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**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 During the Second Quarter of
2020**

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Table of Contents

Table of Figures	11
Abstract	12
Resumen	13
Chapter I.....	14
Introductory Framework	14
1.1 Problem Statement	15
1.2 Investigation objectives	16
1.2.1 General Objective.....	16
1.3 Specific Objectives	16
1.3 Justification of the Study	16
1.4 Antecedents.....	18
1.5 Scope.....	20
Chapter II.....	21
Theoretical Framework	21
2.1 Literary Theories and Approaches.....	23
2.1.1 Theory of Cultural Studies	25
2.1.2 Deconstruction Theory	27
2.1.3 The Discourse Theory	29

2.1.4 Social Construction Theory.....	33
Chapter III.....	35
Methodological Framework.....	35
3.1 Research Approach.....	35
3.2 Research Design.....	37
3.3 Information Sources.....	38
3.3.1 Primary Sources.....	38
3.3.2 Secondary Sources.....	38
3.3.3 Tertiary Sources.....	39
3.4 Analysis of Categories.....	39
3.4.1 Literary Analysis.....	39
3.4.2 Social Norms.....	40
3.4.3 Social Behavior.....	40
3.4.4 Influence.....	40
3.4.5 Culture.....	41
3.5 Data Collection Instruments.....	41
3.5.1 Survey.....	41
3.5.2 Interview.....	43
3.5.3 Analysis Table.....	44
3.6 Collection Data Process and Data Analysis.....	45

Chapter IV	46
Data Analysis	46
4.1. Approaches to the investigation	46
4.2 Theories vs literary work.....	47
4.2.1 Book analysis	47
4.3 Themes, Motifs, and Symbols.....	59
4.3.1 Themes	60
4.3.2 Motifs	66
4.3.3 Symbols	70
Chapter VI.....	74
Conclusions and Recommendations.....	74
6.1 Purpose of the Conclusion.....	74
6.2 Conclusions	74
6.2.1 To analyze social norms for the understanding of their impact on teenagers	75
6.2.2 To examine the environment that surrounds teenagers for discussing their behavior ..	75
6.2.3 To investigate the environment around the target audience to spark an interest in the elements that constitute their society.....	76
6.3 Restatement of the Research Question.....	77
6.5 Recommendations	78

Table of Figures

Table 1. Fragments or quotes from the book Divergent alongside the cultural studies theory and the researcher’s interpretation47

Table 2. Fragments or quotes from the book Divergent alongside the deconstruction theory and the researcher’s interpretation.49

Table 3. Fragments or quotes from the book Divergent alongside the discourse theory and the researcher’s interpretation.52

Table 4. Fragments or quotes from the book Divergent alongside the social construction theory and the researcher’s interpretation.56

Table 5. Fragments or quotes from the book Divergent alongside themes of the book and the researcher’s interpretation.60

Table 6. Fragments or quotes from the book Divergent alongside motifs of the book and the researcher’s interpretation.66

Table 7. Fragments or quotes from the book Divergent alongside symbols of the book and the researcher’s interpretation.71

Abstract

The purpose of this study is to analyze the impact that social norms generates in teenagers based on the *Divergent* by Veronica Roth, which was taken as the focal point of this research. To gather the information used to create this document, a series of surveys and interviews were performed. This exploration was analyzed through the lens of a Social Cultural approach. The material collected from this search is going to be used as the main base for this project.

As the purpose of this study, the researcher considered to gather different opinions and facts form websites that contain valuable and relevant information for this exploration. Different opinions and statistics were studied and analyzed for a better understanding of the social norm that shape and define societies around the world. During this analysis, it was taken into account the different environments that surround the teenagers who participated in this investigation, as well as the researcher's environment, in this case, Costa Rica.

Resumen

El propósito de esta investigación es analizar el impacto que generan las normas sociales en los adolescentes, basado en el libro Divergente escrito por Veronica Roth, El cual se tomó como foco principal. Para recopilar la información de este documento una serie de encuestas y entrevistas se llevaron a cabo. Esta investigación fue analizada a través de un enfoque socio cultural. Como base principal de este proyecto se usará el material recolectado a través de la duración del proyecto.

Como propósito de esta investigación, la investigadora considero que reunir información de diferentes opiniones y hechos de distintas páginas web que contengan información relevante y valiosa para el proyecto. Se estudiarán diferentes opiniones y estadísticas fueron estudiadas y analizadas para un mejor entendimiento de la forma en la que las normas sociales perfilan y definen las sociedades alrededor del mundo. Durante este análisis, se tomó en cuenta los diferentes ambientes que rodean a los adolescentes que participaron en esta investigación, así como también el ambiente que rodea a la investigadora.

Chapter I

Introductory Framework

Through modern history, society has experienced many changes in their cultures and the norms that construct their lives. Many of the most relevant science fiction authors have experienced life-changing tragedies and situations. For instance, in the book in question, *Divergent*, written by Veronica Roth, a new reality is created, as people are defined by their social and skill affiliations, placing them within one of the five factions. By placing people with similar or even equal traits the threat of independent is removed. Those who do not fit into any of the factions are deemed to be factionless and convicted to live as homeless. This book series published in 2011, caused a great impact on young teenagers; subsequently; it purchased by Summit Entertainment that turned it into a successful movie.

This investigation analyzes the impact that social norms generate on teenagers through the comparison of the social pressure the government asserts on its citizens and the peer pressure that society currently imposes on teenagers. Furthermore, it analyzes the environment that surrounds the target audience, with the intention of understanding how the different social classes influence how they are affected by social norms. Additionally, this analysis aims to provide a clear and thought-provoking document for teenagers to read, as a way to provide them with information on a reliable topic in their lives.

As a result of this, the researcher wishes to explain the situations that teenagers go through. These situations are constantly looked over by the adults in their lives, making them feel left out and not cared for. Teenagers are more than capable to assimilate their fears and insecurities, and as presented in the book in question, the society around them fears when they are capable of such thing. This investigation aims to provide these teens with an explanation to spark interest in the

concepts that constitute their society. As a consequence, this analysis hopes to empower them to follow their desires and wishes freely.

Finally, it is vital to state that the author, even if it was not her main objective, created a world, that even though maximized, managed to reflect almost perfectly our current society. As a result, many teenagers and young adults managed to find their voice and courage. Veronica Rooth was able to write a story with a clear view of how it is to live in an oppressive society, where you were judged by your every move. As well as how fragile said society is when the people try to oppress acts. This is the reason why, it is important to acknowledge that even if this book was written almost a decade ago and it is based on a dystopian future, modern society is still constructed in the foundations.

1.1 Problem Statement

In this study, the researcher gathered information about the social norms imposed by society and how they affect the teenager's behavior, habits, and personalities. In this project, the teenagers' different social environments and interactions are observed. Particularly to obtain more information to investigate diverse mindsets. Likewise, the target audience is thoroughly investigated to give teenagers an explanation of certain aspects of their lives, in hope that it will spark interest in the elements that composed their society. The concluding idea of this exploration thesis is to give teens an explanation of their surroundings, so the researcher will shine light upon teenagers' problems and concerns.

These aspects of there are often overlooked by the adults in their lives, which may cause little but very significant repercussions in their lives. The research is accomplished under the idea that fiction reflects our reality. As a result, this study hopes to help teenagers to understand the

concepts of their society. As a way to ensure these ideas are demonstrated the researcher conducted a thorough research on the internet, interviews with teenagers, and a comparison chart to draw a comparison to show its relevance. Therefore, the investigation was conducted under the idea of; What is it about social norms that affect a teenager's life so greatly?

1.2 Investigation objectives

1.2.1 General Objective

To analyze the impact that social norms generate in teenagers based on the book series *Divergent* by Veronica Roth during the second quarter of 2020.

1.3 Specific Objectives

- To analyze social norms for the understanding of their impact on teenagers
- To examine the environment that surrounds teenagers for discussing their behavior
- To investigate the environment around the target audience to spark an interest in the elements that constitute their society

1.3 Justification of the Study

The purpose of this investigation is to analyze the impact that social norms generate in teenagers based on the book series *Divergent*. The study of these elements is beneficial to the target audience of these books, as well as teenagers that are sometimes confined to social norms. In addition, future pursuers of their bachelor's degree, as this thesis, will find inspiration and foundation of information for future topics. A social approach provides this genre of studies a new and more youthful view, hopefully resulting in teenagers getting interested in more serious topics concerning their lives.

Living daily with these aspects of society can and will affect teenagers' personalities and behaviors. This investigation analyzes social norms as collective beliefs, the necessity of being accepted, and the group following behaviors. Decision making is greatly affected by society and their surroundings. Peer pressure is of great influence for all stages in life; however, in teens it is maximized, as they have many people observing their every move. As the characters in the book, teenagers are in a constant watch list that puts them into certain categories, even without their knowledge.

A study of social norms and their impact provides certain members of society with an inside of their lives, as well as how they react and behave in certain ways according to the situation. It is significant to provide teenagers with information to help them figure out certain parts of their lives, as teenagers are one of the most easily impressed members of society. Likewise, their inhibitions and decision-making processes are constantly being influenced by the groups of people that surround them. Moreover, young people are often so influenced by the guidelines of society; consequently, they do not develop a real personality until years later, when they can get out of the environment they grew up.

In the books, the characters are given the option by the government to follow what their heart desires or to with their family and be a member of society. This is a decision most teenagers face when growing up, along with having to decide between being their true self and allowing their freedom to guide them. Furthermore, following their families and friend's ideals of their personality and future. Making a comparison between reality and the book is of great significance, as Divergents are considered to be dangerous, as well as teens who are often seen quirky and outcast.

By investigating social norms and their impact on the youngest members of society, the investigator provides the target audience with more in-depth exploration, as she investigates their feelings and decisions, something that most adults tend to overlook. The element of having a simple investigation talk about their emotions can have a great impact on their lives. The simple fact of feeling included in such a main matter can change a teen's view of some elements that composed their societies. Once they are invested in weighty problems and difficulties, their critical thoughts and vision of reality is expanded.

1.4 Antecedents

The *Divergent* book saga was published in 2011 by Veronica Roth, under the publishing house Katherine Tegen Books. Although, at the beginning the book received borderline negative reviews, it must be taken into consideration that the reviews were written by adults. The reception it received from teenagers and young adults told a different story. The book acquired almost 32 million copies sold; thus, it was declared number one best-selling book by The New York Times. As a result, this book went into the category of "young adults2," and even to this day, *Divergent* by Veronica Rooth is incredibly popular among this population.

As it has been established, books are written with the inspiration of the author's own experience and surroundings and by creating a new reality with the aspect of both spectrums. A previous investigation conducted by Gilang Nur Alfi Jauhari in 2017, aimed to investigate the object of imitation between reality and fiction literature. It created this new reality that merged the reader's surroundings with the book's reality. As well as a link between literature and society, showing light into the importance of investigating the history of literature. Moreover, one of the main objectives of this investigation was to highlight how teenagers and adults, who often follow their own society rule, are seen as outcasts and are rejected by the rest of the culture.

In addition, in a thesis led by Deby Rahmayanti in 2017, it was highlighted how Tris is such a thought-provoking character. As a result of her multiple personality traits, she was considered a Divergent, someone with tendencies that were different from the ordinary. This is a situation that most young adults can relate to, as they are often conflicted by following what society wants them to be and their real personality. They also mention how Tris, the main character, is a sixteen-year-old teenager, an age in which most teens feel conflicted by their surroundings.

Likewise, as part of this study, it is valuable to do a thorough comparison drawn from the book between fiction and the reality of the target audience. Literature authors draw their inspiration from their surroundings, making a clear link to investigate more profoundly. In a project conducted by Maria Fernanda Rivera during 2020, it is specified how fiction, no matter in what year it was published, will often resemble the current situation of the reader. Moreover, it is mentioned how the government in many works of fiction watches its citizens. In comparison, this kind of surveillance may resemble the peer pressure teenagers feel to impress their equals. Besides, in this investigation, it is stated the importance of the different environments that constituted the lives of the teenagers in question. Even if the social norms that surround them are generally the same, how they respond to them is greatly influenced by the social status they live in. Furthermore, in a thesis conducted during 2019 by Dayan Romero Barquero, she investigated how social norms and cultures vary from country to country. Even if social norms are different for every teenager, the effect it produces in them is the same. This was concluded through a Socio-Cultural Approach. Society is constantly changing but it evolves with it, creating a never-ending cycle.

1.5 Scope

This analysis aims to analyze social norms to understand their impact on teenagers, as this element of society affects their lives greatly, either positively or negatively. With this in mind, the focus of this paper is the book *Divergent* by Veronica Roth, as this book series highlights how social norms and rules affect young people to the point of erasing their entire personality. Furthermore, the researcher examines the environment that surrounds teenagers to discuss their behavior. As a means to achieve this goal, interviews and surveys with people that coexist with teenagers, were carried out. As a final goal, this investigation looked closely into the target audience, and engaged them to spark interest in the elements that constitute their society.

Chapter II

Theoretical Framework

In this chapter, the elements of the book that prove to be of relevance for the main theme of this investigation project are discussed and thoroughly analyzed. This investigation is conducted under the ideologies of four relevant literary theories. These theories prove to contain the necessary elements to discuss important topics, which give exposure to hidden messages and action within the book and its characters. The theories selected for this investigation project were chosen on the books main theme, as well as the chosen approach. The book selected as the main source of information provided the investigator with elements to conduct this research under a socio cultural approach, as “*Cultural factors such as language, art, social norms and social structures can play a significant role in the development of our cognitive abilities*” (Waude, 2016). In other words, every single part of humanity’s life shape and transform who we ~~they~~ are. Socio cultural aspects change from person to person, as not even members of the same family have the same life experiences. Even though, socio cultural aspects are unique to each person, there are some variables that each individual has in common with other individuals.

The necessity to fit in is not lost when encountering any type of socio-cultural environment. Whether it is what types of movies people like to watch, their preferred types of music, or even people’s morals when in it come to political parties, there is always the necessity to follow the bigger group. Humanity, as a whole, has always looked at the most dominant group as a way to mimic their actions. This behavior gives humanity the reassurance that it is doing well, and even that stamp of approval can be wrong. However, those who follow patterns do not think it is wrong, as there are people mimicking the same behavior. “*Familiarity is the social glue that bonds people together, and we deliberately seek out the similar and the recognizable in*

order to feel secure” (Joanna Cannon, 2016); that is to say, those mimicking behaviors give society a pattern in order to follow its strict schedule.

Following the idea of mimicking behaviors, the roles that are assigned to every individual create very specific patterns. Whether these roles are assigned to an individual by their social group or they assigned by themselves along the way, these rule society. Moreover, these roles are often found within the context of education, jobs positions or even marital status. This invisible set of rules, norms, personality traits, and characteristics rule the individual's life, as they need to follow their preset or given roles in order to fit in society. However, each assigned role in this society is different and meet diverse qualities and requirements for each role.

As an individual may feel pressure to fit into their roles in their community, society's expectations add on to that pressure, as *“Social expectations for behaviors cannot be easily and objectively quantified as good or bad can be more complex”* (American Psychology Association, 2016). As stated, no individual can meet exactly what society expects from them, as expectations change. For example, someone who is altruistic may appear as selfish and caring to some people; however, to other people, it may seem like they are putting up an image for everyone to see. No individual in this civilization can meet up society's expectations, as there is no a specific list of requirements, making this an impossible achievement.

As one of the main objectives of this investigation, the researcher thought it would be beneficial to analyze how fictional situations reflect modern society. This investigation project is targeted to teenagers and young adults; therefore, it is important to make the correlation between situations they encounter each day and fiction situations that occur in fiction books they may read. The target population for this investigation are a very impressionable, so they may relate to

fictional situations that happen in the books they often read. These teenagers often try to hide away in books, movies, or series that may reflect similar situations that happen to them.

As often portrait in dystopian fiction books, individual ideas that got out of society's paradigms may reflect some teenagers' own ideas. Some patches of the target population may relate to these dystopian situation as they feel they cannot express their true identities Teenagers are frequently afraid to express their own unique and individual ideas, as they may not correlate with their friend's ideals of them. These individuals can often fall under their community or family pressure to live as other people portrait them. Family can regularly have big expectations; consequently, creating an impossible void to fill in. All of the elements mentioned above prove to create an arrangement of ideologies to give teenagers somewhat of an answer to these problems.

2.1 Literary Theories and Approaches

As the main objective of this exploration project, many approaches were analyzed carefully to find the one that is the most beneficial for the study. As stated, the researcher came to the conclusion that the socio-cultural approach entailed all the major objectives that are hoped to be obtained by the end of the project. "*The sociocultural approach examines the influences of social and cultural environments on behavior*" (*Sociocultural approach – A Journey Through Psychology, 2017*). This definition states that the sociocultural approach analyzes the environments that surround individuals and how they are affected by them, idea that is highly connected to one of the main objectives of this investigation project, since some of the biggest influences in people's lives are the factors that surround them. Factors like their behavior, thought process, decision-making, and emotional state are greatly affected by their cultural surroundings. Whether they live in a designated society or they have created one around them,

the factors of their everyday life shape their existence. The ideal of this project is to analyze the impact that social norms generate in teenagers. This ideal can be achieved through the sociocultural approach main principal, which is “The understanding of human behavior and personality can be developed by examining rules of the social groups and subgroups in which the individual is a part of” (*Sociocultural approach – A Journey Through Psychology, 2017* In other words, human behavior can be developed differently depending of where the individual grew up and who surrounds the individual.

When it comes to the analysis of a book, it is imperative to comprehend what it entails. This particular analysis is conducted with various literary theories, as a way to explore the most relevant points of view. However, it is important to define what is a literary theory. According to the Oxford Learner's Dictionary, Literature is defined as “*pieces of writing that are valued as works of art, especially novels, plays, and poems*” (Oxford Learners Dictionaries, n.d). Within this definition, there are many sub-genres that derivative from two main genres, fiction, and nonfiction. The book in question belongs to the fiction side of literature. Moreover, theory as a term should also be explored to the same degree of importance. This investigation is be conducted under four main literary theories. According to Cambridge Dictionary, Theory is defined as “*a formal statement of the rules on which a subject of study is based or of ideas that are suggested to explain a fact or event or, more generally, an opinion or explanation*” (Cambridge Dictionary, n.d.). As this definition entails, this literary analysis is solely researched and examined through different theories. Said theories provide facts and ideas from four different points of view, as they provide different perspectives that deliver an interpretation of the author's intention and hidden meaning and messages. Most importantly, they provide the target audience with the connotation of the focal point of this analysis. As previously mentioned, this

investigation project is conducted under the ideas and principals of four literary theories; the cultural studies theory, deconstruction theory, Psychoanalytic Theory, and lastly, cultural construction theory.

2.1.1 Theory of Cultural Studies

The theory of cultural studies is the way in which culture is constructed organized, and ways in which it evolves and changes through time. This theory started in the Birmingham Centre for Contemporary Cultural Studies in England in 1968. It later gained status from Stuart Hall and Richard Hoggart's works with The Birmingham Centre. Stuart Hall was one of the first to invest in cultural studies and create the field to study it more profoundly. Later on, when cultural studies had gained followings, many people started to get invested and provide their ideas to the field.

“Cultural Studies is the study of cultural processes under the conditions imposed by the global capitalist system” (About Cultural Studies, 2020) In other words, cultural studies is an interdisciplinary field that grabs information from study fields like Anthropology, ethnic and racial studies, history, political science, psychology, sociology, and woman's studies. Its central point is to analyze how culture behaves and transforms when it is exposed to a wider system of power when they are going through a big phenomenon. These fields view culture not as a set-in place entity, but as a figure that it is constantly adapting and changing. Since its developing years, cultural studies have been established as an entity that has influenced sociology, anthropology, historiography, literary. As the cultural studies theory has been exposed to society for many years, it has begun to embrace the analysis of race, gender, and other aspects of identity.

For the cultural studies theory four characteristics were presented in Ziauddin Sardar book, which are of major importance to understand its principles:

The objective of cultural studies is to understand the culture in all its complex forms and analyzing the social and political context in which culture manifests itself.

The cultural study is a site of both study/analysis and political criticism. For example, not only would a cultural studies scholar study an object, but they may also connect this study to a larger political project.

Cultural studies have a commitment to an ethical evaluation of modern society.

One aim of cultural studies could be to examine cultural practices and their relation to power, following critical theory. (Sardar, 1997)

“Cultural Studies is interested in lifestyle because lifestyle, is about everyday life, defines identity, influences social relations, and bestows meaning and value to artifacts in a culture”

(Mambrol, 2016); as this citation entails, cultural studies give the perfect point of view for this study, as it perceives every aspect of social life. In comparison to the book in question, the governmental institution that rules the fictional city of Chicago in *Divergent* observes meticulously its citizens in order to dictate their future and safety. Members of this society must leave behind their preferences in order to imitate the governmental values. This sometimes mirrors the pressure that society exerts in the target population of this paper.

In order to apply the cultural studies theory into this analysis exploration, elements from the book like social statues, politics, and identity must be analyzed completely. As mentioned previously, *Divergent* by Veronica Rooth presents a society that culturally changes when it is exposed to big systemati, and political phenomenon. Besides, *Divergent's* society must be analyzed not only as an object, but as the association to the unraveling of events that start cultural

reset in the book. Furthermore, the cultural studies theory explains how culture is an ever-changing subject that it is influenced by what it is exposed to. Therefore, it is vital to conduct this investigation under such parameters. This correlates entirely to Divergent's main character that is constantly influenced by her surroundings and situation. Her beliefs and morals are constantly challenged and influenced by her cultural settings. The ideals that the governmental figure shone upon its citizens influence her identity throughout the first book of the saga. The principles, by which her faction ruled, influenced her psychological state of mind. Consequently, the theory provides the investigator with the perfect layout to conduct some of the objectives.

2.1.2 Deconstruction Theory

“Deconstruction involves the close reading of texts in order to demonstrate that any given text has irreconcilably contradictory meanings, rather than being a unified, logical whole” (Nasrullah Mambrol, 2016). Thus, the Deconstruction theory bases its principle on the idea, that on a literary analysis there is no need to deconstruct a text to understand its meaning. Instead, the text has already deconstructed itself to give itself meaning. The text's ground, according to this theory, it is not solid, it does not have a single string of meaning. In its place, any given text has a wide range of meanings. This theory is a form of philosophy and literary analysis mainly developed from French philosopher Jacques Derrida during the 1960s. It inquires the idea that any concept has distinctions and opposites. The deconstruction theory holds the idea that meaning can be broken apart to the point where it no longer holds the intended meaning or any meaning at all. This philosophy incites people to deconstruct any piece of text that has an inquired meaning, and question mandatory viewpoints and analysis. Derrida was against the idea that there was a fundamental absolute truth in a text due to the undesirability in language. In his philosophy, he exposed the idea that words cannot be pinned down to a specific meaning.

Veronica Roth's *Divergent* presents the perfect dystopian society that exceeded this philosophy in the total opposite spectrum of what it is considered deconstruction. The government led by the Abnegation factions exceeds its control over its citizens by deconstructing the meaning of their reality and constitutions. This governmental institution deconstructed the meaning of their set of rules and legislation to the point where they no longer hold meaning. In consequence, its citizens had no other option but to accept their version of reality. In the deconstruction theory, one of the main goals is to demonstrate the idea that a monster can be evil to a certain public. However, there is always a portion of the community that perceive the monster as the hero of the story. As mentioned before, the government in this dystopian society only targeted to their citizens the idea that Divergents, “*different or becoming different from something else*” (Cambridge Dictionary, 2020), were the enemies of this society. They targeted the idea that part of the population was going to decoy the current state of the government. Nevertheless, throughout the book, the readers learn that first intended objective or meaning of the Divergents, was to create more like them.

Therefore, this dystopian society became diverse and a perfect society where everyone had something different to offer. However, during the history, this intent was shifted and distributed as the complete opposite. This is a perfect mirroring scenario of why Derrida pushed his idea that words cannot hold only one meaning. As Derrida observed throughout his life, the governments performed many injustices by only pushing one side of the spectrum. Shifting the minds of easily impressed people is easier when you control the information that gets to them.

“The idea behind deconstruction is to deconstruct the workings of strong nation-states with powerful immigration policies, to deconstruct the rhetoric of nationalism, the politics of place, the metaphysics of native land and native tongue...” (Jacques Derrida, 1968). With his

philosophy, Derrida pretended to give communities the ability to find their meaning, thought, and ideas; much like the main character from the book, Tris, who wanted to liberate her people from the control of the government. Minorities of any kind are subject to the government's rules and ideologies to find a sustainable and safe route to live their lives. Derrida as well as Tris, the main character, tried to give minorities a voice by showing them their full potential. As a way to achieve this goal, both Derrida and Tris, searched for a way to show people that a message has many meanings, and that that meaning can vary from person to person. Their main objective was to show people they can have full autonomy over their thoughts and ideas.

2.1.3 The Discourse Theory

One of the main ideas of this investigation is to analyze how the governmental figure mimics certain social expectations, as well as the way thoughts, ideas, and opinions from powerful forces shape people's, and especially teenagers, everyday thinking. Once those ideas are pressed by the young and impressionable minds of teenagers, they start to put their own ideas into world. This creates a cycle in which ideologies form more ideologies in upcoming generations. Considering that ideology, the discourse theory, defined by Foucault, proves to contain important aspects and points of view to support that idea.

“The discourse theory proposes that in our daily activities the way we speak and write is shaped by the structures of power in our society, and that because our society is defined by struggle and conflict our discourses reflect and create conflicts” (Macdonell, 1986). In other words, the principle is to show how thoughts and ideas expressed and said to people, will create more and will be passed down to whoever listens to them. This theory presents the idea that society not only influences people, but that people influence the society around them. People not only will influence society in general, but also their individual society, too. Each society is

defined by the different struggles that people are subjected to. As a result, people's discourse will be different based on how much they are affected by the power of their governmental figure.

Furthermore, the discourse that is "*A speech or piece of writing about a particular, usually serious, subject*" (Cambridge Dictionary, 2020) In other words, a discourse will start up serious conversations among groups of people. A discourse used to be defined as a conversation or discussion; however, modern concepts gave discourse a more general and accessible approach. Discourse is any kind of communication in which people can engage. As a result, those conversations will create new ideas that will be passed down to society, shaping the upcoming ideas and ideologies new generations will have. Moreover, this theory aims to analyze how power works when shaping ideas and opinions among different social circles. Forms of power can be found in different fields, such as education, governmental figures, health... etc. Under Foucault principles, one of the main developers of this theory, power was widely connected to the range of human knowledge. "*A discourse is an institutionalized way of speaking or writing about reality that defines what can be intelligibly thought and said about the world and what cannot*" (White Fuse Media Ltd, 2016). As mentioned before, Foucault's view of this theory provides the idea that reality changes each time an opinion and a conversation that is shared.

"Power and knowledge are not seen as independent entities but are inextricably related—knowledge is always an exercise of power and power is always a function of knowledge" (White Fuse Media Ltd, 2016). Namely, power and knowledge are not a consequence of each other, as they are entities that work hand in hand. As stated by many researchers, power and knowledge not only limit our everyday actions, but also mentally limit certain parts of the population. These fragments of society that do not have the opportunity or capacity to grow in such oppressive society are constantly neglected from certain activities within their respective societies.

On the other spectrum of society, there is also the portion of the general public that possesses power and knowledge. These portions of society are inclined to show and exert their expertise to run certain aspects of society, and are often in charge of high job positions, governments, or even disciplinary entities. Such situations are frequently reflected in our main source of information and analysis, the book *Divergent* by Veronica Rooth. Disciplinary entities like hospitals, prisons, schools, militaries exert their corrective power over those who are subjected to these institutions, which are often divided by those who shape and nourish the minds, and those entities that exert brute, dominant force performed by knowledgeable people in power.

As this investigation's main source, these entities in the current society are commonly reflected. As surveillance practices are an integral part of the disciplinary practices, *Divergent's* society is shaped by them. *Divergent's* population is constantly under the power and manipulation of one faction, Abnegation, that is selfless, quiet, and submissive, as they let go of themselves to serve others. This faction was given the power to rule the city as a way to manipulate the population. As the main source of power in *Divergent's* city, they wanted to give the population a sense of security by putting Abnegation in power. However, abnegation's sense of power is a smokescreen, as a higher power is the one who pulls the strings.

The higher power of *Divergent's* city hold both power and knowledge, and as this theory discloses, both of these qualities give them the control to regurgitate their twisted ideologies into their communities. According to Foucault's, *"Governmentality is the "art of governing," not simply at the level of state politics, as we generally think of it, but the governing of a wide array of objects and persons such as entire populations at the most abstract level and one's own desires and thoughts at a more micro level"* (White Fuse Media Ltd, 2016).

As he stated, governmental figures and entities not only fill a spot in societies' role, but they also manipulated and twisted the more minute ideas of their population. As the discourse theory proposes, ideas and opinions are passed from generations creating similar ideas.

Divergent's government twisted to idea of what "divergence" means, as it had originally a positive connotation. Divergent higher power twisted to whole concept of the city experiment, passing down through generations a corrupted concept that became reality after hundreds of years. The futuristic dystopian city of Chicago was initially an experiment to find or create divergent people, as they often exhibited traits that would make a stable person in society.

However, the higher powers in "Divergent" began to realize their experiment was so successful, it was coming to an end. Having an expiration date, they began to release these ideologists among the impressionable population, as a way to create more gossip around this twisted idea.

Foucault's theory of discourse is perfectly represented in the early stages of this dystopian anarchy.

As concept Foucault's philosophy is a pretty logic and almost basic, every thought will have a consequence, so on and so forth. However, once put into practice, it will create an unstoppable chain of warped ideas and opinions. This theory presents this investigation project with essential factors to analyze this book's governmental entity. This dystopian administration was founded on a simple idea that began to be passed down through generations until it became a reality. Having that in mind, the discourse theory is present in the current society, as everyday citizens consume social media and news broadcast. As a result, this creates an infinite number of opinions every second.

2.1.4 Social Construction Theory

Social constructed concepts are important to investigate in this research project, as one of main goals is to analyze how social concepts are a creation of society and are constructed by bigger entities that hold more power than their population. Even though, these concepts do not hold any power outside of their social phenomena, they still have an impact in people's lives. The current society is shaped by constructed understandings of the world. These social understandings are shared and divided by different groups of people, books, money, and every group of concepts that share similar qualities. Moreover, the social construction theory possesses the necessary assets to analyze this research project's ideology. "*Social constructionism argue that the social world has an existence only, or largely, through humans' routine interaction*" (Criminal Justice, 2020). Therefore, the population's social reality only exists due to people's patterns and repetitive ideas. These social understandings only exist within the barriers set by those who create them, as they are defined and shaped by those who are subjected to these social understandings.

This theory proposes the idea that human concepts and ideologies have no real meaning, and that it does not exist outside of the human mind. Social constructions like money, race, gender, class, ability, and sexuality have been constructed by higher powers, and such ideas have been passed down through generations. These human understandings have been accepted and shaped by society, as it enhances these concepts with their own assets. These social concepts become individualized each time a portion of society adds any quality to them. However, all of these ideologies have a key factor in common, even if these social concepts are all unique to their own barriers. These concepts cannot exist outside of the social constitutions that create them in the first place.

As stated in other literary theories within this research project, knowledge and power are entities that work within and independently of each other. As viewed through this theory, knowledge is only an abstract concept that emerges from human definition. Knowledge is only defined by human boundaries and by those who hold both, knowledge and power. Higher powers defined concepts like knowledge so that only a few portions of the population can reach these preset validations. As each ideal of knowledge changes from different societies, there is not a concept that states that knowledge that is more valid than others.

Each community has their own preset social concepts that range from social norms to political parties and governmental figures. *“People in a community accept and sustain the community’s understanding of particular truths, values, and realities. When a community’s accepted knowledge becomes policy, ideas about power and privilege in the community become codified”* (Cynthia Vinney, 2019); these constructed concepts grow each time that ideas and ideologies are passed down generations. One these ideas have reached a bigger population, as it became a reality fixated in the community’s minds. Portions of the same community can also have created their own vision of this fixated concepts, so groups within the same community can have different versions of these concepts.

Chapter III

Methodological Framework

The main goal of the chapter is to explain the methodology used in the development of this paper, as it explains the source materials, the approaches used to analyze the book, and the instruments and techniques used to collect data. All the information is gathered to develop the analysis of the book. Besides, it provides the reader with a deeper study of social norms. Consequently, the purpose of providing teenagers with a deeper understanding of the objectives that were previously mentioned. Moreover, this part of the study is going to develop the material used by the researcher to obtain the result and conclusions. This allows the reader to understand the course of the investigation. In addition, it allows future students to comprehend the importance of the instruments when it comes to a thesis. As a result, the investigator hopes to give the readers a clear path. To understand the comparison drawn between reality and fiction.

3.1 Research Approach

When conducting an investigation, it is essential to choose the desired method in order to gather information. For that reason, some of the most relevant approaches are the quantitative and the qualitative, as well as the mixed approach. The quantitative approach is used to gather information from a large group of people, providing a summarization of the phenomenon in question. This approach is not as intimate, as the investigator barely interacts with the target population. Some of the benefits are that it allows the researcher to question large groups; however, when having such an amount of people, the investigator can lose control over it.

The mixed research is another approach used when gathering information for a thesis study. This approach allows the researcher to use both, quantitative and qualitative methods. It is used when the investigator deems it necessary to continue with the search. By using this method,

the researcher can gather very complete and extensive information. It is useful when the investigator wants to examine the same phenomenon from different perspectives. Even it provides the benefits of both main approaches, it requires a lot of attention.

As for this research project, the selected approach is the qualitative, as it allows the investigator to be more intimate with the target population. An imperative factor in this study is to provide teenagers with explanations to some of their concerns. The qualitative approach is focused on a small group of participants resulting in thorough information. One of the advantages is that this approach lets the investigator to have a more interactive, personal, and intimate relationship with the target audience, resulting in a more honest and complete answer.

This approach is used to understand human behavior from the perspective of the target audience. *“The data may take the form of field notes written by the researcher in the course of observation, interviews, audio or video recordings carried out by the researcher in natural settings or interviews, documents of various kinds and even material artifacts”* (Creswell, 2002). As it was mentioned, this approach focuses on understanding people's beliefs, behaviors, and interactions with their environment. It should be noted that this approach gives a more human response as opposed to numerical data. This method is not set by a specific rule and does not contain rigid structures.

Having made the decision, the investigator came to the conclusion that a qualitative approach served the best option to obtain the expected results from the main objectives. One of the main objectives of the qualitative approach is to understand the social environment of the target population, and it which goes hand in hand with the specific objectives of this study. By coming forth to the target audience, the investigator is allowed to observed the population's

natural setting. The aim is to explain the “how” and the “why” of a particular occurrence, in the case of this examination the occurrence is “Social Norms.”

3.2 Research Design

As a way to develop this research, the researcher, after having analyzed the expected results from this thesis, has decided to conduct the analysis under a descriptive research design. This exploration thesis aims to explain how social norms affect teenagers ‘life as a social phenomenon, for that reason a descriptive approach was the lucrative methodology. *“Descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, when, where, when, and how questions, but not why questions.”* (McCombes, 2019); as this quote mentions, the descriptive approach answers important questions that may appear during the investigation. One of the main objectives of this investigation is to connect with the target population to obtain honest and genuine answers, and the *“Descriptive research aims a type of research that provides an in-depth understanding of the study population”* (Formplus, 2020).

On the other hand, the investigator deemed an action approach research design unfit for this type of research, due to the fact that this method does not allow the investigator to be close to the target population. This approach is more tactical and fact-based. This method does not allow the emotions and thoughts of the population to come through; *“An approach in which the action researcher and a client collaborate in the diagnosis of the problem and the development of a solution based on the diagnosis”* (Bryman, 2011). In other words, both, the researcher, and the “object” in question, collaborate until they reach a result.

3.3 Information Sources

In order to develop this study and obtain results from the main instruments, information sources must be one of the primary parts of the exploration. The information gathered for this investigation must be looked at closely. This is done to categorize and analyze it in the best way possible to obtain worthy results. This valuable information can be categorized into three factors, as a way to value their importance and their input for the information.

3.3.1 Primary Sources

“Primary sources are firsthand documents that provide direct evidence on your topic” (Ithaca College Library Research Guide, 2018). As this citation entails, these sources are original books that often were written during the time the thesis was conducted. The Library of Congress refers to them as the "raw materials of history — original documents and objects which were created at the time under study". Some examples of primary sources can be books, conferences, interviews, poems letters, etc. As the primary source of this exploration, the book, “Divergent” by Veronica Rooth is the focal point of this investigation.

3.3.2 Secondary Sources

According to The University of Illinois (2006), a *“Secondary source of information is one that was created later by someone who did not experience first-hand or participate in the events or conditions you re researching;”*. In other words, secondary sources provide the reader or investigator with a second-hand point of view. Secondary sources have a commentary and interpretation value; they are not evidence; however, they serve as discussion points for the study. To place some perspective, a secondary source can be dictionaries, encyclopedias, textbooks, books, interviews, and articles that interpret the book in question in any way.

3.3.3 Tertiary Sources

“A tertiary source presents summaries or condensed versions of materials, usually with references back to the primary and/or secondary sources” (Ithaca College Library Research Guide, 2018) As stated, some examples of tertiary sources can be abstracts, dictionaries, and database. For this project, the tertiary sources that are used to gather information are abstracts and dictionaries. These sources provide the investigator with definitions. It also provides information in a dense and concise format.

3.4 Analysis of Categories

The core of this exploration research is to do a literary analysis of book. For that reason, it is of great importance to state the factors that constitute this investigation. As a way to generate a more in-depth analysis of this topic, a series of analysis categories provide different perspectives for this research.

3.4.1 Literary Analysis

Literary analysis can be considered to be an evaluation or an interpretation of the book. Its purpose is to provide the readers with a deeper understanding of factors and themes that may have been overlooked by the reader. *“The ability to take apart a text and break it down into its separate parts enables you to judge how effective an author’s argument is, what symbols or motifs are central throughout the novel, poem or other text, and ultimately, to understand the text in a more holistic way”* (Pacific Lutheran University, 2016). As it was mentioned, this type of analysis focuses on specific attributes; as a consequence, this is a way to give the reader a specific and interesting topic of discussion.

3.4.2 Social Norms

As part of this research, social norms and social roles are discussed to a deep understanding. Its contribution is of great importance, as it gives the investigation the main theme. According to the Stanford Encyclopedia of Philosophy (2011), informal rules that govern groups and their behavior have been for years studied in social science. People's behaviors are not expected to be random but rather perform according to certain criteria. They are expected to follow a certain layout.

3.4.3 Social Behavior

As a way to understand how social norms impact teenagers' life, it is essential to comprehend what is social behavior at a base level. "*Social behavior is a set of actions perfumed by an individual of the same species when they interact with each other. Both humans and animals engage in social behavior; social behavior interaction can be both verbal and non-verbal*" (Emmerich, n.d.); as this references, social behavior is taught from the moment babies start to think critically. Teenagers' social behavior is expected to fit into every situation they encounter themselves with.

3.4.4 Influence

As a means to comprehend the social norm's impact, one must understand that influence is "*The way in which individuals change their behavior to meet the demands of a social environment. It takes many forms and can be seen in conformity, socialization, peer pressure, obedience, leadership, persuasion, sales, and marketing.*" (Kelman, 1958).

3.4.5 Culture

One of the main objectives of this research is to analyze how different environments and cultures influence-teenager's lives. These factors affect the degree how social norms and rules impact teenagers, as different social environments are equally affected by culture and their economic class. *“Culture is an umbrella term which encompasses the social behavior and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups”* (Tylor, 1871). Thus, people acquire culture through socialization and their learning process of social elements that surround them.

3.5 Data Collection Instruments

In this investigation, an arrangement of instruments was carried out in order to obtain the results expected from the previously mentioned objectives. As part of this study, one of the main goals is to create a bond with the target population. Taking that statement into consideration, the instruments had a personal approach, as this provides the researcher with more honest and complete answers. *“Data-collection instruments” means tests, questionnaires, inventories, interview schedules or guides, rating scales, and survey plans or any other forms which are used to collect information on substantially identical items from 10 or more respondents.*” (Electronic Code of Federal Regulations, 2020). As mentioned, in order to gather such information, three data collection instruments were carried out.

3.5.1 Survey

As mentioned previously, the first objective was to analyze social norms for the understanding of their impact on teenagers, both in the book in question and extracted from social studies. Social norms affect the most impressionable members of our society on different

degrees; consequently, it is imperative to analyze the impact no matter how large or little it may seem. As a way to gather information to prove the connection between the thinking process and social norms impact a survey aid with photos was carried out.

“A survey is a method of gathering information from a sample of people, traditionally with the intention of generalizing the results to a larger population.” (Qualtrics, n.d). Therefore, this instrument provides the investigator with a sample of answers. As mention previously, this sample came from a small population. This investigation has taken as one of its primary sources of information, the opinions, believes, feelings of the target population. As a way to gather the information mentioned before, the investigator has created a survey designed with the purpose of evaluating how teenagers view different social environments with the help of visual aids. The target population can be easily distracted and uninterested when encountering a survey with a horde of information. For that reason, the decision was to use images, as a way to catch the teenagers' attention. It is significant to grab the population's attention since their answers are more authentic rather than generic and overlooked.

This survey was designed using the website QuestionPro, as it allowed the investigator to create a survey with image aids. The website is accessible and easy to work with, and it allows the investigator to customize it in order to appeal to the teenagers' curiousness. The creation of the survey was complex, but easy to follow. The link given to the student is available to be sent by message or email, and it can be answered from a computer or cellphone. The answers from the survey are collected in the investigator's account, making it accessible to extract the data.

3.5.2 Interview

This instrument was carried out in order to obtain important information for the second main objective from this study, to examine the environment that surrounds teenagers for discussing their behavior. The environments that surrounds the target population has a great impact on their behavior; consequently, different social classes affect the way they behave. For that reason, it is valuable to understand different social environments from the perspective of the target audience. As a way to gather that information, an interview was conducted with the target audience.

“An interview is essentially a structured conversation where one participant asks questions, and the other provides answers” (Merriam Webster Dictionary); Therefore, the interview had a more relaxed tone, as it gave the target audience the opportunity to choose from a limited list of answers. this as one of the main themes of this investigation is to form a trust bond with the target audience, by creating a comfortable environment. With that in mind, the results from this instrument were very specific, as this interview provided the target population with premade answers to help them feel more at ease. As a result, from this instrument the investigator hoped to get closer with the target population.

As previously stated, the investigator created an interview with premade answers to make the target population feel more at ease as they would not have to worry about their answers. In order to conduct this interview, the investigator sent each participant a link that sent them to a website with the interview. This was done as a way to give the target population with the opportunity to answer the questions in their safe space. The interview will not last more than 25 minutes each, since the investigator knows the teenagers in question have a very tight schedule with online classes.

3.5.3 Analysis Table

As previously mentioned, the third objective of this research was to investigate the environment around the target audience to spark an interest in the elements that constitute their society. This analysis table is between the information gathered from the analysis of the book and the theories used to explore the book. The purpose of this instrument is to show how the various theories selected to analyze the book represent perfectly certain situation in the book. This is done with the intent to show the target audience that fiction books are often based in societal theories. As a result, the investigators hope the teenagers in question understand that the books they constantly read, reflect the aspect that have constitute the society they live in.

“A comparison chart is a chart that draws a comparison between two or more items on different parameters. You can either compare two items or, you can use various parameters or comparison points to weigh up two or more items” (Memon, n.d.). As it was mentioned, for this investigation, the comparison chart was used to compare two items; in this case, the life of teenagers in question, and the lives of characters in the book. For this instrument, the investigator created an analysis chart where in the first column is the main purpose of the literary theory. On the second column, the investigator wrote down situations or quotes taken from the book. The third column contains the investigators interpretation. This was done to give the teenagers a different perspective on heavy social matters, making a comparison between the books they read and literary theories that analyze the society they live in.

Literary theories	Quote or situation	Researcher's interpretation

3.6 Collection Data Process and Data Analysis

In this study, the data collected mainly came from the instruments created for this study. The interaction with the target audience was warm and friendly, as it provided honest and open answers. By subjecting the target population to the instruments previously mentioned not only their perspective would change, but the investigator was allowed to provide future readers with research of some of their situations, providing a different perspective. Secondly, the book *Divergent* by Veronica Rooth was also used as the main source of information. The book was examined by the investigator to extract quotes and situations that provided valuable information for the development of the study. The analysis of the book allowed the investigator to draw conclusions and perceptions. The analysis of the book facilitated the exploration of the characters and their actions. As a result, proving the study with information for the different analyses.

Finally, the investigator took external documents, as inspirations, as they provided the researcher with a guideline. Previous points of view and different analysis gave this study a road to follow and conduct it in the best way possible. This investigation was performed primarily by external sources. Therefore, external sources like the book to be analyzed, interviews and surveys are the focal points. As a result, this study was mainly completed as a close and personal matter for the investigator.

Chapter IV

Data Analysis

The purpose of this chapter is to analyze the book, alongside the literary theories that were selected and explained in Chapter II. Moreover, there is a brief explanation of the approach used to carry this investigation. This book analysis is supported, as mentioned, by the literary theories, as well as an interpretation of the results obtained from the instruments. Furthermore, it is also reinforced with excerpts taken from the book and the researcher's interpretation. Finally, the themes, motifs, and symbols found in the book are going to be analyzed.

4.1. Approaches to the Investigation

“An approach is the selection that reanalyzes and views either the book on itself, the author or the genre of the book” (Perico, 2017). As stated, an approach serves the researcher as a road that leads to a conclusion. An approach gives the researcher a solid perspective to obtain the desired objective. This tactic provides the researcher with certain criteria to view certain mundane aspects with a new perspective. Each book or literary piece has multiple approaches that allow whoever reads them to extract their perspective. For this investigation project, the researcher deemed that the socio-cultural approach fulfilled all the requirements to obtain the desired result. “This approach stresses the interaction between developing people and the culture in which they live, as human learning is largely a social process” (VeryWellMind, 2020). In other words, the knowledge that humans acquire comes from the environment that surrounds them. Consequently, members of society start reacting accordingly to what surrounds them. Every thought and opinion that comes to the human mind, has been shaped by their surroundings.

4.2 Theories vs Literary Work

In this section, the literary theories used for this investigation will be put alongside quotes or situations from the book. This section provides a more exact analysis of the book. The analysis will be performed through a series of analysis tables, which provide the main idea of the literary theory, as well as a comparison with the book and the research's interpretation. Moreover, this analysis will provide the readers with a visual comparison of the book and the literary theories.

4.2.1 Book Analysis

Throughout this investigation, the researcher has selected four literary theories. These analysis tables use a specific set of quotes and situations extracted from the book. The literary theories will be displayed in order of appearance. These tables will also provide the researcher's perspective, as it will serve as a link between the theories and the book. This first analysis table will contain cultural studies theory.

Table 1.

Literary theories	Quote or situation	Researcher's interpretation
Cultural Studies theory	I hear a shout and look over my shoulder. A short Erudite boy with red hair pumps his arms as he tries to catch up to the train. An Erudite girl by the door reaches out to grab the boy's hand, straining, but he is too far	How this society is constructed, allows the five factions to contribute their aspects. Every faction has its own set of rules and social classes; consequently, all of them form the main society from a Dystopian Chicago.

	<p>behind. He falls to his knees next to the tracks as we sail away and put his head in his hands. I feel uneasy. He just failed Dauntless initiation. He is factionless now. It could happen at any moment. (Chapter 6, Page 15)</p>	<p>As this situation states, an Erudite boy fails to complete the initiation to enter the faction he has chosen. This situation highlights how, even though, every person in the incitation is officially part of dauntless, there is still a visible distinction among factions. As the main character manages to identify, the faction of the fallen boy, indicates that each faction has its distinctive characteristics. In this book, society has built life around these characteristics, as factions are a force to interact, but they do not blend in their everyday lives. As one aspect of cultural studies, this situation exhibits elements of social classes and power.</p>
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	<p>The leadership," he says.</p> <p>"The person who controls training sets the standard of Dauntless behavior. Six years ago, Max and the other leaders changed the training methods to make them more competitive and more brutal, said it was supposed to test people's strength. And that changed the priorities of Dauntless as a whole. Bet you can't guess who the leaders' new protégé is.</p> <p>(Chapter 18, page 108)</p>	<p>As the theory of cultural studies states, individuals form of their lives based on what surrounds them.</p> <p>Consequently, by following this pattern, each faction acts as an individual society that forms a bigger one. As this excerpt shows, each society grabs patterns from their neighboring factions.</p> <p>Dauntless is known for not having a structure; therefore, many individuals used to join this faction for its easy lifestyle. However, Dauntless begun to grab structural behaviors from Erudite (intellectual).</p>
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Table 2. Fragments or quotes from the book Divergent alongside the deconstruction theory and the researcher's interpretation.

Literary theories	Quote or situation	Researcher's interpretation
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<p>The Deconstruction Theory</p>	<p>"I want to give you some advice about today. If by some miracle your families do come to visit you..." He scans our faces and smirks. "...which I doubt, it is best not to seem too attached. That will make it easier for you, and easier for them. We also take the phrase 'faction before blood' very seriously here. Attachment to your family suggests you aren't entirely pleased with your faction, which would be shameful. Understand?" (Chapter 15, page 4)</p>	<p>As the deconstruction theory entails, the meaning that an object or a tradition holds can be deconstructed, as people can interpret it in their way. From this excerpt, traditionally families got to visit their children in their new faction. However, the ideology stated that once someone left their faction, they must leave their family. Nonetheless, some families deconstructed this ideology to meets theirs. Many families saw this as an opportunity to give their children freedom.</p>
	<p>I stare at her. I sat next to her at the kitchen table, twice a day, for sixteen years, and never once did I</p>	<p>From this portion of the book, it can be seen how the main character analyzes the way in which her</p>

	<p>consider the possibility that she could have been anything but Abnegation-born. How well did I actually know my mother? (Chapter 35, page 25)</p>	<p>relationship with her mother, changed her mind. From the deconstruction theory, ideas and concepts began to be decomposed until they held no meaning. Tris, the main character, has begun to analyze the idea she had of her mother, as that idea may not represent who she truly was. She began to deconstruct such idea she had, or her mother gave her a new perspective as she learned more of her mother's actions and ideologies.</p>
	<p>"He wanted you to be the small, quiet girl from Abnegation," Four says softly. "He hurt you because your strength made</p>	<p>Here, the researcher can see the perspective of the second main character of the book. Four mentions to Tris how during an</p>

	<p>him feel weak. No other reason." (Chapter 22, page 29)</p>	<p>initiation fight, her opponent changed his opinion about her. This generation-long ideal of abnegation began to be deconstructed before his eyes. After his idea of abnegation no longer holds meaning, he replaced it with one that fitted his new ideology.</p>
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Fragments or quotes from the book Divergent alongside the cultural studies theory and the researcher's interpretation. Source: researcher's creation.

Table 3.

Literary theories	Quote or situation	Researcher's interpretation
<p>The Discourse Theory</p>	<p>His blood falls onto glass, and he is the first of us to switch factions. The first faction transfer. A mutter rises from the Dauntless section, and I stare at the floor. They will see him as a traitor from now on. His</p>	<p>As the discourse theory entails, every idea, thought, or comment will be passed down to generations and, thus, will create new or similar ideologies. From this excerpt, it can be inferred that people were</p>

	<p>Dauntless family will have the option of visiting him in his new faction, a week and a half from now on Visiting Day, but they won't, because he left them. (Chapter 5, page 30)</p>	<p>raised with the idea that if they left their faction, they were a traitors. This idea was given by the government to the community to keep everyone in their respective factions. The government began to recruit people from the community to spread the idea that if they left their faction; they would not be a part of their family anymore. This idea did not change from generations to generations, it instead was implanted deeply into this society's mind.</p>
	<p>I look at Caleb, who now stands behind the Erudite. He stares back at me and nods a little, like he knows what I'm thinking, and</p>	<p>As mentioned before, governments promoted the idea that people either stayed in the faction or they were considered traitors.</p>

	<p>agrees. My footsteps falter. If Caleb wasn't fit for Abnegation, how can I be? But what choice do I have, now that he left us and I'm the only one who remains? He left me no other option. I set my jaw. I will be the child that stays; I have to do this for my parents. I have to. (Chapter 5, page 32)</p>	<p>This idea not only lived in the faction, but also in families. Each family created their opinions when it came to choosing a faction. Some families were raised with the idea that everyone can choose, and they will be supported if they decide to leave. However, other family members were raised with the idea that if your sibling leaves the family faction you must stay, so you do not leave your family alone. From this excerpt, it can be experienced the main's character's conflict of whether to stay or to leave. This demonstrates how one idea can create an infinite number of different ideas.</p>
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	<p>The faction members are milling around everywhere.</p> <p>Erudite faction norms dictate that a faction member must wear at least one blue article of clothing at a time, because blue causes the body to release calming chemicals, and "a calm mind is a clear mind."</p> <p>The color has also come to signify their faction.</p> <p>(Chapter 28, page 14)</p>	<p>Factions did not only define who and how its members should act, but also, they determined every aspect of their lives. As with abnegation, they could see themselves in the mirror every month, so they did not get fixed with their appearance. As this entails, Erudite must always wear something blue. These mandatory guidelines began to be passed down as a suggestion or an opinion. It began as an opinion, so that people would take it as an organic decision instead of as something they must do. This showed how powerful a simple opinion could be, as it became a tradition and even a mandatory one.</p>
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Fragments or quotes from the book Divergent alongside the discourse theory and the researcher's interpretation. Source: researcher's creation.

Table 4.

Literary theories	Quote or situation	Researcher's interpretation
<p>The social construction Theory</p>	<p>I think of the motto I read in my Faction History textbook: Faction before blood. More than family, our factions are where we belong. Can that possibly be right? (Chapter 5, page 35)</p>	<p>As it has been previously stated, the deconstruction theory deals with the concepts or ideas that have been assigned to society's factors. This quote mentions how Divergent's society members were raised with this motto. This philosophy created an idea that new faction's members must separate themselves from their past life. This idea did not allow them to appreciate their old faction, as it was the one who shaped them. This idea constructed by the government of Chicago; allowed them to control the personality of all people as</p>

		<p>they would reinvent themselves once they turned sixteen. These individuals were voided because of their personalities, turning them into blank canvas for the government to fill in.</p>
	<p>This is where the factionless life. Because they failed to complete initiation into whatever faction they chose, they live in poverty, doing the work no one else wants to do. They are janitors and construction workers and garbage collectors; they make fabric and operate trains and drive buses. In return for their work they get food and clothing, but, as my mother says, not</p>	<p>From this excerpt from the book, the researcher can conclude that the government created this idea of disappointment when failing their faction initiation. The government implanted the idea that the factionless were not essential to society and that they were society's waste. However, these people were an essential part of the community, as the factionless kept the city up and running. By the end of</p>

	<p>enough of either. (Chapter 3, page 39)</p>	<p>the book, the readers can find out that the factionless were the ones who tried to free society's minds from the control of the government. These people, who were supposed to be worthless, ran an underground organization meant to free everyone from this regimen.</p>
	<p>My cheeks warm. I get up and dust myself off. A few people stopped when I fell, but none of them offered to help me. Their eyes follow me to the edge of the hallway. This sort of thing has been happening to others in my faction for months now—the Erudite have been releasing antagonistic reports about</p>	<p>As this situation entails, the main character was born in the faction Abnegation, who believed in selfless actions as a way to obtain peace. This faction, even though they held power in the government, was always in the back of everyone's mind. This is a perfect example of how the higher power managed to take</p>

	<p>Abnegation, and it has begun to affect the way we relate at school. The gray clothes, the plain hairstyle, and the unassuming demeanor of my faction are supposed to make it easier for me to forget myself, and easier for everyone else to forget me too. But now they make me a target. (Chapter 1, page 37)</p>	<p>advantage of their selflessness. They constructed this idea that Abnegation did not deserve to be treated like everyone else, as those in Abnegation gave themselves to others. This allowed other factions to treat Abnegation badly because they were not meant to be the selfless ones. This constructed idea ensured the higher powers that at least one faction would be under the control of other factions, they did not need to worry about them.</p>
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Fragments or quotes from the book Divergent alongside the social construction theory and the researcher’s interpretation.

Source: researcher’s creation.

4.3 Themes, Motifs, and Symbols

In addition to the literary theories, in this section of the chapter, the researcher will use themes, motifs, and symbols to further analyze the book. They will be explained individually, as

this allows the researcher to further explain aspects and factors of the book that may have been left behind. The researcher will create an analysis chart with the afore mention factors, alongside with quotes or situations from the book. This chart will also contain the researcher's interpretation to have an inside look at the context of the book.

4.3.1 Themes

“A theme is the main idea or an underlying meaning of a literary work, which may be stated directly or indirectly” (Examples and Definition of Theme, 2013). In other words, the theme of a book entails the underlying, yet obvious characteristics of a book. This theme is the central idea of the book, this silent understanding that the audience gets when they read a book. These themes can be speared in many different themes, all of them combined to create this understanding among all of them. This understanding creates an arrangement of ideas that make a book has a meaning.

Table 5.

Themes	Quote or situation	Researcher’s interpretation
Identity	I look at my reflection in the small mirror on the back wall and see a stranger. She is blond like me, with a narrow face like mine, but that's where the similarities stop. I do not have a black eye, and a split lip, and a	One of the main themes of this book is identity, as the main character struggles to settle with her identity in many situations. In this excerpt, the main character was looking at herself in the mirror, something she used

	<p>bruised jaw. I am not as pale as a sheet. She can't possibly be me, though she moves when I move. (Chapter 11, page 9)</p>	<p>to do only once every other month. She struggled as she encountered her reflection as if the woman who was looking back at her was-a stranger. Inside was Beatrice, that skinny girl from Abnegation, but the girl in the mirror was Tris, the string woman from Dauntless. The struggle with her identity began even before she left her faction, but they enhanced when she left and faced her new reality.</p>
	<p>I step to the side, so I stand in front of the mirror. I see muscles that I couldn't see before in my arms, legs, and stomach. I pinch my side, where a layer of fat used to hint at curves to come.</p>	<p>From this excerpt, the researcher can observe almost the same struggle and battle with herself. Tris could see the physical changes her body had to endure; however, this time,</p>

	<p>Nothing. Dauntless initiation has stolen whatever softness my body had. Is that good, or bad?</p> <p>(Chapter 14, page 3)</p>	<p>in her mind, she was the woman that she saw in the mirror. She was acknowledging the one who was in Dauntless was herself and not this similar entity that watched from afar. She began to wonder whether those changes, that make her mid split in the beginning, were good or bad.</p>
<p>Fear</p>	<p>I used to think the Dauntless was fearless. That is how they seemed, anyway. But maybe what I saw as fearless was actually fear under control.</p> <p>(Chapter 18, pages 94-5)</p>	<p>Fear is one of the main weapons that the government of Chicago had against its citizen. Fear of leaving your faction, fear of failing your initiation, fear of being divergent, were qualms that lived in the mind of every citizen, thus keeping them under a control they could not see.</p>

		<p>Fear for someone from Abnegation was a constant worry, as they lived their lives trying to please other people and not themselves. From this excerpt, the main character used to almost idolize Dauntless for their boldness and their lack of fear. However, once she became one of them, she learned that they could benefit from fear, they just had to learn to control it.</p>
	<p>Eric called Al's suicide brave, and he was wrong. My mother's death was brave. I remember how calm she was, how determined. It isn't just brave that she died for me; it is brave that she did it without announcing it,</p>	<p>From this situation, the researcher was able to see how Tris managed to conclude with her definition of fear. Comparing her mother's death to one of the pattern's suicide. As she considered one of them run away from their fears, not</p>

	<p>without hesitation, and without appearing to consider another option. (Chapter 36, page 53)</p>	<p>wanting to deal with them. On the other side stood her mother, who fought to the last minute against her fears, facing even when they did not seem to be a way out.</p>
<p>Secrets</p>	<p>Fear prickles inside me, in my chest and in my head and in my hands. I feel like the word "DIVERGENT" is branded on my forehead, and if he looks at me long enough, he'll be able to read it. But he just lifts his hand from my shoulder and keeps walking. (Chapter 13, page 74)</p>	<p>The dystopian city of Chicago based its entire governmental system on one big secret. It was no surprise when along with the story, the audience discovered that every single character in the book based their lives around a secret. In this case, the main character was worried that one of the Dauntless' supervisors would find out she was Divergent. Even though, she did not come to full terms with the meaning,</p>

		<p>she knew she must keep it as a secret. The main character began a new life in a new faction based on a secret.</p>
	<p>I don't know when I accumulated so many secrets. Being Divergent. Fears. How I really feel about my friends, my family, Al, Tobias. Candor initiation would reach things that even the simulations can't touch; it would wreck me. (Chapter 28, page 199)</p>	<p>As the main character mentioned, one of the factions, Candor, had an initiation test that dealt with secrets. The higher power of that faction began to realize that many of their prospects lied to get accepted in their faction. As a way to cope with this problem, they injected a truth serum in them. This was total contraposition with their government as they needed to know everything about everyone, but they would not even tell their citizens, if</p>

		the faction’s experiment was-working.
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Fragments or quotes from the book Divergent alongside themes of the book and the researcher’s interpretation. Source: researcher’s own creation

4.3.2 Motifs

“A motif is an important and noticeable element or feature that typically appears throughout the work. It can relate to the theme, or it can be the dominant or central idea itself” (Definition of MOTIF, 2010). In other words, a motif is a recurring theme, symbol, or image that presents itself along the length of the book. These symbols or ideas give depth to the story, as they are often on the back burner and not on the frontal page of the story. The receptiveness of these motifs makes a statement in the reader, as they keep presenting themselves throughout the story. The main character of the book is the one who usually points out these motifs.

Table 6.

Motifs	Quote or situation	Researcher’s interpretation
Clothes	Abnegation dresses all in gray so they don't stand out; and Tris and her mom "picked up nearly identical stacks of clothing every six months or so. It's easy to allocate resources when everyone gets the same	Throughout the story, many characters mentioned Tris’ clothes. Even though abnegation was supposed to blend in with other factions and bring attention to themselves, their clothes created a reaction that was

	thing" (Chapter 8, page 100)	the opposite of what they wanted. As they looked very different and almost conservative, attention was drawn to them. Throughout the book, Tris mentioned how many times she chose her clothes each time, as she noticed she still had some abnegation tendencies.
	Candor dress in black and white because, as Tris notes, they see "the truth as black and white, so that is what they wear" (Chapter 1, page 18)	Each time the main character encountered a member from a different faction, she mentioned or described something about their appearance. Even though, Tris got mad every time someone said something about her clothing, she still made witty remarks about other factions' clothing. Throughout the book, there

		<p>were various instances in which it was mentioned how people who changed faction still incorporated things from their old factions.</p>
	<p>Beneath it, I wear a gray T-shirt. It is tighter than any other clothes I own, and no one has ever seen me in it before. I ball up my outer shirt and look over my shoulder, at Peter. I throw the ball of fabric at him as hard as I can, my jaw clenched. It hits him in the chest. He stares at me. I hear catcalls and shouts behind me.</p> <p>(Chapter 6, page 25)</p>	<p>Here again, there is mention of the main character's clothing; however, this time, it came from her. This excerpt narrates the exact moment when she was about to enter her new faction. Therefore, making this a turning point in her mind, as she no longer wanted her grey and simple clothing to define her.</p>
<p>Factions Housing</p>	<p>"Abnegation houses are all the same size and shape.</p>	<p>One thing that is mentioned a lot due to its importance is</p>

	<p>They are made of gray cement, with few windows, in economical, no-nonsense rectangles"</p> <p>(Chapter 4, page 2)</p>	<p>the housing in each faction.</p> <p>A house may only represent where each member of the faction lived; however, each house was built within the principals of each faction.</p> <p>As this portion of the book describes, Abnegation's housing (selfless) represented, on a visual level, everything that their members must represent.</p> <p>Every house looked the same inside and outside, as to spark envy from other neighbors. Many times, during the length of the book, they were described as grey blocks.</p>
	<p>Several stories below us are the members' entrance to our compound. If you can't muster the will to jump off,</p>	<p>As mentioned before, each faction's housing represented, on a visual level, the principals of each</p>

	<p>you don’t belong here. Our initiates have the privilege of going first.</p> <p>(Chapter 6, page 20.</p>	<p>faction. In this case, Dauntless’ housing (braveness) visually represented boldness and bravery. This excerpt described how one of the entrances to Dauntless headquarters in several stories looked like an abandoned building. In addition, it is mentioned that the only way to enter was to jump off the building and fall into a net that would hopefully grasp you.</p>
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Fragments or quotes from the book Divergent alongside motifs of the book and the researcher’s interpretation. Source: researcher’s creation.

4.3.3 Symbols

“Something that stands for or suggests something else by reason of relationship, association, convention, or accidental resemblance” (Definition of SYMBOL, 2020). As it is mentioned, a symbol can be an object that represents something way bigger than its simple existence. A symbol can range from a simple object to a big statement. This can be found either throughout the book in repetitions of certain words, or an object within the character’s life. A

symbol may represent different things depending on the character or the reader. An author may give explicit symbols to give their story more depth and appeal.

Table 7.

Symbols	Quote or situation	Researcher's interpretation
<p>Birds</p>	<p>Yes, I say. Three of these flying birds. I touch my collarbone, marking the path of their flight-toward my heart. One for each member of the family I left behind.</p> <p>(Chapter 8, page 90)</p>	<p>Throughout the book, especially during the main characters' simulations, there were various mentions of birds. These had in their majority a good connotation, as they often represented something, she was fond of. However, their first mention was a terrifying moment for Tris. For the main character, birds signified freedom, as she watched them to fly free in the sky, something she was deprived of. They also represented the family she left behind as she got tattooed three birds flying</p>

		<p>away. Nevertheless, as the birds were crows, they were peached black, as they represented Dauntless clothing. Even though, she felt free in her new faction, she feared what it may do to her.</p>
<p>Tattoos</p>	<p>In some parts of the ancient world, the hawk symbolized the sun. Back when I got this, I figured if I always had the sun on me, I wouldn't be afraid of the dark. [...] Now it reminds me of the fear I've overcome." (Chapter 2, page 24)</p>	<p>Tattoos had a big presence in the book, as they presented the moment Tris felt part of Dauntless. Tattoos held a precious meaning to everyone in Dauntless, as every time the character asked someone, they easily told her. They gave each Dauntless' member the freedom to talk about their past factions or something they felt passionate about. Dauntless members often were very</p>

		cold towards their peers, so their tattoos gave the freedom to be emotional.
Train	<p>The train whistle blares, the sound resonating in my chest. The light fixed to the front of the train clicks on and off as the train hurtles past the school, squealing on iron rails. And as the last few cars pass, a mass exodus of young men and women in dark clothing hurl themselves from the moving cars, some dropping and rolling.</p> <p>(Chapter 1, page 12)</p>	<p>In the book, the train moved across the entirety of the City of Chicago and went beyond the city. Tris watched the train leaving the Dauntless members in every part of the city. She watched as they happily hopped off the train. This symbolized something for her that she had not even begun to wonder about. The train symbolized the freedom she desired, but did not let her self-think about, as it would to selfish.</p>

Fragments or quotes from the book Divergent alongside symbols of the book and the researcher’s interpretation.

Source: Researcher’s own creation

Chapter VI

Conclusions and Recommendations

This chapter, the conclusions obtained through the investigation are going to be provided. The research questions stated in Chapter I of this document will be analyzed to explain how the researcher obtained such results. Additionally, the investigator will provide the reader with a description of how the goal of this investigation, was achieved. As well as recommendations the research thought redeemable for future thesis readers or writers.

6.1 Purpose of the Conclusion

The purpose of this conclusion is to analyze, after having acquired valuable knowledge, how social norms affect teenagers. This analysis was conducted under a socio-cultural approach, which provides the research with the necessary guidelines to achieve the desired result. One of the main accomplishments the investigator wished to attain with this investigation, was to give teenagers a different perspective of the world that shapes and surrounds them. This investigation did not intend to change their opinion or conflict with their existing ideas; on the contrary, it intended to give them a portal that they could find in the books they read, from where they could obtain views of different social norms and compare them to the ones they are experiencing.

6.2 Conclusions

To give this investigation a path to follow, one general objective and three specific objectives were established. These objectives represent the intentions the investigator had when first started this project. They describe the processes and actions the investigator intended to accomplish. The objectives found in Chapter I will be cited again to act as a comparison after the investigation was carried out. In the following paragraphs, it can be found a profound and complete analysis of how these objectives were carried out.

6.2.1 To analyze social norms for the understanding of their impact on teenagers

As stated, multiple times during this investigation, the social norms which surround teenagers change from society to society. Each teenager or young adult is defined by the time they live in history, whether that means they live through a wide world war or a global pandemic. These social norms change very frequently, more so in the last few years. Therefore, teenagers feel the constant need to reinvent themselves often, just so they can feel like the world accepts them. These major changes, in such a short period, can cause serious personality conflicts, as they never get to be who they truly are.

As a strategy to not only understand, but to analyze the impact these social norms generated in teenagers, a survey was carried out. This survey counted with the participation of seventeen participants who were willing to put their answers to a thorough analysis of various social situations. From this survey, the researcher was able to conclude that most teenagers were willing to follow their friend group when it came to be a nice or redeemable action. However, they were very adamant when presented with a situation in which an injustice occurred. From this, the researcher concluded that even though they do feel the need to fall into peer pressure, they still have some individuality and freedom regarding their actions and choices.

6.2.2 To examine the environment that surrounds teenagers for discussing their behavior

Many times, it was mentioned how individual's personalities are shaped and defined by the factors which surround them. This is not different when referring to teenagers' lives, especially if any these factors affect them even more. The environment of a teenager not only consists of friends or classmates; it also consists and revolves around their family nuclei. Their parents' or guardians' actions have shaped them since before they began to follow social norms.

These actions are even more rooted in their minds, as they have experienced them since childhood.

For this objective, the researcher carried out multiple option-based interviews with some teenagers that were willing to participate. The participants were asked about their upbringing and their current environment. From this, the investigator could conclude that almost 58% out of seventeen of the participants did not have a major encounter with books during their childhood. This defines in many ways how they grew up, as they may be adamant towards new ideas and broad imagination. Books allow children's imagination to run wild, and in time these imaginative kids will grow up into ingenious adults. From this, the researcher could conclude that even though some teenagers had a natural curiosity to deviate toward the habit of reading, almost half of the participants followed their parents' habits, keeping them away from books.

6.2.3 To investigate the environment around the target audience to spark an interest in the elements that constitute their society

Many times, during this investigation it was mentioned how teenagers are not often involved in the elements which constitute their society. This may be that most of them can be active in the elections, or that their parents or guardians do not take their opinions seriously. These small dismissive actions can result in teenagers being afraid of sharing their opinions. Therefore, the perception may be that they are simply staying away from these topics. Teenagers are often the ones who pay more attention to the world that surrounds them, as they try to comprehend better what surrounds them. Their opinions are one of the most informed and fresh, as they consume social media information faster than any other adult.

As a way to spark interest in teenagers, the investigator created many analysis tables to explain situations within the book. These analysis tables contained excerpts from the book, the literary theories, as well as the researcher's interpretation. These explanations could make teenagers realize that fictional situation involving politics or social matters could mimic some of their environments if they paid close attention. This analysis provided the target population with viewpoints that they may not have considered before, as they were sometimes kept away from this critical thinking. Even if they seemed to be very simple actions, they represented big social issues the main characters went through.

6.3 Restatement of the Research Question

As stated in Chapter I of this document, the research question that was established since the beginning was “to analyze through a socio-cultural the impact that social norms generate in teenagers based on the book series *Divergent* by Veronica Roth.” During this investigation, the researcher was able to analyze the headspace on how these social norms impacted teenagers. These analyses were also accompanied by the help of seventeen teenagers who provided the researcher with valuable inside information about their lives. From this analysis, the investigator could conclude that while these social norms do impact deeply the lives of these teenagers, they could choose how much they affect them. The target population is under the influence of social norms; therefore, the necessity to explore this environment.

However, the teenagers in the sample population have demonstrated they could deviate from them when they do not feel comfortable. The decision to create their own path is very present in their answers. Teenagers, from this generation, have taken it upon themselves to depart as much as they could from past generation patterns. Even if they still feel pressure to follow their parents' or guardians' expectations, modern teenagers are not afraid to express their

opinions. The target population from this investigation project is a strong generation, as they are taking so much outside information making them well informed, therefore they will form strong opinions.

6.5 Recommendations

After concluding this investigation project, it is of great importance to provide some recommendations for future researchers. This is done to facilitate their experience while writing future investigations that provide readers with valuable information. The researcher wrote this investigation project while living through a global pandemic. These global circumstances provided the researcher with new perspectives when it came to accessibility and resilience. In the following paragraphs, future researchers can find recommendations.

First, one of the main aspects to take into consideration is how far the research is willing to obtain information. For a research project, there is a lot of information that must be taken in and retained to give concise and coherent ideas. Setting up reading patterns is one of the first things future researchers must take into consideration, as it is one of the only ways to complete projects. It is important to know your limits and the time of the day in which you are more productive. Future researchers must spend a long time reading various sources to find information that is concise and reliable. They must learn to set up their patterns, so they can make the most out of their time.

Second, future searchers must know that writing such an important paper requires a lot of attention to detail. These details can create a writer's block, as they often hard to find. One of the best ways to deal with this problem is to pay more attention to minute details, as they can be very overwhelming. As the researcher writes this investigation during a global pandemic, it is

important to recognize the themes that are the most difficult. It is extremely difficult to carry on in the project when such minute details are stopping the researcher.

Third, future researchers must know very well the fields they want to explore. Future writers must be familiar with the work they want to dive into, as it will be easier to remember obscure details about a literary piece. Being familiar or passionate about the topic is beneficial as every detail can stay in their minds. In addition, as future writers are gathering information, their curiosity will jump out and help to keep reading about it; consequently, acquiring more information and drawing more interpretations and different points of view.

Finally, this project will not only benefit future researchers, but it will also benefit the target audience the future researcher chooses. Depending on the subjects, their project will benefit many social groups. Therefore, future researchers must feel like their work is important, allowing them to be more active in their project. According to the researcher, one of the future projects that society could benefit from could be "A psychoanalysis of children's developments during a global pandemic." Choosing a topic that is relevant to future researchers is beneficial, as there is a lot of updated information.

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Appendixes

Literary theories	Quote or situation	Researcher's interpretation

Themes	Quote or situation	Researcher's interpretation

Motifs	Quote or situation	Researcher's interpretation

Symbols	Quote or situation	Researcher's interpretation

Interview Questions

1. Esta es una entrevista para una tesis de bachillerato ¿Te han hecho una entrevista antes?
2. ¿Te gusta leer?
3. Si tu respuesta fue "no", explica por qué. Si tu respuesta fue "si", avanza a la siguiente pregunta.
4. Cuando una persona te dice que le gusta leer ¿Cuál es tu primera reacción?
5. En tu experiencia personal, ¿Te han inculcado el hábito de leer?

6. En tu experiencia ¿has tenido un fácil acceso a diferentes géneros de libros?
7. En tu opinión, si leyeras regularmente ¿Cuáles beneficios traería esto a tu vida?
8. Basado en tu conocimiento ¿Qué tipos de tipos libros se te vienen a la mente cuando te hablo de leer?
9. ¿Crees que los libros cambian la forma en la que vemos al mundo?
10. ¿Piensas que en los libros hay personajes con los cuales te puedes identificar?
11. ¿Consideras que nuestra sociedad te alejado o te ha acercado al habito de leer?

Survey Questions

1. Esta encuesta está basada en comportamientos sociales, basado en ese hecho ¿Cómo te sientes respondiendo estas preguntas?
2. ¿En cuál de estas dos situaciones te sentirías más cómodo?
3. En situaciones difíciles, ¿Tiendes a pensar en soluciones (1) o buscar la opinión de alguien de confianza (2)?
4. Cuando te encuentras en un escenario con mucha gente, ¿tiendes a ser espontaneo o tímido?
5. ¿Tiendes a soñar despierto acerca escenarios fantasiosos o tienen a ser realistas?
6. Cuando presencias algo injusto tiendes a ¿alejarte y esperar a que mejore (1) o haces algo para evitar que se repita (2)?
7. ¿Tiendes a expresar tus emociones abiertamente (1) o tiendes a esconderlas de los demás (2)?
8. ¿Te sientes forzado a seguir o imitar las acciones de tus amig@s?
9. En tu opinión, ¿Tus pensamientos y decisiones tienden a cambiar dependiendo de con quién te encuentras?

10. ¿Sientes que tu personalidad ha sido influenciada por tus padres y familiares (1) o ha sido influenciada por las personas que has llegado a conocer (2)?