles and gender-role conflicts. <https://www.ebsco.com/research-starters/health-and-medicine/gender-roles-and-gender-role-conflicts>

EBSCO Research Starters. (n.d.). Imagery, motifs & symbolism in literature and writing.
<https://www.ebsco.com/research-starters/literature-and-writing/imagery-motifs-symbolism>

Findcourses. (n.d.). The importance of literature in modern society.
<https://www.findcourses.co.uk/inspiration/hobby-fun-leisure-articles/the-importance-of-literature-in-modern-society-17411>

García, M. A. (2023). Biblioteca Virtual – UIA. Universidad Internacional de las Américas. <http://repositorio.uia.ac.cr/items/96b46e36-861e-4947-b919-82131267acd3/full>

Grounded Theory Review. (2012, June 1). What is social constructionism?
<https://groundedtheoryreview.com/2012/06/01/what-is-social-constructionism/>

Howard Community College. (n.d.). Power and authority. In Sociology 101.
<https://pressbooks.howardcc.edu/soci101/chapter/14-1-power-and-authority/>

Institute of English Philosophy. (n.d.). Literary theory. In IEP: Literary Theory.
<https://iep.utm.edu/literary>

MedicineNet. (n.d.). Why does teenage rebellion happen? Medical reviewer: Dan Brennan, MD. Retrieved [Month Day, Year], from MedicineNet website:
https://www.medicinenet.com/why_does_teenage_rebellion_happen/article.htm

Paperpal. (2023, August 28). What is research methodology? Definition, types, and examples. <https://paperpal.com/blog/academic-writing-guides/what-is-research-methodology>

Prime Library Guides. (n.d.). Primary, secondary, and tertiary sources. University of Minnesota Crookston. <https://crk.umn.edu/library/primary-secondary-and-tertiary-sources>

Ramírez, K. M. (2020). Biblioteca Virtual – UIA. Universidad Internacional de las Américas. <http://repositorio.uia.ac.cr/items/3c94d9e2-8c80-4344-a186-bb03f1793d25/full>

Rahmatirad, M. (2020). A review of socio-cultural theory.

https://www.researchgate.net/publication/345367283_A_Review_of_Socio-Cultural_Theory

Sancho, J. A. (2021, February). Biblioteca Virtual – UIA. Universidad Internacional de las Américas. <http://repositorio.uia.ac.cr/items/cca1846b-3281-424e-9cfe-3bec9360d2a9/full>

Sánchez, J. Z. (2021). Biblioteca Virtual – UIA. Universidad Internacional de las Américas. <http://repositorio.uia.ac.cr/items/dd791627-7a08-4efc-9e18-f385349474b1/full>

Scribbr. (n.d.). Descriptive research methodology.

<https://www.scribbr.com/methodology/descriptive-research/>

Scribbr. (n.d.). Interviews as a research method.

<https://www.scribbr.com/methodology/interviews-research/>

Scribbr. (n.d.). Literary analysis essay. <https://www.scribbr.com/academic-essay/literary-analysis/>

Scribbr. (n.d.). Mixed-methods research methodology.

<https://www.scribbr.com/methodology/mixed-methods-research/>

Scribbr. (n.d.). Qualitative research methodology.

<https://www.scribbr.com/methodology/qualitative-research/>

Scribbr. (n.d.). Quantitative research methodology.

<https://www.scribbr.com/methodology/quantitative-research/>

Scribbr. (n.d.). Questionnaire as a research method.

<https://www.scribbr.com/methodology/questionnaire/>

Scribbr. (2023, November 20). What is a theoretical framework?

<https://www.scribbr.com/dissertation/theoretical-framework/>

Scribbr. (n.d.). Survey research methodology.

<https://www.scribbr.com/methodology/survey-research/>

Sheppard, B. (n.d.). What is literary theory and why do we need it? In Literary Studies at SLCC. <https://slcc.pressbooks.pub/literarystudiesatslcc/chapter/what-is-literary-theory-and-why-do-we-need-it-2/>

Simplilearn. (n.d.). What is data collection? <https://www.simplilearn.com/what-is-data-collection-article>

Simply Psychology. (n.d.). Social constructionism theory: Definition and examples. <https://www.simplypsychology.org/social-constructionism.html>

Simply Psychology. (n.d.). Social identity theory. <https://www.simplypsychology.org/social-identity-theory.html>

Study.com. (n.d.). What does taboo mean? Definition & examples. <https://study.com/academy/lesson/what-does-taboo-mean-definition-examples.html>

ThoughtCo. (n.d.). Biological determinism. <https://www.thoughtco.com/biological-determinism-4585195>

Twinkl Teaching Wiki. (n.d.). Motif in literature. <https://www.twinkl.co.uk/teaching-wiki/motif-in-literature>

UVA Today. (n.d.). UVA and history, race, eugenics, Racial Integrity Act & health disparities. <https://news.virginia.edu/content/uva-and-history-race-eugenics-racial-integrity-act-health-disparities>

Verywell Mind. (2024, June 12). How a social construct works. <https://www.verywellmind.com/definition-of-social-construct-1448922>

Verywell Mind. (n.d.). What is sociocultural theory?

<https://www.verywellmind.com/what-is-sociocultural-theory-2795088>