

**UNIVERSIDAD INTERNACIONAL DE LAS
AMÉRICAS**

VICERRECTORIA ACADÉMICA

SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**Inside Jane Austen's Pride and Prejudice Book: A Historical
Analysis Throughout Decades in Terms of Social Classes,
Feminism, and Wealth Power.**

Thesis Submitted to Obtain the Bachelor in English

Concentration in Translation

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NOVIEMBRE, 2022

Acknowledgements

I want to extend my gratitude and appreciation to the Universidad Internacional de las Américas for the opportunity that they have given me with my major and most importantly, I want to thank very much to every single one of my professors that I have cross path with since I have become the person that I am today because of them. For all the knowledge, patience, and passion in every single class that I have attended to. I would also want to thank my tutor Dinier Amador for all his patience, compassion, empathy, and most of all the knowledge that he has shared with me, for sticking through thick and thin with me. To professor Catalina, who helped me out with the grammar part of it, thank you for helping me. To Mr. Leslie, I could have not done it without you, thank you very much for all the help that you have gave me.

Dedication

Every person has a learning path. In that learning path, there will be hard times and there will be happy times and in it, there will be things that will leave a mark on you. That mark can be a person, a thing, a class, or a professor, it can be different things. It will follow you everywhere you go through your entire life. For me, it has been a wild ride. I will be forever grateful for my classmates, professors, and university staff, but above all, there have been people that have come into my life to leave a mark. First and foremost, my parents, I would have not done it without their support, all I am today, and all that I will be tomorrow is because of them. I am the person that I am today because of them. There are not enough words in the dictionary that can express the love and appreciation I have for them. Thank you for everything. To my classmates, Mario, Shanyl, Mei, and Katty, thank you, thank you for always sticking by my side, for all the adventures that we had, and for always having my back. It has been a pleasure sharing classes with you and I cannot wait to see what the future holds for us.

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Abstract

Jane Austen is one of the most famous authors of today's generation. It has inspired millions of women worldwide and it has contributed to the feminist movement in all decades. It was almost impossible for a woman to express the way as the main characters on Jane Austen's books were. Now, my main aim for this research is to know What is the effect of analyzing the book *Pride and Prejudice* by Jane Austen through the new historicism approach in terms of society, gender, power, and financial wealth between the 18th up to the 21st century around the world? In order to achieve this, I needed to have some participants in mind. In this case, women, more specific, young adults to adults. The methods that were used in this research to be able to find results, findings, answers were through other thesis and essays and also using tools such as literary devices and diagrams.

The findings were as expected, as a society, we have evolved, we have improved equal rights and women have more independence and freedom for them. However, there are still countries where being a woman is a punishment, where women cannot express their emotions or opinions. So, to conclude, there has been improvement, we have gotten better as a society, but there is still a lot of room for improvement and there are still a lot that we still need to fight so women can fully be free and have their own freedom of speech in the whole wide world.

Resumen

Jane Austen es una de las escritoras más conocidas mundialmente, sobre todo por sus libros con temática feminista y donde sus personajes principales se les reconoce por tener personalidades fuertes, poco comunes o adecuadas para la época. Jane Austen es un ejemplo en la comunidad feminista por lo elocuente que era sobre estas temáticas. La idea de esta tesis es poder ser capaz de ir más a profundidad de la mente de Austen y poder lograr conseguir una respuesta a la pregunta: ¿Cuál es el efecto de analizar el libro *Orgullo y Prejuicio* de Jane Austen a través del método del New Historicism en términos de sociedad, género, poder y poder económico entre los siglos 18 hasta el 21 alrededor del mundo. Nuestros participantes fueron mujeres, jóvenes adultas y adultas, de todas partes del mundo para poder lograr nuestro objetivo. El método que usamos fue leer tesis existente del tema y hacer comparativas y diagramas para conseguir un resultado. El resultado que tuvimos fue lo expectante. Se ha logrado un avance como sociedad con los derechos humanos de las mujeres, sin embargo, en muchos países siguen sin tener derechos. En conclusión, encontramos que las mujeres tienen su libertad e inclusive muchas mujeres tienen puestos en el área gubernamental, sin embargo aún sigue la constante lucha para poder que cada una de las mujeres alrededor del mundo tengan libre albedrío.

Chapter I

Introductory Framework

Emma and *Pride and Prejudice*. Jane Austen is a world-famous author who has written many well-known books such as *Emma*, *Pride & Prejudice*, *Sense & Sensibility*, *Persuasion*, and many more. Miss Austen was born on December 16, 1775. The primary purpose of this analysis is to compare Jane Austen's experience regarding society back in the 18th century and its differences with the 21st century. As we know, throughout the centuries, we have evolved as a society. A lot of things that were prohibited or not normal back then, are not anymore. One of the main examples is we have progressed a lot with the feminist movement. Alongside this, there have been more changes. Women now can have freedom of speech. They can choose whom they want to marry. They can decide if they want to have a child or not, and they have the right to abortion. Even if they want, they also play sports such as basketball and soccer. Another example deals with economy. In the 18th, certain amount of people held all economic power, and certain families were wealthy. Besides that, there was much discrimination against black skin people. Since there was noticeable discrimination towards them, black skin people usually served as servants to wealthy families. Nowadays, it is different.

The following chapter will break down the different problems and criticism that *Pride and Prejudice* by Jane Austen had regarding society during the 18th century, all in all with a 21st-century comparison between the aspects of society now and then. First,

there will be an extensive and in-depth analysis of the characters, historical background, cultural background, and literary figures. Moreover, the researcher will scrutinize extensively the economic power between men and women, the different roles women and men had during the 19th century, and women's rights during that century. In addition, to contrast the rights of civilians in the 19th century with those of a more modern century.

1.1 Problem Statement

This research aims to have a wider view of the rights and historical backgrounds of the 19th century, since there have been numerous changes in society since Jane Austen wrote *Pride and Prejudice*. In addition, there have been numerous changes in civilizations after the book was written over a century ago. Consequently, the researcher will explore *Pride and Prejudice* broadly. To start, things were different from what we know now. Women did not have as many rights as men. Most of them had to stay home doing chores and caring for their husband and kids. Women did not have economic power, possession, or financial freedom. Most of these were managed by their husbands and fathers. However, things started to shift slowly during mid-19th century. It started in the United States and later on in Europe. According to Emsley Clive, Hitchcock, and Shoemaker (2021), during this century. "The growing influence of evangelical ideology placed an increasing moral value on female domesticity, virtue, and religiosity (p. 6)." Within these growing religious beliefs, women's rights were even more limited than before. They would have to stay at home serving their children and husbands.

Another problem was marriage and money. In that century, people marrying to obtain money, power, or even land was very common. Families would choose their daughter's future spouse without having the freedom to have an opinion. As said by

Bailey (2015), "Inadequate fortunes challenge many Austen characters, and marriage is, for some, a solution to their financial difficulties (p. 2)." As seen in the book *Pride and Prejudice*, marriage is the main topic emphasized. Austen criticizes this throughout the whole book. In the Victorian Era, there was a lot of wealth inequality, so there was much poverty, especially in England during the 19th century, where workers had to work harder to survive. On the other hand, in the 21st century, a lot has changed, and people from both genders have more equivalent rights. However, there are still ongoing discussions on women's rights, work, power, and wealth inequality.

Due to Covid-19, the methods and tools that will be used in the research will be applied virtually to different people of all ages and different parts of the world to be able to answer the research question: What is the effect of analyzing the book *Pride and Prejudice* by Jane Austen through the new historicism approach in terms of society, gender, power, and financial wealth between the 18th up to the 21st century around the world?

1.2 Objectives of the Investigation

1.2.2 General Objective

To analyze and be able to point out the criticism of *Pride and Prejudice* regarding society, gender, power, and financial wealth between the 18th century up to the 21st century using the new historicism approach to show the readers the outcome of the analysis successfully.

1.2.3 Specific Objectives

- To determine and recognize the evolution of society, gender, power, and financial wealth throughout the decades.

- To compare the social, gender, and financial wealth background in the 18th to 21st centuries.
- To analyze through a critical literary review the characters, historical background, setting, and plot of the book *Pride and Prejudice*.

1.3 Justification of the Study

Historical backgrounds have been key to understanding our past and how we have evolved as a society and human beings throughout history. This investigation aims to make a thorough and rigorous comparison of the 19th century, where the book *Pride and Prejudice* takes place, up to the 21st century. The purpose is not only focusing on a historical point of view to analyze the different characteristics that the female and male characters from the book clash with newer generations, but also to justify, analyze, and discover if there has been any evolution during the 19th century up to this date about gender inequality in a political, economic, and social perspective. In the past decades, there has been much inequality, especially for women, who must endure much unfairness throughout their life, as for example they had to fight for their rights to get a job, get fair treatment at the work site, and fair wages. In the past decades, women had to stay home, care for the children, and obey their husbands. However, nowadays, they receive a similar number of equal rights in society.

Pride and Prejudice is a well-known book by the outstanding and beloved author Jane Austen. Many people see the book as a romantic novel; however, Austen points out several issues women had to suffer in the 19th century; for instance, marriage, wealth, feminism, and freedom of speech. The main character, Elizabeth, shows a strong, courageous personality, which was not common for women at the time. They considered her a crazy, controlling woman who could not behave. Many changes have

happened throughout the decades for gender equality. According to the official website page of UNICEF (2017), "Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women and their roles. Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women, and the roles they play (p. 4)".

Up to this date, inequality still exists. Even though some studies say the opposite, others show inequality worldwide, nowadays. Therefore, it will be done in-depth research on statistics, surveys, and a thesis to get a conclusion and a wider view from different parts of the world. The main focus will be on Latin America. The readers will be benefited from this investigation. To be more specific, the public in general and students from universities in Costa Rica will have an overall view if there have been changes in the subject or if it is still an ongoing matter. It will establish evidence of how this generation might feel more related to the character in *Pride and Prejudice* than previous generations. This investigation will be analyzed through rigorous readings about the subject using different articles, a thesis, and expertise. In addition, surveys from people worldwide will be carried out.

1.4 Antecedents

Neema Parvini wrote an article about new historicism where she made a detailed comparison among the different perspectives, controversial opinions, and thoughts about new historicism. Parvini defended her point of view by explaining why the new historicism has been part of our culture, history, and social background's timelessness. The new historicism was the pick of literature back in the 1980s and 1990s. It unfolded the beginning of new historicism during early 1980. In the article, Parvini clarified that the new historicism has evolved. There are divisions in the new historicism, especially

in the romantic period. However, the Renaissance era is preeminent. Thereon, the new historicism emphasizes more on the historical context and literature. Parvini mentioned important scholars on the topic, such as Clifford Geertz, Michel Foucault, and Louis Althusser, which have discussed the subject. They have been influenced by new historicism periods. Parvini's general overview had a limitation on the information of new historicism in textbooks and anthologies. New historicism can have a controversial development. For instance, Mullaney 1966 wrote about new historicism, and Parvini 2012 was written by an author with a strong sense critical approach.

Moreover, Dr. Richard Major used to conduct research for literary theory where he described what new historicism is, its primary functions, and also mentioned important scholars in the subject. To begin, Major stated that new historicism was mainly used in literature around the 1980s and 1990s. It is a critical approach that was mostly used in the United States. It means restoring because its main purpose is to restore a text to its historical context. Major clarified that the new historicism was a reinvention, and for that, it has been criticized. Initially, Major concisely introduced the meaning and purpose of new historicism, and also, he explained the beginning of new historicism. It all began at the University of California at Berkeley with Stephen Greenblatt. The primary function of new historicism was for the Renaissance, also known as the Early Modern period, as stated by Major. Stephen Greenblatt, Jean E. Howard, Brook Thomas, and Jerome McGann were some scholars mentioned in Mr. Major's studies.

Subsequently, Major made a comparison between new historicism and old historicism. Equally important, some new historicism principles were: first and foremost, readers should see the reading, text, and passage in a more complex and

thoughtful historical context rather than just a basic formal reading. It is a reciprocal relationship between history and literature. The second principle is that new historicism is not only literary text, but can also be journals, statistics, clothing, drawings, and more. The third principle emphasizes that new historicism does not care about finding truth in the text. As opposed to old historicists, they would deny their subjectivity and perspective. New historicism offers more in-depth complexity; they want to interpret from their perspective what the text means by opening new paths and theories. Major explained that Greenblatt – one of the scholars from new historicism – believed that new historicism is a practice rather than a doctrine.

At last, Major introduced another talking point related to the subject of literature describing historians. Stating that the analyses of G. Canguilhem were shown as a concept of history because it had not been entirely done or progressive refinement. He mentioned the tools that help historians to continue working on their analysis, which is partly inherited and partly on their own making. Then, he proceeded to give meaning to displacements and transformations of concepts.

In addition, Silvia Maubrigades made an in-depth analysis of gender inequality in Latin America through the XX decade. This investigation was made on June 5, 2013, and was accepted on August 16, 2013. Maubrigades started the analysis with a series of investigations that has been made already about inequality and difference between gender in the region and how, through the years, it had evolved. To begin, Maubrigades described how she would aim at the different factors of gender in Latin American countries during the XX decade. The investigation aimed to make an in-depth analysis of the gender gap, focusing primarily on the social- quality of life, work field, and life quality. Maubrigades unfolded the three main focuses of the analysis. The capacity of

Sen (1999) is the freedom that women and men must achieve their personal goals. Likewise, the capacities of Sen deal with terms related to diversity, cultural, and geographical aspects like race, gender, and religion. Lastly, the social impact of women during the different types of roles, power, and ideological conditions. Moreover, Maubrigades briefly explained the adverse selection effect related to the work environment and its inequality gap. If inequality is reducing job opportunities, there is a probability that the workflow will decrease, since potential hard-working women cannot find a job leaving space for less productive men.

Furthermore, Maubrigades made a punctilious description of the evolution of gender inequality. Maubrigades used a survey by Barro and Lee in 1994, Dollar and Gatti in 1999, and Esteve- Volart in 2000. It showed that 1% of the women were enrolled in elementary schools in 90 countries. Therefore, the study showed an improvement of 0.012%. The study also mentioned that there are fewer job opportunities for women than for men. She pinpointed two cases citing the work of Tzannatos (1999), focusing on Latin America in the 80s. She concluded that if, by the 80s, the wages for both women and men had been the same, productivity and production would have increased a 6%.

Furthermore, Seguino (2006) showed that gender inequality has more probability of stimulating the growth of agrarian economies, as well as a low rent rather than semi-industrialization. Another study by Goldin (1995-2006) analyzed the history of the United States. The outcomes were the same. The results, established with current data based on countries with different incomes, were from developed (high-income) countries in contrast to underdeveloped (low-income) countries. The rate of female labor participation is higher in countries with medium income. Subsequently, the

statistics that she displayed mainly focused on gender discrimination. However, there is a limitation for these surveys before 1970. There was not much accessibility for surveys around the XX- 1950 decades. Maubrigades had to do these surveys based on data from the early 2000s. In addition, some surveys from 1950 provided by Barro- Lee made by women and men older than 14 years old.

Following gender inequality in education. Thorp (1998) considered different concepts of evolution among the countries in the region, from illiteracy on gender from XIX up to 1990. She mentioned countries like Brazil, Costa Rica, Panamá, El Salvador, Ecuador, and Paraguay. Gender inequality has had a noticeable decrement continuously, and by the 90s, the inequality was significantly low. On the other hand, illiteracy in Uruguay and Jamaica has increased during the past few decades. Peru and Bolivia remained above a 20% in the 60s. However, it had started to have a low rate during the last decades, around 10%. The gap between them increased a 20% in Guatemala during that period. An estimated rate of 18.3% in the 90s. The gap in Mexico did not increase or decrease. It remained stable at around 7% throughout the period. From the beginning of 1920 up to 1960, countries with a high rate of indigenous population, such as Bolivia and Mexico, had an inequality gender gap of around 60%. More developed countries like Chile, Argentina, and Brazil were neutral. However, between 1980 these countries had a 90% - 100% level, where women had more educational levels than men. In 1950, both genders had leadership in Chile and Argentina, which was noticeable. The rest of the countries started this decade with a low rate, but gradually made an increment. Maubrigades cleared up the first statistic were demonstrated that equality has improved; overall, both genders have similar educational levels and experiences.

Moreover, Maubrigades talked about life expectancy. In addition, she elucidated Fogel's survey, where he expressed that women had more health services, income, and living experiences benefits throughout the XX decade than men. Argentina and Uruguay exponentially increased their life expectancy during the first half of XX, just like the other countries, except Brazil, which started improving in the 40s. In the 2000s, all these countries had a similar level for both women and men. Furthermore, Maubrigades explained the surveys and data-based information that she had collected about the participation of women in the work environment. She focused on three different periods: firstly, in 1900-1930 there was a downfall for women. Secondly, 1930-1960 experienced slow changes, except for Mexico, that increased. Thirdly, in 1970, the work rate for women increased in all regions. In Mexico, there was a low rate of women's participation in the work market during the beginning of the period (1930). Then, they had an increment when many women started working. Maubrigades stated that Gomez Galvarriato and Madrigal (2011) pointed out that this increment started in the 60s.

To conclude, Maubrigades provided a brief women's history background throughout the years. She concluded that, by the end of the period, most countries had a similar growth and incorporation of women in society and the work environment. There has been improvement in the education area and economic increment for women.

David Dollar and Roberta Gatti wrote a study about gender in May 1999. The study illustrated more rigorously the world's social issues. Dollar and Gatti explained that social observers noticed that women and socioeconomic development go together. The reason was that, in 1990, only 5% of women had any secondary education, just one-half of the level of men. This happened in a quarter of countries. In the richest countries, 51% of women did have at least secondary education, which was at least an 88% of the

level of men. Dollar and Gatti wanted to focus on gender inequality, income, and growth. However, above all, their primary focus and attention were on education, so they used data from more than 100 countries around the globe over the last three decades. One of the examples provided in detail was gender inequality in education, which could be due to religious beliefs and some cultural characteristics of society. One of their main goals was to focus on four different types of gender inequality: accessibility, availability, and success of women's education, as well as the improvement of health and equality in the economic area for women.

Firstly, Dollar and Gatti did some research about multiple countries. They had to divide countries by basing the data on 1990 per capita income. They found out there was a gap between both genders, and among the poorest countries and richest countries. In the poorest countries, 5.4% of women had an education, contrasting with 11.6% of males. On the other hand, in the richest countries, 50.8% of women and 57.9% of males, in this case, the gap between both was eradicated. Another example mentioned was human development. This report was made in 1995 in some countries—first, the right to a nationality; second, the right to manage the property; third, the right to income-earning opportunities; and fourth, the right to travel. In the educational part, Latin America had low attainment compared to East Asia, Europe, and Central Asia. It also had a lower gender inequality. However, South Asia had the largest gender inequality. They were below the others. Europe and Central Asia ranked highly in terms of gender equality.

Secondly, regarding the background and methodology, some studies considered that in developing countries, the return for girls to school is not less than that of boys. However, in middle-income countries, such as Thailand, the female return was 20.1%

compared to 11.3% for boys between 1980-81. Next, it was about gender inequality—their studies and research covered 127 countries over five years among 1975 and 1990. A complex relationship existed between women's success and income due to male success. Educational inequality had stronger repercussions on lower-income countries rather than on high-income countries. In addition, religious beliefs could also slow the growth of women's education. To wrap up, they concluded that women still struggle with education, health, economy, and power inequality in underdeveloped countries, but not as much as in developed countries.

A study made in Costa Rica by Nancy Piedra Guillén in 2015 focused on the political movement of women in Costa Rica during the last thirty years. In this research, Piedra Guillén focused more on the achievements and impact of this movement throughout the years in Costa Rican society between the decades of 1980 and 1990- up to this date. Piedra Guillén analyzed the origin of the movement and its limitations. To begin with, Piedra Guillén stated that nowadays, the government and non-government institution had been filled with the feminist movement. In those decades, the feminist movement, in Latin America, was more prominent than in Europe or North America. Piedra Guillén described the occidental society as conservative in prior decades. There were changes, but at a slower rate. Traditional practices are still held, such as domestic work, which is a factor that affects most women. In addition, it mentioned other issues, like violence against women and their rights to have an opinion regarding their life and body.

Secondly, Piedra Guillén stated some aspects of and political scene in contemporary society. Piedra Guillén began by briefly explaining the society back in the 70s in the United States and Europe and focused especially on the economic environment, health,

sexual identity, cultural identity and heritage, ethnicity, nationality, and linguistics. In the case of Latin America, the social movements started appearing at the end of the 70s and started to have a more noticeable approach at the end of the 80s. Social classes and political parties characterized the new social movements. Piedra Guillén defined a social movement as a conflicted action where cultural orientation is transformed and is defined by general cultural norms and social domination.

Thirdly, Piedra Guillén discussed several points regarding women's movements; however, it is important to highlight how she defined feminism. Feminism is a women's movement that works to break and change sexism and inequality that women must live day by day for their gender and sex condition in different aspects of their lives. Moreover, Piedra Guillén reviewed politics from a woman's perspective. She mentioned several feminist movement achievements throughout history. For instance, starting by the end of the 70s, the feminist movement has increased since the 89s and 90s—the next political views on women in the current days. The LGBT community and lesbian movement have been key points for women's movement and rights in the country.

In conclusion, many events in Costa Rican history have helped to shape the equality and women's movement in the country. One of them was at the end of the 80s and beginning of the 90s when the women's movement started to become an important event at a slow-paced rate. Another example is that at the end of the XXI decade and the beginning of the XXI decade, there was a political shift, as women had more active participation. The formation of a gender perspective breaks the traditional views of heterosexual society and the LGBT movement.

1.5 Scope

The main purpose of this investigation is to find out how much humankind and society have evolved in the past few decades, from the 19th to the 21st century.

- The purpose of this investigation is to find if, indeed, civilization has evolved throughout time. The researcher hopes to have a positive result from this investigation, as she can learn more about how people lived in the 19th century and how time and remarkable events have helped to shape society.
- There are various goals for this investigation. One of them is to find out more about how people from the 19th used to live and their culture. Second, economic power and success are based on gender, wealth, and class. Third, the evolution of women's rights throughout the years and how they have acquired power through a series of careful assessments, surveys, and research that will be used to achieve the success of this research to find if there is an answer to the question under investigation.

Chapter II

Theoretical Framework

2.1 Literary Theories and Approaches

In every research, there must be a literary theory. What is a literary theory? According to the website page, Masterclass, "Literary theory is a school of thought or style of literary analysis that gives readers a means to critique the ideas and principles of literature (June 7, 2021)." According to them, literary theory helps readers and writers to understand the reading and its contextual insights more clearly. There is a large influence on literary theory, so it is essential for literature and to improve the text in a story. According to Masterclass (June 7, 2021), "Literary theory enables a broad

appreciation of global literature. Reading a text through the lens of literary theory provides a new perspective to understand literature better, learn more about different authors' intentions, and generally improve the quality of literature for both authors and readers." There are several types of literary theory. To be more specific, 15 types of literary theory. As for instance practical criticism, cultural studies, formalism, reader response, new criticism, psychoanalytic criticism, Marxist theory, post-modernism, post-structuralism, deconstruction, postcolonial theory, feminist criticism, queer theory, critical race theory, and critical disability theory.

The researcher must explain the concepts and theories based on their definition. Hence, the audience has a wider view of the topic they are about to read, as it is of extreme importance that they can understand more about it in the research. It is also important to mention that literary criticism and theories differ. A literary theory is the most necessary structure to create literary criticism; without a literary theory, there is no literary criticism (Mishra, Alok, n.d.). Now-withstanding that both are related to each other, there are some differences between them. The literary theory is theoretical, and the literary criticism is practical.

New criticism was a literary theory that emerged in the middle of the 20th decade. Its main focus is to put aside everything related to the work's author, critics, structures, or any social context. The idea of new criticism is to understand more in-depth the work itself, the literary theories such as imagery, metaphor, themes, and more. In addition to the story's meaning, it is more of what the reader understands by their understanding of the story. It ignores any opinion outside the story itself. New criticism is considered a formalist movement due to John Crowe Ransom's *The New Criticism* book, written in 1941. Not only was Crowe accountable for this movement, but T.S.

Eliot also made some ground-breaking with the essays *Tradition and the Individual Talent* and *Hamlet and his Problems*. New Criticism was more influential in American culture.

The research theory is an essential part of the essay, research, investigation, or survey because it elaborates on the materials and the results of the main objective. Later on, it helps with the patterns of the objective of the investigation for the hypothesis (Comesco, 2018, p. 6). The theory is a link that helps to connect the data recollected to the theory to see if they match. The research literature is essential, since it helps to start the essay with a previous description of the topic, article, or information to be given to the readers. It also helps to justify the research question and the hypotheses (Snyder, H. 2019, p. 6).

To continue, literary theories can mean a set of concepts and assumptions where the work is explained, simplified, or interpreted in the literary text (Encyclopedia of Philosophy). It is a description and explanation that the author of the literary text does, highlighting the main principles of the research. It tries to understand the historical and social context of the study in order to recollect data from different races, gender, and age. The structure, shape, main form, and concept of the methods will be used in the research and the backbone of the research.

In this literary theory, the investigator will break down the research theories and the approach used for this investigation in a more in-depth explanation and a brief, concise reason why the investigator chose that specific approach. The first theory is about the historical background. The plot of *Pride & Prejudice* takes place in a rural area of England around the 18th century. It was considered the Georgian Era. England had much industrialization during that time; hence, there were more factories, and the

population was growing. The characters of *Pride and Prejudice* are a criticism of social statuses at that time. Jane Austen criticized society through her characters.

The second theory of this investigation is the social background. Social classes determined everything in households and status. In the 18th century, the status of a person or family was extremely important to get married with someone else, especially if it was someone with money. There was a notorious class division during that time, which was evident by Jane Austen in *Pride & Prejudice* regarding some of the characters Elizabeth Bennet, Mr. Darcy, Mr. Wickham, and Mr. Collins. Moreover, class division also had to do with gender division. Women had a specific role, and men had another specific role they must comply with to fit in the 17-18th century society. A social class is where everyone with a similar status in society fits in. Each class has its values, beliefs, rules, and behaviors. It is a group of people with a similar rank, position, or characteristic. There are divisions for social classes: the upper class, middle class, and lower class. However, in some countries like France or Japan, there are peasants. There is also one more which is the underclass (Mondal P, n.d.).

Marriage was mostly based on social status. Wealthy people had their property, servants, and a simple lifestyle. On the other hand, people like Mr. Wickham, who had little money and did not belong to a wealthy family, had to find other ways to survive. It had to be mostly with the family's reputation and legacy. Henceforth, marriage arrangements for women were mostly made with wealthy men. Women did light duties at work, while men were in charge of heavy duties. Women would knit, clean, prepare food, and house clean with servants and daughters.

Moreover, regarding the low/middle class and upper class, it can be stated that low/middle-class families had to labor a lot. They mostly worked as farmers, shepherds,

or apprentices. In addition, there were assigned different roles for men and women, as for example women had to stay at home as the head of the house until they would find her a husband to start a family. On the other hand, upper class families had much more luxurious lifestyles. They would often live in suburbs or villages or small houses. Upper-class families often had servants who helped them in their properties by doing different house chores. The one similarity between lower/middle-class and upper-class families was that women had to take care of the whole family and house.

The third theory in the research will be about the feminist and women right's movement. Feminism is described as a movement that fights for women's equality in all aspects of social backgrounds. During the 18th century, women did not have much freedom of speech. They had their roles in society and had limited benefits for them. They could not possess land nor manage their own money, as those were duties in charge by men. In addition, they could not choose whom they wanted to marry.

During the 18th century, it was believed that men and women had different characteristics and qualities. It was also believed that men were the superior gender due to their duality, physics, and intelligence. However, women had the power to give birth, but it was believed that they were more emotional and sensitive than men. Women had to do house chores, clean the house, give birth to babies, and cook, but they did not have financial or freedom of speech. For this reason, supposedly, men were the ones that needed to provide the money in the household. They were the ones in power, even though women were considered the heads of the household.

Moreover, women did not have an equal pay in their wages and did not have many work options, since it was more usual to see them in their houses. If women worked in a place, the payment was going to be lower than a man. The usual work that

women could find in the 18th century was nursing, teaching, or cleaning. They did not have a right in politics. They could not participate in politics, since it was believed that women were not smart enough for that.

In addition, women could not have a voice or opinion about whom they wanted to marry with. The family was often the one who made the marriage arrangement. It was common to get married to someone wealthier to upraise their social status and to become a part of the upper class. If the family were already wealthy, they would marry someone with the same social status. In the book, *Pride and Prejudice*, there are many examples of what women had to endure to keep themselves and their families' social status intact. For the family, it was vital to have a higher status for wealth, money, and reputation, and they would often do it by matching their daughters with powerful men, or so was the idea of Mrs. Bennet.

Elizabeth symbolizes feminism, freedom, and bravery in the story. Mrs. Bennet had a hard time dealing with Elizabeth since she, the mother, was concerned that Elizabeth would not be able to find a husband by herself, contrary to the case of Elizabeth's sister, Jane, whom they all knew was going to marry a wealthy, respectable man named Charles Bingley. As a result, the reader can see throughout the story that Mrs. Bennet tried hard to pair Elizabeth with Mr. Wickham, as well as avoiding Elizabeth to be with Mr. Darcy seeing that, even though Mr. Darcy had a large number of money and wealth, he was considered an impolite person for his personality and how he treated other people. Seeing that Elizabeth refused to marry Mr. Wickham, Mrs. Bennet threatened Elizabeth that if she did not accept the proposal, she would stop talking to her and considering her as a daughter. Mrs. Bennet was considered because the property, so once Mr. Bennet passed away, it would become the property of Mr.

Wickham, and their daughters would not have any power over the land. They would lose everything.

The approach for this research will be the new historicism. A new historicism approach is based on historical background, context, and information such as facts of place, time, and history. New historicism cannot be a personal work or personal opinion. This approach aims to understand the historical and cultural context of the work, research, and investigation. Michel Foucault based his approach to his theory and collective cultural knowledge on his technique to this document in *The Episteme* (New World Encyclopedia contributors, 2015, pg. 2). In addition, the new historicism has been criticized, since some scholars believe it reduces the literary work's value.

New historicism was developed in the 1980s; however, it did not become popular until the 90s due to structuralism and post-structuralism. It can also be called "New history." The meaning behind historicism comes mostly from Germany, which means truth. Vico (1668-1744) and Herder (1744-1803) were the first formulae of historicism ever made in history (New World Encyclopedia contributors, 2015, pg. 2). The difference between these two is that Vico criticized the concept of history and the truth of humanity, and Herder rejected the main idea of the Enlightenment. New historicism is to have a theory in different subjects such as power structure, political situation, social background, or author's background. The first person who used the term new historicism was Stephen Greenblatt.

There is a contrast between new historicism and old historicism. Both have similarities, such as focusing on cultural situations; however, they differ. The new historicism movement comes from cultural history. It restrains itself from focusing only on politics and men. Its main concern is giving explanatory facts based on historical

events and historians' objectivity. Historicism comes from France, from the term "nouvelle histoire." Scholars started using new historicism by analyzing texts, literary and non-literary texts. It considers the historical events and focuses on giving them a critique within the context in which the work took place. Old Historicism, however, uses history as a background in literature.

In contrast with new historicism, old historicism was developed by the end of the 18th century. It is said that well-known names such as Plato and Marx were the ones who founded old historicism. However, this theory is not yet confirmed. The idea that emerged from old historicism was to go against any social philosophy of rationalism. The main approach is the influence that a topic might affect the story. It can be any sort of topic as wars, social class, patriarchy, culture, etc. This so the reader can spot the differences between those two approaches, focus on the text, and ask themselves questions to get an answer. The reader might ask whether the writer shows any sign of political/religious inclination. Does the story show any cultural context or items? Can we find any opinion that the author might have left exposed in the reading? Is there any information about any kind of historical or social events in it?

The researcher decided to use new historicism as the investigation approach because of the topic and theories that will be developed in the research. Most of them will be about the social-cultural background, women's rights, and historical context. To achieve this, there must be extensive reading and information about the historical and social context and background. Henceforth, the new historicism approach is the most suitable approach to recollect the most accurate date for this research.

2.2 Critical Literary Analysis

Throughout history, analyzing a literary text has been important since one can criticize and discuss the author's work. People often discuss and analyze books, movies, and songs, among others. However, the difference between a regular analysis and criticism is that criticism happens in a more proper place. For instance, in a college classroom, in a lecture, on reliable websites, and in books. The reason for this is to find the core of the literary text. One must say that simplifying criticism is a thoughtful well-formulated opinion made by someone familiar with the history of criticism. Another difference is that criticism is often used with literature professors, scholars, or students in the class. The person in question must think critically and know the approaches used in criticism to state an opinion or statement of a literary text. One must consider that criticisms can be used in a literary text, movie, and drama analysis. A literary analysis is an analysis made by someone regarding a literary text. It can be someone opposing another opinion or their interpretation of the text, as well as the explanation of the work of a literary book, such as a poem, book, magazine, newspaper, and more, by its interpretation. The key to the author doing a critical literary analysis is for the reader to understand more about the reading they are perusal. This will give them a more in-depth vision and understanding of the plot, story, characters, and settings.

In criticism, there are different types of methods that can be used to develop a critical literary analysis. The person doing a critical literary analysis needs to choose one of these before proceeding with the analysis. Without this, there will be no criticism. There are 11 types of approaches when dealing with literary criticism. New criticism focuses on the person analyzing the text for its inside content, not the general context. In a few words, it focuses on literary devices like metaphors, similes, imagery, and more. It does not focus entirely on the story's plot, climax, or problem. The next one

is reader-response, which focuses on what the persons understand from the text. There are no rights or wrongs. It is just what the person understands, feels, and imagines from the passage. Feminism is more focused on analyzing both genders, seeing and understanding the evolutions of gender norms and societal roles throughout history.

In addition, Structuralism/semiotics looks for a construct in the context of the text. New historicism focuses on understanding the text by its economic, social, cultural, or political influences in history: media criticism, the uses of hypertexts, and multimedia in the passage. The psychoanalytical criticism focuses on the psychological part of the literary text. Marxist criticism focuses on challenging the roles of power and social class. Archetypal criticism collects the myths in the text. Postcolonial criticism focuses on western cultural representation or misrepresentation. Lastly, post-structuralism/deconstruction focuses on structuralism as a system in signs, but it is not the same as structuralism. In this approach, the literary is ambiguous.

Critical literary analysis helps to identify the author's purpose in the story. It is not only about finding the story's plot, problem, and climax. It can be useful as a tool for it, but more than that it helps to analyze the story's context more extensively and deeply. What is the reason? Why are they writing the plot, book, or document? The writer does not have to do a summary. Criticism is not a summary. One common confusion in critical literary analysis tends to be that people think that criticism is a summary of the passage they just read or the movie they just saw. It is not. A critical literary analysis is a comparison or interpretation of a literary work. In a critical literary analysis, the opinions of professionals, themes, and historical or social context are essential. The purpose of making a criticism is to have different opinions, analyses, and views on the literary text, all in one place. Everyone has a different perspective on a book, song,

poem, text, movie, etc. Hence, everyone will have a unique view of the reading's plot, problem, solution, and meaning. It helps to express those different opinions to gather the information, to understand more about what the author is trying to say in the passage, and to have a wider view of the text.

In a critical literary analysis, there are some steps that you must take into consideration in order to do a well-made critical literary analysis. First and foremost, you need to organize your ideas, examples, and claims. You need to be prepared to state your analysis to another person or group of persons. After starting the analysis, the person in charge must demonstrate their collected evidence to get where they are in their statements. More importantly, the person in charge must know how to defend their arguments and elaborate on their opinion. In order for them to defend their statement, they must use data retrieved from trustful sources on the internet, books are given in class, or the use of quotes in a specific statement on the reading or use paraphrasing.

There are some key steps that the individual needs to take while analyzing a passage. It is subjective writing used to break down, study, and analyze the literary work. It is not only for literary works, but it can also be from a tv show, or films, among others. It is usually presented in a written paper as an essay. Critical literary analysis aims to have both positive and negative qualities of the story's plot. It can also combine different skills such as reading, writing, and comprehensive skills. The first thing someone needs is to focus on the concept of the literary subject. The individual must remember not to summarize the passage. It needs to identify the purpose, context, media, voice, perspective, and audience that it goes towards. After focusing on the text, the person needs to develop and gather their individual opinion and ideas by researching other works related to the work assigned.

Another key factor when developing ideas is finding the story's information, such as the characters in the text, the setting, the plot, the problem, the climax, etc. There are three other different factors, such as media criticism, to focus on and wonder how the media affects the text, the author, and even the shape of the structure of the story. When we talk about media, we are referring to the way of communication that we use to get the news. Sometimes media can be biased by omission, leaving aside important facts and just telling one side of the story. The other would be biased by selecting sources, which means that the media could leave out important information from one side to favor the other party. In literature, it can be affected by multimedia or hypertext, for example.

The next one would be feminist criticism. In feminist criticism, the individual needs to analyze the gender roles in the story, whether they change throughout the story or remain the same. Are the women in control, or is the man in power? Lastly, new historicism criticism would reflect the society in the text. It talks about the upper, medium, and lower classes with all the power. Who in the story has the power or domination? Who is in control?

Now, with that being said, the reader must know slightly about when the book *Pride & Prejudice* takes place. The title *Pride and Prejudice* has a more perspective meaning. The pride in the title shows the two main characters had much pride throughout the plot and how Prejudice affects them by judging someone from the outside and not from the inside. *Pride & Prejudice* is set in a rural side of England during the 18th century, also known as the Georgian Era. Moreover, the book criticizes the society back then, where Jane Austen used to reside. In the Georgian Era, there was a growth in the population; hence, there was a lot of class division. The upper class had

much luxury. Meanwhile, the lower/middle class had to work in poverty to survive. There was much inequality due to the growth of industrialization.

During this century, there was a lot of poverty and class division; hence, there was a lot of mistreatment and inequality among people—especially women. There was poverty, and because of that, many factories were opening during that time. However, times were changing. People were very superficial. They cared more about social status and wealth rather than living their life. Women did not have much freedom. During that time, the feminist movement was starting. The feminist movement did not take much strength until later on in the future.

In the book *Pride and Prejudice*, there were innumerable conflicts that pinpoint the social and historical aspects of the century in which Jane Austen lived. Austen wanted to reflect a broken and unfair society during the Georgian Era; therefore, she did it by criticizing the other social status differences, economic differences, people in power in the book, and the biased opinion or power women had in the Georgian Era. To begin with, one of the conflicts in the story which Jane Austen heavily criticized, is marriage arrangements. The reader can get an idea of how they got married during that time. In the book, all women had a marriage arrangement. In addition to that, the father was the one who needed to agree and accept the marriage proposal instead of the woman. If a woman did not agree with the proposal, she would have had consequences, just like Mrs. Bennet threatened Elizabeth. Mrs. Bennet warned Elizabeth that if she did not marry Mr. Collins, she would stop speaking to her.

Back in time, social class would determine the position of a family or person in society. It separated each individual and family in each class, so they could mingle with people of the same status and connections. It would be great if a woman or man from a

lower or middle class could marry someone from a higher social class. This is one of the problems set in the story. The story mentions the difference in social status between the Bennet family to Mr. Darcy's family. Jane Austen used this as a way to criticize England's social status. For instance, when Lady Catherine went to the Bennet family property to warn Elizabeth that she could not marry Mr. Darcy due to her social class and wealth, Elizabeth defended herself. However, there is also the case of Mr. Wickham, who had little money and threatened the Bennet family that he was going to elope with one of the family members, Kitty, to get a percentage of their income.

2.3 Themes, Symbols, Motifs

In literature, authors and experts tend to use different literary devices to improve a story, in order to keep it more interactive with the reader. Literary devices create a more in-depth and thorough experience for a reader when used properly. A literary device is a structure writers use to convey their message in the story. "By definition, literary devices occur in literature rather than essays. So, strictly speaking, they belong to creative writing. *Rhetorical* devices would be the ones used in an essay" (literaryterms.net, n.d.). They help the reader to analyze the story more easily. Besides, it helps the reader to have a more creative perspective of the story's setting, ambiance, characters, and plot.

A literary element breaks down the story into different sections like the plot, setting, climax, character, and more. On the other hand, literary techniques are usually used to give the reader a better understanding of the story. Examples of literary techniques are motifs, symbols, metaphors, allusion, and themes (LiteraryDevices

Editors, 2013, pg. 1). The authors include literary devices in their work to enhance their story with these tools to persuade their readers.

There are two types of literary devices, linear and non-linear. Non-linear means the story is told in a non-chronological order, meaning there is no time order. In other words, the narration could use flashbacks, sequences in dreams, or foreshadowing. It uses the character's memory for the plot line or magic elements such as time skipping or time travel. Using the non-linear method in a literary device might be risky and challenging, but there are some advantages to using this device in the stories. It adds depth to the characters of the story, their personalities, and their decision-making in the story. It gives you a more authentic and unique approach to storytelling, since it is a non-conventional type of narrative that is being used. The reader will also learn more about historical events in the story from past events that might occur in the story. Non-linear is used to see or understand a character's memory, create arcs, and answer questions in the story. It creates mystery and intrigue. In order to create a non-linear narrative, the writer must have, first of all, a purpose for the plot. They need to use some kind of flashbacks or flash-forwards into the story, and in addition, they need to create a question within the story in order to build tension in the plot line or narrative. Some literary devices used in non-linear are motif, irony, and juxtaposition.

On the other hand, linear devices do have a chronological order to follow in the present time. The purpose of using a linear device in the story is to guide the reader in an organized and straight-line narrative from the beginning up to the end of the story. Jane Austen, the author of the book under analysis, *Pride and Prejudice*, wrote it in a linear narrative, as we can see a straight line of events in every chapter of the book. From the beginning, when Elizabeth met Mr. Darcy, up to when Mr. Wickham tried to

marry Kitty, Elizabeth's sister, to Elizabeth and Darcy getting together at the end (studysmarter.co.uk, n.d.).

2.3.1 Themes

In order to be able to identify a literary device in a story, people must look for the basic things in the-story at first—plot, theme, characterization. Now, beforehand, the readers must first read the story to be then able to understand the meaning or purpose of the story that the author has given, as the writer uses a literary device to make the writing more interesting and exciting for the reader. Moreover, every story has a theme in the plot. A theme is the main idea, the message, the story, the center of the story, and the plot as a whole. The theme of a story refers to that story's deeper meaning. All works of literature contend with certain complex ideas, and the theme is how a story or poem approaches these ideas.

All works of literature contend with certain complex ideas; the theme is how a story or poem approaches them (Glatch, S, August 2, 2021, p.2). Authors use this type of literary device to let the reader to analyze the plot of the story and to take their meaning, analysis, and the idea of the story. It can be used in poems, novels, short stories, films, and more. Themes are used to make the readers better understand the story by their perception. Themes explore the elements of the story, such as characters, settings, plot, conflicts, literary devices, etc. Some themes in the stories are man vs. nature, man vs. self, justice, war, good vs. evil, etc.

Why is having a theme in the story important for both the reader and the writer? The theme affects everything else in the reading. A theme can be described as the story's abstract idea, the subject's main idea. Every decision, mood, and atmosphere in the story is based on the story's theme. In other ways, writers exert it to be the moral of

the story. The reader will have more than one theme in the story, including one that the author was not thinking of during the writing process (LiteraryDevices Editors, p. 1). There can be more than one theme in a story, as much as the author wishes or the reader can recognize in the analysis.

Moreover, themes can be hard to recognize. In addition, to develop a theme for a story can be challenging if the author is inexperienced or a beginner. In order for the individual to find the theme in a story, there are some steps to follow that will be useful. It needs to consider that a theme will never be easy to spot. It is meant to be found inside the story, with its plot, character development, and the evolution of the story as it progresses. The student or individual must remember all the existing themes and look for the most accurate option that fits the subject.

The individuals have to ask themselves three important questions to find the theme. First and foremost, the reader must find the story's plot. What is the story about? When the reader spots the plot of the story, they have to find its meaning. The meaning behind a story refers to the idea that the writer is trying to convey in the story. Lastly, what was the result, purpose, and lesson the writer wanted to show? The theme will always be in the story since it is the main idea. Recognizing it will help the individual to understand the author's idea in the novel or book. It also provides more supporting information to analyze the subject by recognizing all the different literary themes. Remembering and putting these three key steps into practice will help the reader to find the theme easier and faster.

2.3.2 Symbols

Moreover, symbols are an important literary device in literature. They help the author to give meaning to the story using an object, setting, or person as a symbol. The

symbol in stories creates a deeper layer of meaning to it (Literary Terms. 2015, p. 1). In addition, the author can also criticize the symbols they use because it adds more layers to the story to create a vision of the plot on the story to the reader. Furthermore, symbolism can enhance the story, as it creates a union between the writer and the reader. Symbols can be used along themes and help the individual to create a vision of the passage without actually having it look physically or literally.

That said, amateur writers might find it complicated to use symbolism in their novels. For the author to add symbolism to their stories, first of all, they need to start by creating and setting up the characters and settings of the story. They need to consider that there are two important symbolisms that one must know to be able to write it accordingly. Small-scale and large-scale symbolism. "Small-scale symbolism (such as how a person dresses) can add texture to a work of literature and help your audience understand the inner life of your characters. Large-scale symbolism (such as weather events or physical descriptions of buildings or cities) can convey an overall mood or can make statements about broad themes like love, death, and power (Masterclass, August 30, 2021, p. 10)." It is believed that a good author combines both of them and has a balance of each other without putting too much information from one another.

As mentioned before, symbolism is a method for the author to express themselves in a more professional, free, and diverse manner to produce a more elaborated piece of work for the audience. It needs to consider that for the writer to achieve this, they must know the different types of symbolism in literature. The most common types of symbolism used are metaphor, simile, allegory, archetype, irony, and hyperbole. In addition, symbolism is a foundation in a book. It is a unique form for the writer to add more interest and personality to their books to keep the reader on the edge

of their seat. Even if the author only adds a small or large scale, it will elevate the story to a new level of creativity. Symbolism can be found anywhere in our daily lives. It can be a cross, a stop sign, a drop of water, or even a flower. It also needs to consider the different types of symbolism used or found in a story, such as metaphor, simile, and irony.

2.3.3 Motifs

A motif is a repetition within a story. A literary device is used in a literary work to get an idea of the object being used over and over again. Therefore, a motif is a repetition of the idea to get the reader's attention. It can be sounds, words, or phrases. Using a motif in a piece of work also helps to reinforce the theme of a story. It is like a line that helps the writer to connect the dots in the theme. For the writer to avoid any confusion, they must remember that the story's theme differs from the motif. It is fundamental to recall that a theme is the main idea of a story, and a motif is a series of words that help to connect the story's different ideas to pinpoint the literary work's theme.

Writing a literary work can be burdensome and exigent. For an author to create a masterpiece, they must understand and master the literary devices to achieve. Adding and using motifs in a story helps to enrich the narrative, but why is it so important to include motifs in their work? Motifs help to create a path for the story's theme and keep the audience engaged while evoking a mood in every chapter. If the author is thinking of using motifs, first and foremost, they need to consider them before creating the literary work. They have to choose which theme the story will have and break down the themes into words, signs, and symbols they would like to have in the story. Remember to have a series of repetitions in your words, sounds, or symbols.

Motifs are a great addition to the story because it makes it easier for the reader to find the main idea in the story, in other words, the theme. One must be careful of confusing themes and motifs since the theme is the main idea in a story, and motifs are like a guide to finding the theme. Motifs are a series of repetitions using words, sounds, signs, and more. Having a motif helps to enhance the story because it evokes a mood in the story and helps to have a more in-depth understanding of the characters or settings in a story.

2.4 Jane Austen Biography

Jane Austen is a well-known worldwide author that has inspired millions of writers throughout the centuries. She is recognized as an inspiration for the feminist movement due to the characteristics of the main characters of her novels. She is also known for her famous books such as *Emma*, *Pride and Prejudice*, *Sense and Sensibility*, *Persuasion*, and more. Jane Austen was from Steventon, Hampshire. Her birthday was on December 16, 1775. She had a very extended family, for she had seven siblings named James, George, Edward, Henry, Cassandra, Francis, Jane, and Charles. The parents of Jane Austen were George Austen and Cassandra Leigh. George Austen was reverent. The life of Jane Austen's father was not easy. He was an orphan. However, due to his luck, one of his rich uncles helped him with school and getting an education. Due to this, the family of his wife, Cassandra Leigh, saw him as a fit suitor for her and could marry her, welcoming him to a high-status family.

Jane Austen attended Oxford along with her sister, Cassandra. However, both Jane and Cassandra acquired typhus and had to return to their homeland. Jane got her love for literature and books because it is said that the family used to love to read out loud stories to each other. The Austen family used to make small performances in front

of a few people. Moreover, Jane Austen had a neighbor named Tom Lefroy. Tom Lefroy was a London boy who was studying to be a barrister. This is important because this is the first time Austen admitted she was-in love. Unluckily, Tom was sent far away by his family. At the age of 20, Jane Austen wrote her first trilogy. She lived in Steventon until 1801. This was due to her father announcing that they would move to Bath. Bath was a prominent place for the wealthy. Therefore, Austen was not happy about the decision of her father.

Jane Austen fell in love with a clergyman. However, he died from sickness. Later, she had to deal with social pressure and had a marriage proposal from Harris Bigg-Wither. A few years passed, and her brother, Edward, bought the family to a large cottage in the village of Chawton, which inspired Jane Austen to create the masterpiece of *Sense and Sensibility & Pride and Prejudice* for the public. It is said that places such as Bath and London inspired Austen to create her novels' characters, ambiance, plot, and settings. *Sense and Sensibility* came out anonymously in November 1811.

Jane Austen's last novel was *Persuasion*. By that time, Miss Austen became ill by an illness. Luckily, the novel was published. However, it was not until after her death that they got to release the story. It is rumored that Austen had Addison's disease, and others would say it was Bile. Jane Austen died on July 18, 1817, at 41, with her sister Cassandra by her side. It is said that by January 1817, Jane Austen started writing *Sanditon*. However, she could not finish it due to her illness. Jane Austen was buried in the Winchester Cathedral. Jane Austen lived a very secret life. Her sister Cassandra felt much jealousy towards Jane, so when Austen died, Cassandra, her sister, burned every correspondence of Austen, some of which were edited.

2.5 Pride and Prejudice Plot

In the story, we have different settings. The book starts by giving more of an inside of the main character Elizabeth and her family. Elizabeth was the daughter of Mrs. & Mr. Bennet and has four siblings, Jane, Mary, Kitty, and Lydia. The novel *Pride and Prejudice* does not provide a specific time frame of when the events took place. However, by deducing the way the characters talk, the way they dress, and the events that happened during the period of the novel, it is inferred that it was set in the Georgian Era. In the novel, there are around 64 chapters.

At the story's beginning, Elizabeth and her family were at their home in Netherfield. Elizabeth's parents thought she was the least silly and undisciplined in the family. Reason why the mother, Mrs. Bennet, wanted her to marry Mr. Bingley. Mr. Bingley was known for being handsome, charismatic, and very wealthy (which was very important for the mother). Mr. Bingley was Mr. Darcy's best friend. They went together everywhere. In chapter 3, there was a very important ball where women would look for a husband. Mr. Bingley went to the ball with Mr. Darcy and danced three-four songs with Jane because he thought she was the most beautiful creature ever.

On the contrary, in the chapter, Austen described Mr. Darcy as a very handsome man with an awful personality. Mr. Bingley offered Mr. Darcy to dance with Elizabeth. However, he refused to, which created a very bad first impression for Elizabeth. In chapter 7, the estate of Longbourn got entitled to Mr. Collins, a cousin of the Bennet family. Mr. Collins expressed his interest in marrying one of the Bennet's' daughters to Mr. & Mrs. Bennet. However, Mrs. Bennet advised him that Jane was about to get engaged soon to Mr. Bingley. Then, she suggested persuading Elizabeth. Besides, the family was informed that Jane was sick since she got caught in the rain while visiting

Mr. Bingley. Worried about her sister, Elizabeth decided to go and visit her sister in the residency of Mr. Bingley. Jane had a terrible cold, and Elizabeth decided to walk on foot to see her. When she arrived at the residency, the Bingley sisters started to judge her. However, Mr. Darcy started to see her from a different perspective and tried to get closer to her. Throughout chapters 8-16, Jane Austen focused the plot on the Bennet sister's visit to Mr. Bingley's house and how they interacted with each other during that time, especially Mr. Darcy and Elizabeth.

In Chapter 17, Elizabeth met Mr. Wickham, an army officer. Elizabeth found him quite charming, so she was delighted by him. However, Mr. Wickham did not have good intentions. The Bennet sisters were at Phillips's dinner party in the company of Mr. Wickham and Mr. Collins. Elizabeth and Mr. Wickham started a conversation. Mr. Wickham started telling Elizabeth how he lacked money, as a consequence of an action carried out by Mr. Darcy's father—putting to blame Mr. Darcy. He told her that he was withholding and keeping that money to himself. Elizabeth believed the story Mr. Wickham told her, so she felt more uneasy around Mr. Darcy.

The next day, Elizabeth told Jane about this situation. However, Jane did not believe her and started to defend Mr. Darcy. The day after, Mr. Collins proposed to Elizabeth. However, Elizabeth declined and explained to him that she could not accept this marriage. Mr. Collins did not accept the refusal and told Elizabeth that he would continue trying to get her to accept his marriage proposal at all costs.

In the next few chapters, Mrs. Bennet argued with Elizabeth due to not accepting Mr. Collins' marriage proposal. Elizabeth insisted that she would not accept nor marry him unless she wanted to. Mrs. Bennet started threatening her by saying that if she did not accept, she would no longer be her daughter and would not talk to or

communicate with her anymore. On the other hand, Mr. Bennet did not agree with the marriage proposal just to bother his wife, Mrs. Bennet. Therefore, he told Elizabeth that if she accepted that marriage proposal, he would never talk to his wife again. The next day, after Elizabeth introduced Mr. Wickham to her parents, Jane was notified that Mr. Bingley had gone to the city and that there was no return date and that he was going to marry Georgina, Mr. Darcy's sister. Jane was devastated by the news. In chapter 22, everyone received the news that Mr. Collins proposed and was about to marry Charlotte Lucas, Elizabeth's friend.

In Chapter 24, Miss Bingley wrote them a letter stating that Mr. Wickham would stay in London all winter. On the other hand, Mr. Bennet approved and encouraged Elizabeth to go forward to Mr. Wickham as a match for her to be in love. Mr. Gardiner, Mrs. Bennet's brother, invited Jane to London to improve Jane's mood. She agreed to visit London with them, especially because there was an opportunity to see Mr. Bingley. In chapter 33, Elizabeth saw Darcy in the countryside, while she was doing her routine walks. Colonel Fitzwilliam mentioned that Darcy saved a friend from an unfortunate wedding. Elizabeth misunderstood him, Mr. Bingley, and Jane; consequently, she thought Mr. Darcy sabotaged Jane's marriage proposal. A little while after the encounter with Colonel Fitzwilliam and Elizabeth, Mr. Darcy entered and declared his love to Elizabeth.

Elizabeth was still angry about the misunderstanding. Therefore, she accused Mr. Darcy of what happened between Mr. Bingley and Jane, as well as the situation with Mr. Wickham. In the next chapters, Elizabeth encountered Mr. Darcy, who gave her a letter while on one of her daily walks. In the letter, Mr. Darcy explained himself, confessing that he tried to break up Mr. Bingley and Jane. After that explanation, Mr.

Darcy clarified what really happened with Mr. Wickham. He did provide his father's money. However, the main reason Mr. Darcy was not happy with Mr. Wickham was that he wanted Elope Georgina, Darcy's sister, to get her fortune.

In chapter 42, Elizabeth, along with Mr. & Mrs. Gardiner, went to Darcy's place since they were going to travel to Derbyshire countryside. Even though, Darcy was not at the property, Miss Elizabeth agreed to see his state. Pemberley property was described as a beautiful, well-preserved place. As they started navigating the place, suddenly, out of nowhere, Darcy showed up. During Mr. Darcy's arrival to his property, Elizabeth and he started a normal conversation and developed feelings for each other at Pemberley. In chapter 46, Jane wrote two letters to Elizabeth. In one of them, she gave her the news that Lydia would marry Mr. Wickham.

Mr. Darcy showed up, and Elizabeth started to keep him up to date with the situation immediately. Darcy blamed himself for this situation. However, Elizabeth had no time and hurriedly went to the Bennet's property. In chapter 48, Mr. Gardiner and Mr. Bennet traveled to London to find some information about Lydia. However, this mission was not successful. In chapter 49, after Mr. Bennet returned to his property, Mr. Gardiner wrote a letter where he said that he had information about Lydia and Mr. Wickham. However, Mr. Wickham only agreed to marry Lydia if he received a small income from the Bennet family. Mr. Bennet agreed to this, so the wedding was about to occur. Mr. Bennet was informed that Lydia would move to North England. However, she would have the right to visit her family.

In chapter 52, Mrs. Gardiner mentioned that Darcy was the one who paid the money to Mr. Wickham in order to get married, and he was the one who could locate

them. Mr. Bingley was to return to Netherfield for just a few weeks. Mr. Bingley visited Mr. Bennet's property, and Mrs. Bennet was not very happy to see him.

Bingley asked Mr. Bennet if he could get married to Jane, and Mr. Bennet agreed happily. In chapter 56, Elizabeth received the visit from Lady Catherine de Bourgh regarding Mr. Darcy. Lady Catherine expressed her discontent with the idea that Elizabeth, who came from a not wealthy family, was to marry Mr. Darcy, instead of her daughter. Elizabeth defended herself, and Lady Catherine left the property, without accepting a possible engagement and marriage between Elizabeth and Mr. Darcy. In the last two chapters of the book, chapters 59-61. Elizabeth confessed her love for Darcy to her sister Jane, who was shocked about the reveal. The next day, Mr. Darcy asked Mr. Bennet for his consent to marry Elizabeth and he agreed. In the end, Bingley and Jane got married, Kitty was kept away from Lydia since she was considered a bad influence, and Lady Catherine accepted the marriage between Elizabeth and Mr. Darcy.

CHAPTER III

METHODOLOGICAL FRAMEWORK

In this chapter, it will be discussed the research approach, research design, information sources, and analysis categories. In each section of the chapter, it will be provided in-depth information about how the tools and devices will be applied in order to get an answer or solution to the question under study. Moreover, in the research approach it will be explained the method that will be used in the investigation and how the researcher will apply it along with the main purpose and reason in why it is the best option for this investigation. In addition, in the research design, it will be explained the problem under investigation, its meaning, and the research question along with the tools

that will be used in order to recollect accurate data and information to get a specific answer, the time that will be spent in the research, and the resources such as books, documents, and theses, among others that will be used in order to gather information to underpin the comparison of this thesis.

Furthermore, it will be explained to whom the information goes to, the target audience, and how it will be applied, too. Finally, in the analysis categories, the researcher will outline two key words that best describe the structure, purpose, problem, and reason why of this investigation. The purpose for this investigation is to identify what method, tools, and organization will be used in order to get an answer to the question under analysis: What is the social cultural approach in terms of society, gender, and financial wealth of the book *Pride and Prejudice* in the 18th century with the 21st century around the world during the third quarter of 2022? In addition, the researcher will undergo an extensible investigation to find an answer to the research question or if the problem presented in the thesis is still an ongoing situation that has not changed throughout centuries and how the problem has evolved throughout time in the past centuries, as well as to recollect more historical background to understand more in-depth the problem under study in this research investigation and that is shown in the book *Pride and Prejudice*.

3.1 Research Approach

In this research, the investigator will be using the qualitative method in order to answer the research question. According to Chetty, P (2016), “The research approach is a plan and procedure that consists of the steps of broad assumptions to detailed methods of data collection, analysis, and interpretation. It is, therefore, based on the nature of the research problem being addressed (p. 1)”. During the 18th century, there were a lot of

social issues. One of them was the lack of freedom of speech and financial independence that women had; therefore, the investigation will focus on finding an answer and determining if women have had an improvement regarding their rights and equally treatment, as well as the lack of social equality regarding with the wealth that a lot of families possessed within their states and status. In addition, it will be considered to the economic crisis that took place throughout the 18th century.

Moreover, the main purpose of this investigation is to compare women's right between the 18th century and 21st century to find if there has been an improvement through centuries, to state how the social aspects have changed in society among centuries, and to state if there was a change in the financial situation all through centuries. Consequently, this investigation will use the qualitative method to find an answer. The qualitative method is a type of form that uses, recollects, and analyses data with words rather than numbers, to have an in-sight idea of the opinion of people and to see how people experienced the world. In addition, it also helps the investigator to have new ideas and answers for the research (Bhandari, P, 2020, p.1). This method is usually mixed up with the quantitative method, as the results, opinions, and statistics are based on numbers to collect data. Hence, the researcher needs to be careful at the moment of giving a definition to qualitative method to avoid any confusion with the quantitative method. There are four types of qualitative method, that is observation, interviews, focus groups, surveys, and secondary research.

3.2 Research Design

A research design is used in theses and investigations to help the investigator to organize their thoughts and organization regarding the structure of the paper. In short, a research design is used to set objectives for the research project, and it sets how will the

research executes the research design in order to get the answers for the research question. It is like a framework, which specifies more in-depth detailed information re-collected from the tools used, the analysis made, and the theory studied and collected from the research project. Usually, it must be included the type of research design that will be used, the objectives of the research project, the population, the time and cost of the research, the data analysis, and the outcomes of the results obtained from the tools used in the research project. There are three types of research design: exploratory, descriptive, and experimental (Jaideep, S. n.d.).

The main problem of this research project is the social part. As time goes on, the same social problems are still being held in society as shown in Jane Austen's book. One of them is the wealth of every family. Poverty still existing in the 21st century around the world. In some countries, people still consider marriage arrangement in order to find a way to acquire properties and wealth between families. In addition, status is still a thing in society and even if there was an advanced in women rights, there are still some social issues that needs to be resolved. The purpose of the analysis and comparisons of the book is to pinpoint the criticism that-Jane Austin showed in *Pride and Prejudice*, which we can still see in a more advanced and progressive society, nowadays. Therefore, the investigations try to understand if throughout the 18th century to the 21st century, it has evolved to a more equal and fair treatment, socially speaking, and to see if the question of the research can be answered.

For this research design, it will be applied the qualitative research along the descriptive method. According to Team Leverage Edu (2021) "Descriptive Research Design, the scholar explains/describes the situation or case in depth in their research materials. This type of research design is purely on a theoretical basis where the

individual collects data, analyses, prepares and then presents it in an understandable manner (p. 8).” In addition, the target audience of the research project will be people from 20 up to 33 years old around the world and who speak different languages. Due to the pandemic, the tools will be applied online instead of in-person; hence, it will not have any cost regarding prints or photocopies. The objective of this research is to be able to answer the research question and find out if society have had a positive evolution or not.

3.3 Information Sources

This research aims to get to a specific population from around the world. The individuals are young adults and adults, who have certain knowledge of history. To achieve this, the investigator will use information sources to get accurate data for the research. An information source can be a person, a thing, object, or place where the information is recollected from or obtained. There are different types of information sources. The primary ones are Library catalogs, books, database, encyclopedias. For the investigation, the researcher will use, as primary sources, academic books written by scholars, encyclopedias, database on the internet in Google scholars, and books from reliable authors related to the topic and definitions that will be used in the research. This research intends to survey people between 20 up to 33 years old from around the world. Moreover, it is intended to look for investigations made by scholars and theses from universities and students, books related to the topic, investigations, dictionaries, and research considering all the main points of this investigation, such as women’s right, social status, wealth society between 18th century and 21st century.

3.4 Analysis Categories

New Historicism: It is a literary approach that is used to understand a text by its historical, social, and historical context, among others and not by personal analysis.

Women's right: It is a movement made by women to fight for their rights, freedom of speech, and equality in society between men and women.

3.5 Data Collection Instruments

In order to substantiate the information that will be obtained from this research and to provide an answer to the question under study in the research, it will be used a chart that will show the information retrieved from the book *Pride and Prejudice* to compare and to make an analogy between both centuries mentioned before. The reason why the comparative chart was chosen is because it will help displaying the evidence that will be gathered through the analysis. Consequently, it is important to understand what and when do we use a comparative chart? Even if we have a slight brief idea of what a comparative chart consists of, it is important to give a detail meaning to it. A comparison chart is often used to display a comparison between one aspect to another. In order to provide the right chart to the presentation, analysis, studies, and more, it is necessary to know the most important and basic information of the comparative chart, the types of charts, and when to use it. There are 4 types of charts, as for example comparison tables, quantitative charts, bar graphs, pie charts, dot charts, and line charts. Therefore, in order to gather the information and be able to provide an extensive and well-based explanation to it, Freeman states the following.

First, comparative charts, as stated by Freeman (December 8, 2021, p, 1.), "... are also known as comparative diagrams and provide qualitative as well as quantitative analysis. The comparison charts can compare the advantages and disadvantages,

represent the change in trends, and depict differences. They are very dynamic and thus can cater to almost any scenario.” Second, comparison tables are mostly used for study purposes. There is going to be a drawn chart, it can be 2, 3, 4, 5 or even 6 lines. This is most frequent used by people who retrieved data. There are three ways to do it, that is numerical, by words, or a scoreboard form. Third, a quantitative chart has a better usage when there is a large amount of data. It is divided in 4 divisions:

1. Bar graph is a chart with different types of bars that are used to demonstrate the results of the data recollected.
2. Pie chart, as the name mentions it, is a type of chart that has the shape of a circle. Inside the circle, the results of the data will be shown. It is mostly used in sales and market.
3. Dot chart is a chart made by dots. The purpose of doing a chart like this is to make a comparison for any research purpose.
4. Line charts are used with lines to illustrate the time series data in an easier way to companies and sales departments.

That being said, it is expected to use the bar graph and also the comparative table to compare the data that will be recollected for this analysis. The bar graph will be used with the purpose to compare data about the demographics of the 18th and 21st. In addition to the bar graph, the comparative chart will also be used with the purpose of comparing the differences and changes that have happened between the 18th to the 21st centuries.

3.6 Collection Data Process and Data Analysis

Finding the correct information is key to the process of writing an essay. It is crucial that rightful and trustful information from internet, libraries, and theses be collected by the writer in order for the reader to have prime information about the subject. The writer must be up to date with the information that they are going to provide on their research because, at the end of the day, the data provided on the writing will forward to the public and could affect their opinion and vision of the present subject. This research intends to get the most accurate and precise information to support the research. In order to achieve that, the student will use several tools that will help them to target the main goal of the investigation. The use of the next set of tools is vital for this research to get concise data to get a conclusion about the book *Pride and Prejudice* by Jane Austen.

Chapter IV

Data Analysis

In order for an investigation to be complete, it is of major importance to take into consideration the data analysis. To complete, to create, and to share with the reader an essay, the writer must know where the source of the investigation comes from to enhance the information retrieved in the analysis. The Data Analysis provides more clarification and highlights the important information of an essay. For the conclusion of this essay, the researcher must foresee all the information retrieved; in other words, essays that were retrieved from the internet about the novel, examples from the novel itself, and information provided by experts for the sake of the investigation.

To achieve this goal, the researcher had to look up essays to get more expertise opinion, as the essay must be written by professional such as scholars or college professors or professional investigators to retrieve the information. Moreover, it is

necessary to verify that everything was right and true for the sake of the information and the reader. Besides that, the researcher had to double read Jane Austen 's novel to highlight the important lines that would be useful for the reader to understand more the purpose of the investigation and above all, the analysis that the researcher had to do along with all the information retrieved. After the recollection of all this data, the researcher was able to collect enough information to be able to provide the investigation with accurate information for the reader.

4.1 Approach of the Investigation

Creating an investigation is a challenge. An investigation is not really an investigation without the structures, as it is like the backbone of the research, if it does not have one to sustain, the information and results will be misconstrued. To keep it simple, literature investigations have to have, first and foremost, a topic. The researcher cannot create an investigation without a topic; then, after choosing a topic, they must have the reason why they want to make the analysis of that specific text, book, essay, etc., as well as the purpose of the investigation after going into a scope, recollecting information such as themes, motifs, and elements in the story, a person might think that with all that, the text is complete; however, in order to be able to get a scope, motifs or any literary element in the text, they have to choose, and add an approach in an investigation. An approach will give the meaning of the whole investigation a purpose. An approach is the missing piece of a puzzle to the investigation, as it helps to decide and proves the whole idea and facts that sustain the research.

Now, with this in mind, we have to remember the prior information provided a few chapters back. There are numerous approaches in literature; to name a few, we have literary approach, historical approach, cultural approach, and most importantly, the new historicism, which as mentioned before, will be the missing piece of the chapter that we

are focusing on. To call to mind, a new historicism, as stated by Merriam-Webster (n.d.) is “a method of literary criticism that emphasizes the historicity of a text by relating it to the configurations of power, society, or ideology in a given time.” It takes into consideration both sides of the context provided by the researcher. One has to be able to separate both of them in order to understand it thoroughly. They need to research about the context such as cultural and historical contexts, and also what the author is trying to say in the text in order to get the new historicism approach.

Without further ado, as stated and highlighted many times before, the researcher chose the new historicism approach to analyze *Pride & Prejudice* by Jane Austen. The reason for this selection is just simple...it transcends time. To put it into words, you can make a comparison of this book to how society is at this moment (21st century). You will always find things that have changed and things that still remain the same, but more shockingly, Jane Austen was indisputably ahead of her time. We can see aspects that a woman can do now that might be considered extremely rude in that time; however, Jane Austen was not afraid of creating a character such as Elizabeth Bennet. Forthwith, the new historicism found in the story deals mainly social classes, marriage, affluence and properties, and women’s rights. Each of them will have an extensive explanation.

Let us proceed with social class. Notwithstanding, social class existed in previous centuries and still exists in modern days. Take into consideration that there are different types of social class. At this moment, there are five types: upper class, upper-middle class, middle class, working class, and lower class. However, three of them will be emphasized, that is Upper class, middle class, and lower class.

Paramount, what kind of person is considered upper class? As mentioned by Merriam-Webster (n.d.), it is “a social class occupying a position above the middle class and having the highest status in a society.” This means that someone is considered to be

upper-class when they are in a position of power, a high-status lifestyle. There is not much of a difference if we compare upper-class in the 20th century to the 21st. People, who were upper-class in the 20th century, would be differentiated by their possession such as estates, servants, and many more, but mostly if their estates were big or if they had more than one estate. In *Pride and Prejudice*, Jane Austen described Mr. Darcy and his sister, as a wealthy upper-class person along with his aunt, Lady Catherine De Bourgh. Mr. Collins and the Bingley's family too.

Before going into further explanation, the researcher would like to make a pause in the social classes to further explain the meaning of *Pride & Prejudice*. For writers, it is important that their books draw the attention of the reader, and one of the many ways to do it is by the title. A title is not something that a writer chooses randomly. Most of the time, there is a meaning behind it made by the author. It is not a surprised that Jane Austen with this book and her many others criticized society back in the 20th century. If a reader meticulously analyzes the title, they will understand more about what Miss Austen is referring to in the book. Let us compare it to a scale. A scale needs to have in each sides an object or something to keep it balance, so then imagine a scale with the words pride in one side and prejudice on the other side. Now, primarily, what is the meaning of pride and prejudice? According to Merriam-Webster (n.d.), "Pride is the quality or state of being proud: such as reasonable self-esteem: confidence and satisfaction in oneself" and prejudice is "an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics." All things considered, the reason why the researcher wanted to explain further the meaning of the title is because of social classes. It reflects the pride that the upper-class people such as Mr. Collins and Lady Catherine De Bourgh have and because of that pride it comes the

prejudice. To exemplify more, Lady Catherine De Bourgh expressed her concerns about the marriage rumors (Austen, 250),

“Not so hasty, if you please. I have by no means done. To all the objections I have already urged, I have still another to add. I am no stranger to the particulars of your youngest sister’s infamous elopement. I know it all; that the young man’s marrying her was a patched- up business, at the expense of your father and uncles. And is such a girl to be my nephew’s sister? Is her husband, is the son of his late father’s steward, to be his brother? Heaven and earth! —of what are you thinking? Are the shades of Pemberley to be thus polluted?”

As you can see, this was an encounter between Elizabeth and Lady Catherine. Lady Catherine was baffled by the rumor that was circulating around about Mr. Darcy wanting to propose to Elizabeth. For her, it was outrageous that Mr. Darcy could ever imagine doing such thing and the main reason for this was (besides the arranged marriage going on to, it must be added) that Elizabeth was not from the same class as Darcy. Elizabeth would be considered middle-class.

On top of that, the education was not the same. Mrs. Darcy, Mr. Darcy’s sister, is described almost as a prodigious child, she had the perfect manner, play the piano almost perfectly, and more. However, Elizabeth never had a teacher, or in this case, they would call it a tutor or master. Lady Catherine was shocked to hear about them not having a tutor. Elizabeth tried to defend her family by replying back to Lady Catherine that they did not need such a thing as of tutor, their parents already taught them all the necessary. “Miss Bennet would not play at all amiss if she practiced more and could have the advantage of a London master” (Austen, 123). This is the reason why is very important to clearly understand the title of the book, so we can move on with the next sets of examples.

Moving on to the middle class, we know for a fact that the Bennet's family was a middle-class family. To elude, they were not yet from the upper class, but they were not considered a low-class family; they were in between the two. Therefore, Mrs. Bennet was reaching out desperately for their daughters to get married, while they were still young, to get a rich husband to secure their fortune and future. However, Mrs. Bennet's desperation caused some problems. For instance, Lydia said (Austen, 210), "I have seen them both. They are not married, nor can I find there was any intention of being so; but if you are willing to perform the engagements which I have ventured to make on your side, I hope it will not be long before they are. All that is required of you is, to assure to your daughter, by settlement, her equal share of the five thousand pounds secured among your children after the decease of yourself and my sister; and, moreover, to enter into an engagement of allowing her, during your life, one hundred pounds per annum. These are conditions which, considering everything, I had no hesitation in complying with, as far as I thought myself privileged, for you." Chapter 49.

As an act of desperation of searching and finding the love of her life, she married Mr. Wickham, a terrible man, who only thought about getting his own benefits and reaching out for money and that came along. He was linked to the last but not least of social classes, the lower class. If someone is from a lower class, they do not exist or would be difficult to set-up a marriage arrangement. Wickham was considered a low-class person/middle class gentleman. He decided to marry Lydia Bennet, just to threaten Mr. Bennet to send him money for this arrangement. In addition, at the end of the novel, it was said "It had always been evident to her that such an income as theirs, under the direction of two persons so extravagant in their wants, and heedless of the future, must be very insufficient to their support; and whenever they changed their quarters, either Jane or herself were sure of being applied to for some little assistance to- wards

discharging their bills” (Austen, 272). Elizabeth explained in a letter that was sent to her by Lydia and Wickham to send money to them once in a while to receive financial help. Elizabeth said at the end that, her and Jane sent them money to help them.

It is also greatly important to also mention the symbols that each place represents and with this, it reflects each of the social statuses and distinguish each one. In the story we have Pemberley, Mr. Darcy estate. Pemberley is indirectly described as a big state, but most importantly, it is described as elegant and as someone who is studious, intelligent. On the other side is Longbourn, who is Bennet’s family estate. Lady Catherine described it as small, not at all organized, and with ugly furniture.

Now, moving forward, let us talk about the most controversial topic of the book...Marriage. To put across, marriage was the main event in the book, besides social classes. Throughout the novel, everyone had a different meaning of marriage. However, before going into a further explanation, it is of great importance to understand marriage in the 19th century. Social classes were extremely important, especially for women. Everyone wanted to be part of the upper class, so if someone was below that, for instance, middle class and lower class, they were practically non-existent. Women would be considered hopeless and not worthy of by the age of 25 if they were not married, mainly with an upper-class man. You can see the example of Jane and Mr. Bingley. Mrs. Bennet hoped that Jane would marry Mr. Bingley. Mr. Bingley was from the upper class; however, the characteristic that stood out the most was his kindness. In contrast with Lady Catherine De Bourgh, regardless of his high position, Mr. Bingley truly loved Jane. Nonetheless, the most important thing for Mrs. Bennet was her daughter marrying a wealthy man like Bingley. Charlotte Lucas is unfortunately an example of this. Since she was already a 27-year-old woman, she really did not have a lot of options; therefore, she married Mr. Collins out of desperation or rather just cut to

the chase than for love. She wanted to get out of her parents' house and after all, she did not care who she married with.

Last but not least. Analyzing a book must be done to unfold the layers of a story and the life of the author. It can be useful for some research and not for others. For this research, it is the third specific objective. In order for the researcher to be able to finalize the objectives, the analysis must be done. The researcher will be using New Historicism as the approach of the investigation. In addition to that, there will be a comparison of *Pride and Prejudice* with facts about the 18th century in regards work and equality in society back then. Afterwards, it will be highlighting the use of literary tools and devices such as motifs, themes, and symbols in order to identify them in the novel. The idea for this to be the third specific objective, is to gather enough information to find an answer whether or not, the book *Pride and Prejudice* is accurate to the century that it is written. Because Jane Austen lived in that century, she must have had a clear view of how the 18th century looked like and how people manners were at that time. Now, this is very important for the investigation, because after getting all the information altogether, the investigator can create an answer to the whole thesis. So, to simplify it, for the question of the thesis to be able to be answer, the book must be analyzed to recollect enough information to create an accurate criterion.

Affluent and properties. Everyone looked for something beneficial out of marriage, for some of them, it was love, for others to fit in society, for others ~~for~~ money, and for some of them the estates. Because Mr. Bennet only had 4 daughters and no sons (which Mrs. Bennet really tried to get one) the Bennet's family estate should be passed on to Mr. Collins (Austen, 43)

“About a month ago I received this letter; and about a fortnight ago I answered it, for I thought it a case of some delicacy, and requiring early attention. It is

from my cousin, Mr. Collins, who, when I am dead, may turn you all out of this house as soon as he pleases.” “Oh! my dear,” cried his wife, “I cannot bear to hear that mentioned. Pray do not talk of that odious man. I do think it is the hardest thing in the world, that your estate should be entailed away from your own children; and I am sure, if I had been you, I should have tried long ago to do something or other about it.”

One might recognize if a person was from an upper class or not, due to the estate they owned and how big and expensive it.

Moving forward, women’s rights reflected on *Pride and Prejudice*. It is crystal clear that Miss Austen wanted to highlight and compare the different types of women from the 19th century. There will always be historical events that changed completely how society works. Since the 19th was the rise of the feminist movement, everything was about to change in regards to women’s rights. In the book, it is exposed how little the opinion of women mattered in regard to marriage. Women would be only valuable if they were wives, they did not have an opinion at all about whom they wanted to marry to. As this was often decided by the father. According to Murray, A. (2007), “Stanton criticized marriage as the legal endorsement of inequality and called for women to rebel against marriage. Marriage, she argued, was as oppressive as slavery, denying married women the right to hold property, the right to keep wages and the right to custody of their children (p, 1).”

Women had to fight for the rights that we have right now, in this century. It was a difficult situation for them due to the limited right of expression that they had at that time. That is the reason why Elizabeth’s character had such a remarkable. The comparison might be a little bit more of a satire, since Austen wanted to make Elizabeth Bennet’s character as remarkable as possible in contrast to how a woman would be in

that time. It also demonstrates the amount of power that men had. For example, the father would be the one who decided whom their daughters were going to get married to; however, Austen, in a comedic way, reversed the role in the story. The father would always take the opinion of the daughters before deciding and he did not care for money or statuses; contrary to the mother, who wanted them to marry whomever, as long as the man was wealthy enough for them to sustain the family. Therefore, she did not consider the daughters' opinion consequently, there were some clashing moments between her and Elizabeth, due to the different opinions that both of them had. For example, would Mr. Collins inherit Longbourn instead of the rightful inheritor, which would be the Bennet's girls.

Elizabeth had a strong character; she spoke for herself (which was not common during that time). It can be said that she could be hot-headed, and she declined every marriage proposal because she wanted to marry someone she loved. As Murray stated (2007), "Women in the 19th Century were plagued by economic, political, and social inequality. Confined to low paying jobs and unable to vote, many women turned to marriage for financial support and a place in society (p, 147)." There will always be gossip neighbors or friends in one's life who criticize every move you make. In fact, a lot of the characters of the book believed that Elizabeth's behavior was outrageous, wild, or even showed surprise due to the actions, decisions, or words that Elizabeth did. In the 19th century, the feminist movement was just beginning to emerge. There are different types of women in the story. The ones who were desperate and always thought about marriage, for instance Lydia, Kitty and Mrs. Bennett; then, the ones who did not care about marriage at all, such as Charlotte Luca; and the ones who wanted to get married out of love and not out of desperation, as in the case of Jane and Elizabeth.

4.2 Theories vs. Literary Work

Combining words to create sentences is a baby step for a beginner to eventually become a person who masters literature. When creating a piece of work, you have to take into consideration themes, plot, settings, symbols, motifs, approaches, and more, to gradually create at least a decent story. In literature, there are wide abroad terms for each analysis that writers use to magnify their work. Taking baby steps to create a piece of work can be challenging and overwhelming for a starter, due to all the information that exist in literature. The first baby step that someone needs to take is the simplest thing, that is to understand what a literary work is. As simple as it sounds, acknowledging the context of a literary work can help to expand and improve the writing style of an author. A literary work is everything that exists in writing. It can be done by hand or computer, TV dramas, or screenplays. It can have illustrations. Generally speaking, words that are written by someone. There are literary theories and there is literary criticism. Both terms can be puzzling because they are very much alike. Nonetheless, we are going to breakdown both of them to understand.

Starting first with literary criticism. Grammar teachers at school are very aware about the importance of grammar in writing. When we are kids, grammar might sound unconventional and useless, but as we grow up the understanding of having good grammar increases. When going to university, the first thing that we learn is to analyze a text, not the content of the book itself, but more of the structure of the book. In other words, it focuses more on the theory of the book and not what the author is trying to prove in the piece of work. That is when literary criticism comes on. Literary criticism is the theoretical part of literature. More strictly construed, the term covers only what has been called “practical criticism,” the interpretation of meaning and the judgment of quality (Crews, F.C. Aug 25, 2022). Literary criticism does not care about the point of view of the author or what the author was trying to express. What matters the most in

literary criticism is the structure, the practical part of the text, the grammar, the punctuation, if the content and facts of the book are correct; to put it in other words, literary criticism is the grammar police. On the contrary, literary theories are emphasized more on the writer, its primarily function is for the reader to understand the reason why the author writes in a certain way or the characters behind a different matter. The reader must understand that literary theories is the study of the historical background of the author.

New Criticism	His pride,” said Miss Lucas, “does not offend <i>me</i> so much as pride often does, because there is an excuse for it. One cannot wonder that so very fine a young man, with family, fortune, everything in his favour, should think highly of himself. If I may so express it, he has a <i>right</i> to be proud.”	New criticism is used to analyze both perspectives in a story. Miss Austen placed an important role to the new criticism, as simple as the title of the story. The title of the novel sustains different sets of interpretations for the reader. Every reader has a different opinion on the name of the novel: <i>Pride & Prejudice</i> . It can be interpreted in many ways. For example, one might say that the word pride in the story is the pride that certain characters in the novel had, such as Darcy, Elizabeth, and even Mrs. Bennet. <u>Chap. 1, pg. 13</u>
	“Certainly. But the misfortune of speaking with bitterness is a most natural consequence of the prejudices I had been	The other set of examples of the new criticism is the prejudice in the novel. Prejudice is more towards the prejudice that people

	<p>encouraging. There is one point on which I want your advice. I want to be told whether I ought, or ought not, to make our acquaintances in general understand Wickham's character."</p>	<p>might have of someone else in the novel, like Lady Catherine, the sister of Mr. Bingley, Wickham, and more. As they judged (prejudice) others character's actions.</p> <p><u>Chap. 40, pg. 157</u></p>
<p>Marxist theory</p>	<p>It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.</p>	<p>Every reader, who has read, at any moment, any of Jane Austen's books, knows that she is very vocal about patriarchy in her novels. The Marxist theory focuses on men, the power that they hold. In other words, the power that men have over women. It is written all over the first page. In the very first sentence of <i>Pride and Prejudice</i>, she wanted to make this very clear. The example is the very first thing that the reader reads when they open the novel. By analyzing the phrase, one must be certain that she wanted to let the reader know the amount of power that a man had, as if they had good fortune, they would be always looking a wife.</p> <p><u>Chap. 1, pg. 1</u></p>
	<p>It is from my cousin, Mr.</p>	<p>Another example of the Marxist</p>

	<p>Collins, who, when I am dead, may turn you all out of this house as soon as he pleases.”</p>	<p>theory can be found in page 43. The situation was that Mr. Bennet let the family know that Mr. Collins would be the only who could heritage the estate because he was a man. None of his daughters, even though they were the rightful owners of the estates, could not do it since they were women, and women had no right to have any possessions.</p> <p><u>Chap. 13, pg. 43</u></p>
	<p>My daughter and my nephew are formed for each other. They are descended, on the maternal side, from the same noble line; and, on the father’s, from respectable, honourable, and ancient—though untitled—families. Their fortune on both sides is splendid. They are destined for each other by the voice of every member of their respective houses; and what is to divide them? The upstart pretensions of a young woman without family, connections, or fortune.</p>	<p>It must be remembered that in the Marxist theory, it should also be taken into consideration that money is one of its aspects. Therefore, in this quote, it can be said that Lady Catherine was speaking with Elizabeth about the marriage between Mr. Darcy and her daughter. She intended to say that because her daughter and Darcy were from the upper class, and Elizabeth was from the middle class, it was not worth to marry with Darcy.</p> <p>Chap. 56, pg. 249</p>
<p>Feminist criticism</p>	<p>“Lizzy is only headstrong in such matters as these. In</p>	<p>Another theory is the feminist criticism. In chapter 20, Mrs.</p>

	<p>everything else she is as good-natured a girl as ever lived. I will go directly to Mr. Bennet, and we shall very soon settle it with her, I am sure.”</p>	<p>Bennet described Elizabeth as headstrong after Elizabeth rejected Mr. Collins and Mr. Collins felt offended by Elizabeth having freedom to speak her mind and rejected him in the first place.</p> <p><u>Chap. 20, pg. 79</u></p>
	<p>that a sister’s sense of decency and virtue in such a point should admit of doubt. But really, I know not what to say. Perhaps I am not doing her justice. But she is very young; she has never been taught to think on serious subjects; and for the last half-year, nay, for a twelvemonth—she has been given up to nothing but amusement and vanity. She has been allowed to dispose of her time in the most idle and frivolous manner, and to adopt any opinions that came in her way. Since the —shire were first quartered in Meryton, nothing but love, flirtation, and officers have been in her head.</p>	<p>For the next set of examples, the following lines will be used as an example, since Austen wanted to describe all type of women in the story. We have the independent which would be Jane and Elizabeth, and the dependence such as Lydia. In this quote, Elizabeth was describing her sister Lydia and her foulness with Wickham. Moreover, Elizabeth was explaining that the only things in Lydia’s mind were always to flirt with men and love only existed in her head. Lydia was described as a common woman at that time. They were only looking to get marry and be a trophy wife at that time, it was everything that they even know about.</p> <p><u>Chap. 47, pg. 196</u></p>
	<p>“Oh! you are a great deal too apt,</p>	<p>The next of example that we are</p>

	<p>you know, to like people in general. You never see a fault in anybody. All the world are good and agreeable in your eyes. I never heard you speak ill of a human being in your life.”</p>	<p>going to analyze is Jane’s character. Jane was definitely an independent woman, she did not think a lot in men, she did her only things. One most say that she did think in marriage, as she wanted to get married, and she liked Bingley. So even though that she was an independent and pleasant woman for her time, she still had the idea of marriage in her head.</p> <p><u>Chap. 4, pg. 9</u></p>
	<p>Lady Catherine seemed pleased. “And will you promise me, never to enter into such an engagement?”</p> <p>“I will make no promise of the kind.”</p> <p>“Miss Bennet I am shocked and astonished. I expected to find a more reasonable young woman. But do not deceive yourself into a belief that I will ever recede. I shall not go away till you have given me the assurance I require.”</p>	<p>Elizabeth was a complex character. It is certain that she is a character that is way too advanced for her time. She was not afraid of speaking her mind. She did not care about opinions or look and she always knew what she wanted. Now, for Elizabeth, she did not care at all about marriage. She did not say that she did not want to get married, because she did, but it was not something at the top of her mind. She always stayed with her values that if she got married, she would do it because of love, as she would be the one choosing whom to love and get married to.</p>

4.3 Themes, Motifs, and Symbols

When writing a story, there are set of lists that the author may need to follow to achieve a successful story. One of them, along with the approaches that we already considered touch based on prior this, is the literary devices. Literary devices help shaping the story, to put more creativeness, but above all, they help the reader to enjoy more the story, as well as to understand the idea that the author is trying to make. According to Ellis, M (2021), “Literary device” is a broad term for all the techniques, styles, and strategies an author uses to enhance their writing. With millennia of literature in hundreds of different languages, humankind has amassed quite a few of these writing devices, which continue to evolve (Aug 17, pg. 1)” There is wide variety of literary devices in literature. The most common and mainly literary that someone can find in the story might be allusion, allegory, metaphor, Imagery, motif, symbols, and themes.

To be able to create a cake, you have to have the ingredients and material to bake it. Therefore, in order to create literary work and be able to use literary devices to add in stories and essays, you must add the ingredients. First and foremost, it is required to have at least some basic knowledge on literary devices, and when to use them. At the beginning of the page, there were mentioned some literary devices. The writer must be aware of the meaning of each one and at least have an idea about which ones are going to be used in the story or essay. Creating an essay is challenging, not because of the theory, but because a writer must be able to add them naturally. To further explain it, the writer needs to add the literary devices in a way that is not forceful. As a sidenote,

writers cannot use too many literary devices because it will start to be overwhelming for the reader and it will not sound as natural as it should be.

Carry on with, before starting with the explanation of literary devices, keep in mind another important resource. Themes are of great importance; to be simple, themes are the reason behind the author's real intention, ideas, or message in a story. "The beauty of themes in literature is that they can be approached from multiple perspectives that offer different thematic statements (in other words opinions on said themes) (12 common themes in literature that you can't avoid, Jun 30, 2021)." Themes are a must have in a writing work. At the end of the day, what is a writer without its writing? Just like that, themes are crucial when creating a piece of work. Therefore, it is indispensable for the reader to search for the information and database of the types of themes that exist in literature.

First off, if a writer is aiming to create a theme in the story (which they actually have to do), look for clues in the story, search for characters, for setting, the ambience of the setting, emotions, thoughts, and symbolism in the story to be able to find or create a theme. According to Kramer, L (2022), "Close reading is the process of critically reading works, paying close attention to the author's word choices, use of literary devices, text format, and patterns to infer the author's thoughts about their subjects" (p. 19, Jun. 29). The following are the types of themes that can be found in a writing work and will be more detailed in the next pages: power, family, identity, loneliness, friendship, good vs. evil, hope, love, war, and many more. For this work power, family, good vs. Evil, and love will be use as themes for *Pride and Prejudice*.

Family as a theme. Family will always be controversial, depending on how the author wants to focus the story on in the family. It has a lot of different versions that the author has in hand to use family as a theme. It can be a good family, or it can be a bad

family. There is also some selection to it. Inside the theme, there is family and if you dig deeper, you will have other type of family like an interpersonal conflict, love within family, life events, and responsibilities. The main family themes that will be used in this chapter will be interpersonal conflict, mirroring families, very important- major life events- and lastly but not least, familial love.

Good vs. Evil theme comes along with family. When using good vs. Evil as a theme for a literature work, the writer has in mind to show the bad side and good side of the story. It can be characters, as for example a character can be associated with good characters or it could be an evil character who would have negative characteristics or it can be found in symbols such as lights, white lights or darkness, dark colors, whether is in the atmosphere (setting of the story) or as a description of a character. Moreover, Power, just as it sounds, has different layers to it. However, to keep it short and simple, power in *Pride and Prejudice* is one of the major themes in the story. At the end of the day, the book's main idea is about power and love among each character in the story. Last but not least, love. Romance is one of the most common themes in stories. Ultimately, people love a little bit of romance in stories to spice up its content and to give more excitement in the story. In *Pride and Prejudice*, there are a lot of examples of different kind of loves.

Let us bring back the literary devices again. In this case, let us put our attention to motifs. A motif is a puzzle of ideas, objects, or words that might repeat several times in the piece of work to emphasize, highlight, pinpoint what the themes might be or to strengthen the characteristic that the author wants to add into the story or essay. It is of significance importance to, before moving forward giving more information about literary devices, avoid any confusion as a consequence of any misunderstanding. Symbols are not the same as a motif, they are two separate devices. Motifs are ideas that

repeat themselves in order to get the theme or idea of the story; meanwhile, a symbol is a word, emotion, or object that can represent something else. As stated by M, E (2018), “As symbols can be used to change the meaning of a word or phrase, they can change the way we view things. To get the meaning of a word, it is necessary to use symbols so that it can be understood well (Feb, 26, p.1).” Back with the main point, motifs are essential to enhance the writing.

There is nothing more universal than symbols. Everywhere you go, every country you travel to, every culture that you learn about, you will always find symbols. Symbols are used to give meaning to things. In literature, it is used to create an impact in the story. In order to add a symbol in a literature work, it is necessary to put objects, marks, actions, and more. Symbols create a new meaning, a new vision of where the story is heading to. Some of the most common examples of symbolism are metaphor, simile, allegory, archetype, myth. Symbols helps the writer to enhance their writing, they add meaning, emotions, and lead the reader to relate to the theme.

Even though, symbolism is of great importance for a story, *Pride and Prejudice* is not a very good example of it. Mostly because Austen goes for a more dialogue story that a descriptive narrative. It is actually narrated as an omniscient narrator. To ensure that all the readers of this work understand all the concepts that appears in this essay, the researcher will explain a little bit the meaning of omniscient narrator. The omniscient narrator, also known as all-knowing narrator, is a style of narration used to explain the story with more details. The thing here is that an omniscient narrator knows everything that will happen in the story, while the characters do not. Therefore, only they can give an insight to the reader. They are the ones who control and are in charge of the story. All things considered, backtracking to the use of symbols, aforesaid, *Pride*

and Prejudice does not have a lot of symbols to represent since it is written in an omniscient narrator.

Themes

Power	Patriarchy	The business of her life was to get her daughters married	<p>Since the beginning of the story, Austen wanted to emphasize the power that men had during that time. One of the elements of power, in a theme, is patriarchy, which is clearly seen in this quote, where it is described that the only source of real happiness for Mrs. Bennet was for the daughter to be married. As the only thing important in her daughter's life was marriage, and nothing else.</p> <p><u>Chapter 1, pg. 3</u></p>
		<p>"Your father's estate is entailed on Mr. Collins, I think. For your sake," turning to Charlotte, "I am glad of it; but otherwise I see no occasion for entailing estates from the female line. It was not thought necessary in Sir Lewis</p>	<p>In chapter 29, Mr. Bennet explained to his family that since they did not have a son, the only one entitled to the estate was Mr. Collins, a cousin of the family, due to the fact that women were unable to get the estate for the simple fact that they were women. This is also considered</p>

		de Bourgh's family. Do you play and sing, Miss Bennet?"	Patriarchy. <u>Chapter 29, pg. 115</u>
		A woman must have a thorough knowledge of music, singing, drawing, dancing, and the modern languages, to deserve the word; and besides all this, she must possess a certain something in her air and manner of walking, the tone of her voice, her address and expressions, or the word will be but half-deserved."	As the quote states, there were several expectations for women that they had to fulfill in order to get married or to be considered beautiful or elegant. This can also be found in another cite of the book, where it is stated that Elizabeth did not have those skills or knowledge, as she was not lady-like for them. It is considered patriarchal because women had to be perfect in everything they did. <u>Chap. 8, pg. 27</u>
	Feminism	"Upon my word, sir," cried Elizabeth, "your hope is a rather extraordinary one after my declaration. I do assure you that I am not one of those young ladies (if such young ladies there are) who are so daring as to risk their happiness on the chance of being	In this quote, it is crystal clear that Elizabeth was brave enough to deny the marriage proposal made by Mr. Collins. In that time, it was shocking that a woman was able to say out loud and have their own opinion about something, especially if it was a topic of such importance as

		<p>asked a second time. I am perfectly serious in my refusal. You could not make <i>me</i> happy, and I am convinced that I am the last woman in the world who could make you so. Nay, were your friend Lady Catherine to know me, I am persuaded she would find me in every respect ill qualified for the situation.”</p>	<p>marriage. Austen did want to make Elizabeth a feminine remarkable character.</p> <p><u>Chap. 19, pg. 76</u></p>
		<p>“I do assure you, sir, that I have no pretensions whatever to that kind of elegance which consists in tormenting a respectable man. I would rather be paid the compliment of being believed sincere. I thank you again and again for the honour you have done me in your proposals, but to accept them is absolutely impossible. My feelings in every respect forbid it. Can I speak plainer?”</p>	<p>Again, Elizabeth kept her feelings as true as possible and expressed her concern directly as possible. She was not afraid to be considered rude to express her thoughts and she once again, she rejected a marriage proposal and always kept in mind her true feelings, and protect her freedom. This is also a feminism point made in the novel.</p> <p><u>Chap. 19, pg. 77</u></p>

		Do not consider me now as an elegant female, intending to plague you, but as a rational creature, speaking the truth from her heart.”	
		“Unhappy as the event must be for Lydia, we may draw from it this useful lesson: that loss of virtue in a female is irretrievable; that one false step involves her in endless ruin; that her reputation is no less brittle than it is beautiful; and that she cannot be too much guarded in her behaviour towards the undeserving of the other sex.”	Women during that time did not have any voice to express themselves or free speech. Every single mistake made by a woman could ruin her whole life: reputation, marriage, or even the chance to ever be in marriage. In this quote, they were referring to Lydia's scandals with Mr. Wickham. The scandal would be of tremendous horror if Lydia would not commit to get married with him and would ruin her status and the Bennet's social status. <u>Chap. 47, pg. 200</u>
	Upper- lower class	“I have an excessive regard for Miss Jane Bennet, she is really a very sweet girl, and I wish with all my heart she were well settled.	Upper-lower class is another part of power. A great number of marriages were determined by the social statuses of each family. The upper-class was the most

	<p>But with such a father and mother, and such low connections, I am afraid there is no chance of it.”</p>	<p>important one, they could marry people with same connection or class as them. However, for middle-class families, such as the Bennet’s, they would have to have a little bit of luck and also work extra hard to be able to achieve a successful marriage with someone from the upper class.</p> <p><u>Chapter. 8, pg. 24</u></p>
	<p>“No governess! How was that possible? Five daughters brought up at home without a governess! I never heard of such a thing. Your mother must have been quite a slave to your education.”</p> <p>Elizabeth could hardly help smiling as she assured her that had not been the case.</p> <p>“Then, who taught you? who attended to you? Without a governess, you must have been</p>	<p>Analyzing this quote, the moment when Lady Catherine learned that Elizabeth did not have a governess (sort of a teacher by that time). The upper class people were privileged enough to receive an education. It was harder for middle- or lower-class people because they did not have enough resources. After learning about such unbelievable news, Lady Catherine started to brag about her daughter and Mr. Darcy’s sister, since they were able to have learned such skills. She wanted</p>

	<p>neglected.”</p> <p>“Compared with some families, I believe we were but such of us as wished to learn never wanted the means. We were always encouraged to read and had all the masters that were necessary. Those who chose to be idle, certainly might.”</p>	<p>Elizabeth to feel less than them, for not having the same opportunity as her family.</p> <p>Elizabeth described in this chapter that even if they did not grow with a governess they still were encouraged to read and learn. For middle class people, it was a hardship to be able to get a master or a governess, even more for a low-class person as education was not something that they could even consider. A lot of the side characters looked down to Elizabeth for not having that opportunity; however Elizabeth was never ashamed of this and was always proud for the education received at home.</p> <p><u>Chap. 29, pg. 115</u></p>
	<p>“Our habits of expense make us too dependent, and there are too many in my rank of life who can afford to marry without some attention to money.”</p>	<p>In chapter 33, Colonel Fitzwilliam was talking to Elizabeth about Mr. Darcy and the power that he had to choose anything that he wanted in contrast to them. In this quote, he was referring to him and</p>

			<p>Elizabeth for not having a lot of choice when it came to marriage. They (meaning them, middle class) did depend on it because the lifestyle that they had, did not give a lot of choices, but the people from the upper class could do it not because of the money, but rather they like it or not.</p> <p><u>Chap. 33, pg. 128</u></p>
Family	Major life events	<p>“Good gracious! Lord bless me! only think! dear me! Mr. Darcy! Who would have thought it! And is it really true? Oh! my sweetest Lizzy! how rich and how great you will be! What pin-money, what jewels, what carriages you will have! Jane’s is nothing to it—nothing at all. I am so pleased—so happy. Such a charming man!—so handsome! so tall!—Oh, my dear Lizzy! pray apologies for my having disliked</p>	<p>One of the themes that is known is family. Inside the family, we can find major life events. In <i>Pride and Prejudice</i>, there are some clear examples we can find in the novel. In chapter 5 Mrs. Bennet got the news that Elizabeth was going to marry Mr. Darcy, one of the richest people in the story. This would be considered a Major life event, which includes marriage, death, or more that can impact the lives of the characters in a novel.</p> <p><u>Chap. 59, pg. 265</u></p>

		<p>him so much before. I hope he will overlook it. Dear, dear Lizzy. A house in town! Everything that is charming! Three daughters married! Ten thousand a year! Oh, Lord! What will become of me. I shall go distracted.”</p>	
		<p>On opening the door, she perceived her sister and Bingley standing together over the hearth, as if engaged in earnest conversation; and had this led to no suspicion, the faces of both, as they hastily turned round and moved away from each other, would have told it all.</p>	<p>Another Major life even was the marriage between Bingley and Jane, which was one of the most awaited marriages in the story. At that moment, in chapter 5 Austen described the moment when the announced to the family that they were going to get married.</p> <p><u>Chap. 55, pg. 424</u></p>
Good vs. Evil	Darcy's characteristic	<p>“Yes, sir, I know I am. If I were to go through the world, I could not meet with a better. But I have always observed that they who are good-natured when children,</p>	<p>Good vs. Evil is also other motifs in a novel. For this novel, we can see a contrast between Mr. Darcy's and Wickham's character. Even though, Mr. Darcy was a portrait, throughout the</p>

		<p>are good-natured when they grow up; and he was always the sweetest-tempered, most generous-hearted boy in the world.”</p>	<p>whole novel, as serious, rude, and tactless, as the novel progress, the reader can see the real personality of Mr. Darcy, whom actually was a good person with true intentions. At the end of the novel, he even helped the Bennet family with the expenses of Lydia's wedding without even mentioning to them. Elizabeth realized this because her uncle told her about it.</p> <p><u>Chap. 43, pg. 171</u></p>
	<p>Wickham's characteristics</p>	<p>“Of whom does Jane ever think ill? And who is there, whatever might be their former conduct, that she would think capable of such an attempt, till it was proved against them? But Jane knows, as well as I do, what Wickham really is. We both know that he has been profligate in every sense of the word; that he has neither integrity nor</p>	<p>Wickham is a character that at the beginning of the novel can fool the reader and the characters in the novel, letting them to think he was a very amiable, friendly, and enchanted character, but at the end of it, he ended up being a bad character, since all that he wanted was money, up to the point that he ran away with Lydia and threatened Mr. Bennet that in order for him to marry Lydia and to avoid her and the family's reputation to be</p>

		<p>honour; that he is as false and deceitful as he is insinuating.”</p>	<p>ruined, Mr. Bennet had to pay him a certain amount of money for him to do it. Elizabeth ended detesting Mr. Wickham for tricking them to believe he was a charming person.</p> <p><u>Chap. 47, pg. 196</u></p>
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Motifs

<p>Letters</p>	<p>The contents of this letter threw Elizabeth into a flutter of spirits, in which it was difficult to determine whether pleasure or pain bore the greatest share. The vague and unsettled suspicions which uncertainty had produced of what Mr. Darcy might have been doing to forward her sister’s match, which she had feared to encourage as an exertion of goodness too great to be probable, and at the same time dreaded to be just, from the pain of obligation, were proved beyond their greatest extent to be true! He had followed them purposely to town, he had taken on himself all the trouble and mortification attendant on such a research; in which supplication</p>	<p>In the content of the letter, Elizabeth learned that Mr. Darcy was the one who paid for Lydia and Wickham’s wedding, and he was the one who anonymously was in charge of all the arrangement. This made a turn on Elizabeth’s feelings towards Darcy.</p> <p>Chap 52, pg. 227</p>
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	<p>had been necessary to a woman whom he must abominate and despise, and where he was reduced to meet, frequently meet, reason with, persuade, and finally bribe, the man whom he always most wished to avoid, and whose very name it was punishment to him to pronounce. He had done all this for a girl whom he could neither regard nor esteem.</p>	
	<p>He had by that time reached it also, and, holding out a letter, which she instinctively took, said, with a look of haughty composure, “I have been walking in the grove sometime in the hope of meeting you. Will you do me the honour of reading that letter?” And then, with a slight bow, turned again into the plantation, and was soon out of sight.</p>	<p>Letters in the novel are also of major importance because they had a huge effect on the events of the novel. For instance, in this quote in chapter 52, the reader realized that after Elizabeth read the letter that Mr. Darcy wrote to her to clear his name, she started to feel a new emotion towards him and started to be aware of her likeness towards Mr. Darcy. <u>Chap. 34, pg. 136</u></p>
<p>Journeys</p>	<p>There was certainly at this moment, in Elizabeth’s mind, a more gentle sensation towards the original than she had ever felt at the height of their acquaintance. The</p>	<p>One of the motifs in the story is journeys. Journeys in <i>Pride and Prejudice</i> are also one important event because during the journeys it is changed the course of the whole novel. In this quote</p>

	<p>commendation bestowed on him by Mrs. Reynolds was of no trifling nature. What praise is more valuable than the praise of an intelligent servant? As a brother, a landlord, a master, she considered how many people's happiness were in his guardianship!—how much of pleasure or pain was it in his power to bestow!—how much of good or evil must be done by him! Every idea that had been brought forward by the housekeeper was favorable to his character, and as she stood before the canvas on which he was represented, and fixed his eyes upon herself, she thought of his regard with a deeper sentiment of gratitude than it had ever raised before; she remembered its warmth, and softened its impropriety of expression</p>	<p>in chapter 43, Elizabeth started to change her feelings towards Mr. Darcy because she realized Darcy's real personality after speaking with the assistants that worked for him in Pemberley.</p> <p><u>Chap. 43, pg. 173</u></p>
	<p>“To walk three miles, or four miles, or five miles, or whatever it is, above her ankles in dirt, and alone, quite alone! What could she mean by it? It seems to me to show an abominable sort of</p>	<p>In this chapter, Elizabeth decided to walk to the Bingley's house due to her sister, Jane, was very ill. She did not care if she was going to be covered in dirt or if her hair was all messy. She only</p>

	conceited independence, a most country-town indifference to decorum.”	cared about reach her final destination look for her sister. In this scene, Bingley could see how much Elizabeth cared about Jane and also the reader can see how Elizabeth started to get Mr. Darcy’s attention. <u>Chap. 8, pg. 24</u>
Courtship	The Bennets were speedily pronounced to be the luckiest family in the world, though only a few weeks before, when Lydia had first run away, they had been generally proved to be marked out for misfortune.	Courtship is also highly mentioned in the novel. Most of it is because one of the main topics of the story is marriage. Since 3 of the Children of the Bennet’s family were going to get married, in town they were considered a lucky family for being able to achieve such milestone. There were Lydia’s and Jane’s marriage, and Elizabeth’s engagement. <u>Chap. 55, pg. 245</u>

Symbols

Estates	The eye was instantly caught by Pemberley House, situated on the opposite side of a valley, into which the road with some abruptness wound. It was a large, handsome stone building, standing well on rising ground,	Estates in the novel are a characteristic that Miss Austen used to indirectly portrayed social classes. Each estate in the story represented a social class. For example, Pemberley, which was the estate of Mr. Darcy, was
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	<p>and backed by a ridge of high woody hills; and in front, a stream of some natural importance was swelled into greater, but without any artificial appearance. Its banks were neither formal nor falsely adorned.</p>	<p>described as an organized, big, elegant, and well-preserved estate, meaning that even though Darcy was from the upper class, he still remained humble, but he was smart enough and also had an elegance in him.</p> <p><u>Chap. 43, pg. 169</u></p>
	<p>Mrs. Phillips understood from him what Rosings was, and who was its proprietor—when she had listened to the description of only one of Lady Catherine’s drawing-rooms and found that the chimney-piece alone had cost eight hundred pounds, she felt all the force of the compliment, and would hardly have resented a comparison with the housekeeper’s room.</p>	<p>Rosings, estate of Lady Catherine, was described as expensive, with a lot of luxurious things but very superficial inside, just as the personality of Lady Catherine.</p> <p><u>Chap. 16, pg. 53</u></p>
	<p>“Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England</p>	<p>Now, the most important estate is Netherfield, which was the estate of the main character, Elizabeth. Even though, Jane Austen did not give specific details about their home, one can deduce that since they were a middle-class family, their estate would be small, and not as luxurious as Rosings’s and Pemberley estates.</p>

		It was a humbler estate. Chap. 1, pg. 1
Outdoors	She was proceeding directly to her favorite walk, when the recollection of Mr. Darcy's sometimes coming there stopped her, and instead of entering the park, she turned up the lane, which led farther from the turnpike- road.	Outdoors in <i>Pride and Prejudice</i> are significantly important, especially for Mr. Darcy, since he acted differently, more friendly, more polite, more open to Elizabeth when they were outdoors and, in addition, those were the moments when we see both main characters exchanging their feelings towards each other. <u>Chap. 35, pg. 136</u>

Chapter V

Conclusions and Recommendations

5.1 Purpose of the conclusion

A conclusion is the final part of an investigation. The importance of a conclusion is to reinforce the information provided to the reader in the investigation. This is the last opportunity to give all the information that you want the reader to know about. Every single essay, analysis, or investigation must have a conclusion to wrap up all the data provided. The primary and main reason to do this investigation was to compare and to get an answer for the contrast made about society back in the 18th century and in current modern times in the 21st century. The researcher's intention was to breakdown the book, *Pride and Prejudice* written by Jane Austen to be able to understand more about the

message that Austen wanted to showcase in the novel. A lot of the traits of the main character, Elizabeth, state that she is way ahead of their time; for that reason, the researcher wanted to explore more and get into the character's perspective to acknowledge what was the intention that Jane Austen wanted to unveil with this character. Was it because she saw herself as the main character, Elizabeth? Or was it because she wanted to criticize the manners, values, and tradition that they had in the time lived in? Are they still the same values and traditions? And if so, are they the same around the world or just in some places?

It was very important for the researcher to target all the questions made in order to have a wider knowledge of how much society has evolved since some centuries ago until now, the present days. There were also some other objectives in the investigation that the researcher wanted to focus on, such as the rights that women had during that time and financial power, cultural and historical background along with the rights that civilians had among those time laps.

5.2 Conclusions

In the previous chapter of the investigation, there were a set of objectives that were meant to be aimed by the researcher. Each objective targeted one by one all the problems that the researcher wanted to answer by the end of this investigation. It was meant to do a comparison of each objective from the 18th century to the 21st century to see how much as a society we have changed and evolved and, in addition, to analyze each character of the novel, and understand the role of each character in the novel to know more the intention that Jane Austen wanted to be achieved through *Pride and Prejudice*.

Notwithstanding, for the investigation to be able to take place, there were several tools that the investigator had to use to support the data that was provided to the reader. The different tools that were used are essays from scholars and professionals on the topic, books about the topic, and different trustful surveys made in recent years of the population and look more into it to find out the results made in different countries to compare each outcome. Based on that, we have to look for surveys, historical events, and major events that happened in history to get the information and results that were intended to get.

5.2.1 To determine and recognize the evolution of society, gender, power, and financial wealth throughout the decades.

To begin with the first result, the first objective was to determine and recognize the evolution over the decades about power, gender, economy, and more. For this objective, the researcher had to read many essays that talked about the economy, feminist, gender through history, as well as historical evolution to be able to aim this objective. Some books were used to get more information about the topic, for instance *Economy and society in Nineteenth Century Britain* by Richard Tames or an essay made by Jonathan Hart entitled *New Historicism: taking history into account* to be able to know more about the 18th century.

The results determined from the recollected data stated that Gender equality, power and economy have evolved and now women have almost all equal treatment as men. However, there are still countries in which men still have power over women and women cannot express themselves, such as India, Afghanistan, Thailand, and many more. The target countries from which the surveys and investigations were gotten mainly focused on Latin America, taking into consideration studies from Costa Rica. Such as a study made by Silvia Maubrigades, which showed that gender and equal

rights for both men and women are still fluctuating. Meaning that the wages (focusing on the 80s) would be almost the same for women and men, but regarding education, just 1% of women were enrolled in school (in Latin America) with only 0.012% of improvement. In addition, it was highlighted that there are fewer jobs for women in general. In the surveys that Maubrigades did in order to back up her investigation, it is stated that, generally speaking, gender inequality has decreased as time passes by.

5.2.2 To compare the social, gender, and financial wealth background in the 18th to 21st centuries.

Moving on to the next objective which was to make a comparison of all the points made and the novel *Pride and Prejudice*. One of the quotes that was used in the first chapter, was provided by Miss Nancy who made an essay about the feminist movement in Latin America in contrast with Europe. As we may know about the novel *Pride and Prejudice*, one of the main topics of the novel is social class. Having a high social class was very important for a family. To recap a little bit of it, there is the upper class, the middle class, and low class. The upper class would be the highest class, it was the most important, people from the upper class were the most important in society. However, to contrast it, the low class was basically non-existent. Actually, people from the lower class usually were the servants of the upper-class people. Briefly explaining, Miss Nancy explained that while Europe and United States were focusing on those topics around the 70s, Latin America was just starting social movements by the end of the 70s, starting the 80s.

5.2.3 To analyze through a critical literary review the characters, historical background, setting, and plot of the book *Pride and Prejudice*.

For the last objective, which was to analyze the novel with literary tools, in order for the research to be competent, we have to first understand that every literary

information used in the investigation. The literary tools that were used in this research were motifs, themes, and symbols. The researcher looked for the historical background of the novel, settings, the plot, and the biography of Jane Austen to be able to get the information. How was the researcher capable of achieving this? The strategy used to first double read the novel. The first time to understand the plot and the second time to look for important information inside the book.

Prior to that, the researcher reviewed the historical background, that is the events that took place during the 18th were Austen lived. Moreover, the researcher read the biography of Jane Austen to understand how impactful her childhood and her environment for her was, to write *Pride and Prejudice*. It was important to look for historical background because it provided the researcher with almost all the answers to get the third objective. Besides the literary tools such as motif, themes, symbols, plot, settings of the story, to add more detailed, the researcher also had to elaborate on the theories used to make a comparison with the novel. In this case, the researcher used theories such as Feminist Criticism, Marxist theory, and New Historicism. In addition, the approach, which is the new historicism, was the one that the writer chose.

5.3 Restatement of the Research Question

The research question is used to give, provide, create a meaning to the research. It provides the writer with a guide where to redirect their essays and path for the reader to understand the reason for creating the research/essay. For this investigation paper, the researcher wanted to get an answer about how we, as a society and as individuals, have evolved in the last few decades. For this, the research question is: What is the effect of analyzing the book *Pride and Prejudice* by Jane Austen through the new historicism approach in terms of society, gender, power, and financial wealth between the 18th up to the 21st century around the world? Notwithstanding, the researcher wanted to create aim

awareness about how people, especially women, lived during the 18th century and how this affected the way that Jane Austen would visualize each of the characters of the novel. Each character was based on different kinds and types of people living in the 18th century and besides that, this is also a consequence of the social issues, social classes, and education throughout the centuries.

Now before continuing, what does it mean to restate the research question? Beforehand, a research question is the question that the writer wants to answer in the research itself, everything that is written on it, in order to create, to draw an invisible line for the writer to get an answer for the research question. It is the core of the essay. Therefore, what does it mean with restate the question? To keep it straight and simple, restatement means to keep the definition of something, but with different words. It is to clarify an idea. Consequently, to restate the research question for this, instead of, what is the effect of analyzing the book *Pride and Prejudice* by Jane Austen through the new historicism approach in terms of society, gender, power, and financial wealth between the 18th up to the 21st century around the world? It would be What are the effects of society, gender, power, and financial wealth in the book *Pride & Prejudice* by Jane Austen by analyzing it through new historicism approach between the 18th up to the 21st century around the world?

5.4 Un expected Results

Sometimes, as a researcher, you might have one result in mind but, as you dive in it and learn more about the subject, you might find yourself surprise because you might have found a different or an unexpected result in the information you were retrieving and looking for. That is why sometimes, not always, but sometimes you will get an unexpected result in your essay that will, most likely, change the path that your essay was heading to. For this investigation there was not an unexpected result. The

researcher looked for the information needed, looked into other essays and information, and as stated before, there was no unexpected result; luckily, the results were 100% expected in the research paper.

5.5 Recommendations

When doing an investigation, there are several steps that the researcher has to take in order to complete its purpose. They need to have tools, information, resources and more to provide the information. A recommendation in the conclusion of the thesis is vital because when scrutinizing and doing the research you may find that there are certain things that do not get in your scope or maybe there are more suggestions in how to improve the investigation for future references. When doing a recommendation, it is best to avoid any addition to it, try to always look for future references, and lastly, always refer to people that worked in the same area as you. In other words, the recommendations are exclusively directed to ~~for~~ students, peers, and people in for the area of study that this investigation was intended to.

The following recommendations are based on all the previous information that was given on in the investigation:

- Social classes. we have already mastered the different types of social classes that exist at this moment and in the past. It should be of great consideration if we could expand more this data analysis and include or undergo more surveys in more countries around the world to put into the database and get more accurate information about existing social classes considering all the countries (without excluding none).
- Feminism. Feminism is a social movement that is still ongoing. Because of this reason, it is recommended to retrieve more information about this historical social movement. There is still missing information from a lot of countries in

which women still do not have rights as of now. Due to that, the researcher gives as a recommendation is to get and provide more information about the movement, since still some countries are lacking this important information.

- Literary tools. One of the main tools used in this investigation was literary tools. For future investigations, it is recommended to look for more than two examples per subject and also to add more literary tools that the ones that were used here for the book of *Pride and Prejudice* to further help the readers to understand more they way Jane Austen wrote.
- Economic wealth. Look and read more of economic books and topics to acknowledge more of this topic. Land properties, estate, money, heritage, all these topics are important in this book. Therefore, it is of importance to have a guideline, a basic knowledge of money and economy terms to further elaborate in this topic.

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Tribunal Examinador

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés.

Título académico y nombre

Tutor(a)

Título Académico y nombre

Lector/Lectora

Lic. Leslie Elizondo Mora

Director de las Carreras de Inglés

Carta del Director de Carrera

San José, xx/xx de 2019

Señores

Universidad Internacional de las Américas

Estimados señores:

El suscrito Lic. Leslie Elizondo Mora, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, xxxxxxxx, portador(a) de la cédula de identidad no. Xxxx, que ha titulado: xxxxxx.

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,

Lic. Leslie Elizondo Mora

Director de las Carreras de Inglés

Carta del Lector

San José, xx/xx de 2019

Licenciado

Leslie Elizondo Mora

Director de las Carreras de Inglés

Universidad Internacional de las Américas

Estimado señor:

La (El) estudiante _____, portador (a) de la cédula de identidad no. Xxxx, ha presentado para su lectura y corrección de estilo la tesina denominada _____ . He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,

.....

Nombre tutor externos Se les da el nombre unos días antes de la defensa

Lector (a) de Tesis

Carta del Revisor

Lunes, 20 de noviembre de 2017

Licenciado

Leslie Elizondo Mora

Director de las Carreras de Inglés

Universidad Internacional de las Américas

Estimado señor:

La (El) estudiante _____, portador (a) de la cédula de identidad no. Xxxx, ha presentado para la respectiva revisión la tesina denominada _____ . Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,

.....

Título Académico y Nombre

Cedula de identidad

Carta Filólogo

(Solo si son de traducción)



U niversidad Internacional de las Américas

Código de Ética

La suscrita **escribir el nombre completo del estudiante** , número de carné: **escribir el número de cedula** graduada del grado de **Escribir el grado universitario por el que está optando el estudiante** de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

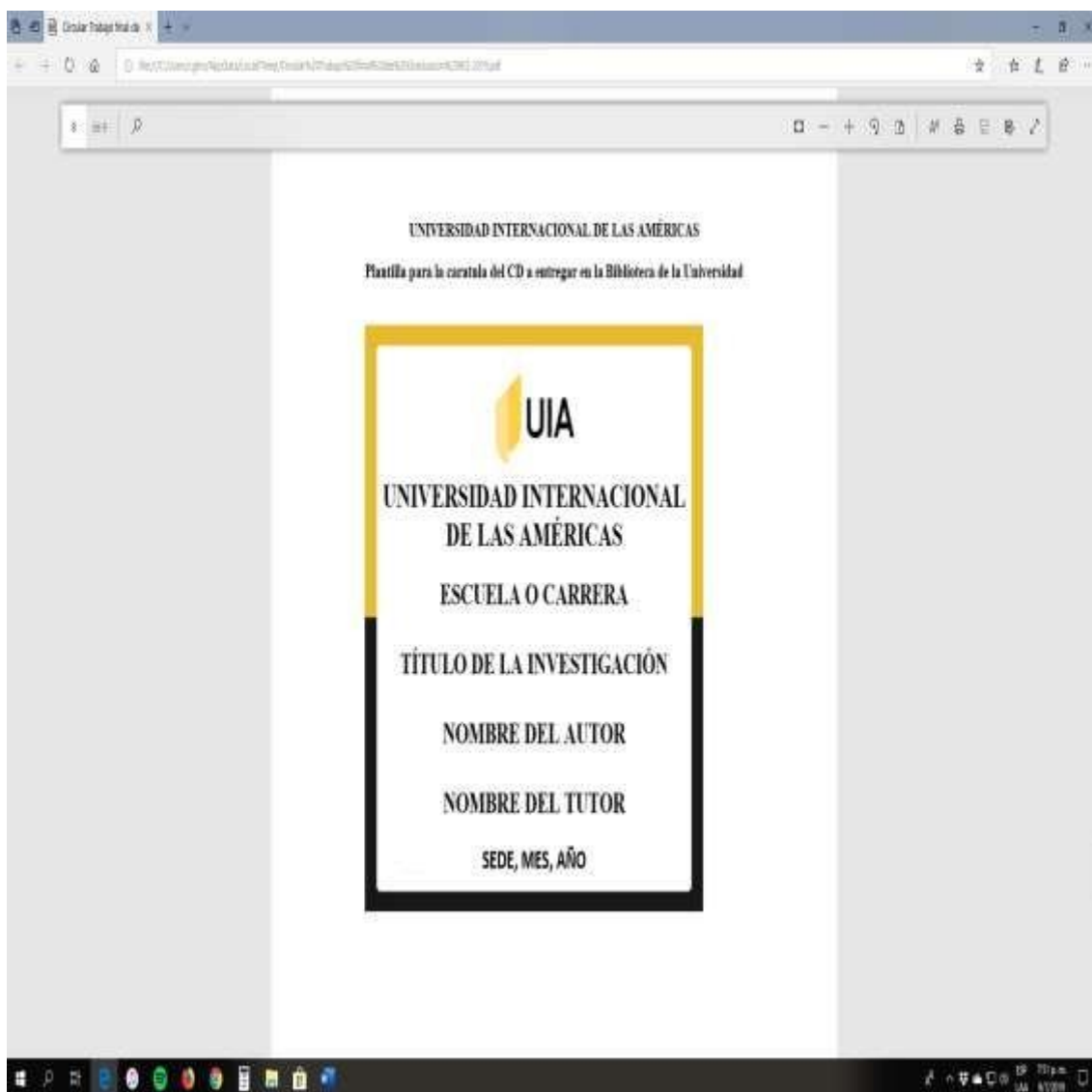
BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

Nombre de estudiante

Cédula

Plantilla para la caratula del CD a entregar en la Biblioteca de la Universidad

Formato para Impresión de Portada de CD de TFG



Utilización del formato:

1. Este formato cuenta con la medida estándar para las cajas de discos compactos de 12 cm x 12 cm, por lo que se recomienda no alterarlo en tamaño (imagen) o perderán la medida en la impresión del mismo.

2. Sustituya los campos descritos por los que corresponden al TFG que va a presentar
3. Para la impresión del CD incluya todos los campos: logos, carrera, título, autor, etcétera.

Documento en formato digital:

4. El archivo en digital debe ser idéntico al impreso
5. El disco deberá venir rotulado (CD)
6. El documento único deberá ser presentado en formato pdf (Adobe Acrobat o similar), así como se incluirán los ejecutables de sistemas elaborados, planos, diseños, imágenes, productos audiovisuales u otros elementos, no incluidos en el documento en formato papel, el estudiante tendrá la libertad de incluir, si así lo desea.

Disco Rotulado (Ejemplo)

