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TÍTULO DE LA INVESTIGACIÓN:

**LITERARY ANALYSIS OF THE BOOK LITTLE WOMEN BY LOUISE MAY
ALCOTT THROUGH A FEMINIST APPROACH.**

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Abstract

The purpose of this study is to analyze the impact of the feministic novels on the modern society. The main idea is to describe the information provided by the book and analyze them into a feministic approach. The finality of this process is to dissect the main reason why the author of the novel had decided write about a specific topic and how this topic affect the society throughout the years. Moreover, the main idea of the study is to analyzed the topic that are placed in the novel Little Women by Louisa May Alcott and dissect them into a feministic approach, and how these topics can be associated with the Costar Rican society in the actuality.

As the purpose of the study is to analyzed the feministic aspects of the literature, the researcher will gather information around and analyzed them into a today's society. The main idea of the researcher is to explore the same environment of the book and investigate the history that involve the characters at the moment, as well as dissect the reason that makes the writer of the book in order to create the book at the moment. During the analysis the researcher will examine and investigate the information provided not only by the book as well as the information provided by different places that the book was surrounded by, and how all this situation affect the society and more specifically how all these events affect the Costa Rican society.

Resumen

El propósito de este estudio es analizar el impacto de las novelas feministas en la sociedad moderna. La idea principal es describir la información proporcionada por el libro y analizarla desde un enfoque feminista. La finalidad de este proceso es diseccionar la razón principal por la que el autor de la novela había decidido escribir sobre un tema específico y cómo este tema afecta a la sociedad a lo largo de los años. Por otra parte, la idea principal del estudio es analizar el tema que se colocan en la novela *Mujercitas* de Louisa May Alcott y diseccionarlos en un enfoque feminista, y cómo estos temas se pueden asociar con la sociedad costarricense en la actualidad.

Como el propósito del estudio es analizar los aspectos feministas de la literatura, la investigadora recopilará información y los analizará en la sociedad actual. La idea principal del investigador es explorar el mismo entorno del libro e investigar la historia que envuelve a los personajes en el momento, así como diseccionar la razón que lleva al escritor del libro a crear el libro en el momento. Durante el análisis el investigador examinará e investigará la información proporcionada no sólo por el libro, así como la información proporcionada por los diferentes lugares que el libro estaba rodeado, y cómo toda esta situación afecta a la sociedad y más específicamente cómo todos estos eventos afectan a la sociedad costarricense.

Chapter I

Introductory Framework

Feminism in history has been a big subject to talk about in society nowadays. The power that this movement has in many decisions of women's rights has been a big factor. However, feminism has not only positively affected women's rights but also greatly affected the literature back in the 60's. Books like *The Awakening* by Kate Chopin, *Wayward Girls & Wicked Woman* by Angela Carter, and *Little Woman* by Louisa May Alcott are a few examples of how the feminist movement in that era was a big cry of protest at the moment when women were suppressed. There has been an obligation to be obedient and submissive to the society that men led.

1.1 Problem Statement

Throughout history, literature has been an important subject and has mainly been led by men. Writers like Shakespeare and Edgar Allan Poe, among others, greatly impacted society. However, when it comes to literature written by women, it is hard to find writers at the same time who have the same success as the others. The limit that women had to express their self. According to Claro (2020), women have to look for different sources to publish their ideas.

Women were recognized as or legally allowed to become publishing professionals in the late nineteenth century. As a result, much of their work was unseen, and women who were leaders in these family

businesses were printed and published under male relatives' names. (Para. 2)

This means that women needed the opportunity to express themselves, their ideas, and their feelings. The idea of women writing or expressing themselves at the moment sounded like an aberration and illegal at the moment; that is why many female authors have to publish their art with a man's name or a relative name to be taken into account.

On the other hand, society has progressed during the history of writing, but they have not changed enough to support and trust women to write and be successful. History has demonstrated that women around the world have been treated like garbage and even denigrated just because they are women. Women are now looking to be heard, trusted, and treated with the same respect that society treats men. Women are tired of working hard and not being even mentioned for their hard work. Society has been the main reason women must work hard for what they want and fight for their rights and well-being. However, the submissive and marginate state that society wants to put women in has become toxic and, in some countries, even dangerous for their lives. Throughout time, women have been outraged and insulted just for being what they are a woman by putting them into a dominant environment where they are "unable" to do many things, like have an equal salary or do a specific task. A few years ago, women were even unable to vote and decide which candidate was the best for their country.

Over the years, women have been looking for ways to break the link that makes them merge in a society where they do not have a voice to express their feelings and fight for their thoughts. Even though the situation has changed and men have taken into

account women for some tasks, the lack of equality and poor treatment that women received is still noticeable. However, the governments have worked so hard to eradicate the discrimination and the radical actions that affect in many ways women and their rights. Society still has in its own core the same patterns of behavior that still affect and devalue women in many ways. Although, many people worldwide ask themselves what would happen if women were taken into account from the beginning.

1.2 Objectives of the Investigation

1.2.1 General Objectives.

- To Analyze the literary element of the book Little Women through the feminist approach

1.2.2 Specific Objectives.

- To Identify the feminist characteristics of the main characters of the novel.
- To compare feminism in 1861 and today's society.
- To Analyze the feminist movement of the society of the book at the time.

1.3 Justification of the Study

The purpose of the study is to get a clear view of the situation lived by women in the 60's. During the history of writing, the ability of women to work has been hard to find. The possibility that women had to write at the time was almost null, and if there was an opportunity, the possibility of getting a paper was hard to find. However, the possibility that women have nowadays to express their ideas and feelings is different. On the other hand, feminism has been a huge subject in history for many decades. The limited access that people have to feminist work has increased during this time. In addition to the topic, giving those works a clear demonstration of the art and giving the

correct credit that those writers deserved is important for developing women's rights in the writing industry.

The fight that women have every day in order to get a better benefit or to be taken into account in some decisions has been a transcendental fight that has been crossing many decades through history. However, the mentality that this society has for women has created an incapable and select thought that women can only do certain things, creating a misogynist society. According to Rodríguez (2005), the society has underestimated women's ability. "Traditional history has contributed to making women's contribution as historical subjects invisible and to presenting an image of women as submissive and passive agents withdrawn into the domestic sphere." (p. 2) This means that traditional history has contributed to the type of society that we have nowadays. The short participation and the minimum support that women have, in actuality, have created a disbalance between women and men. In Addition, the purpose of the study is to give this society a higher view of women working in order to have equal competition in the industry. However, these actions cannot only give the area real competition but also real support and trust to those women nowadays who need it.

As mentioned before, the low exposure of novels written by women has been a huge challenge for writers nowadays. The research aims to give a clear example of this type of art, which may be that, at the time, society was not given the same respect and support that it does nowadays. The reality of feminist literature is that many societies nowadays have not accepted that women are capable of many things like writing, work, and voting, among others. Due to this situation, many countries have stepped aside to give more credit to women. By saying this, many women around the world do not have

the same rights that other women do. Doing this investigation gives those people who do not have the opportunity to learn about the topic and gives them the right tools to research and learn about the rights. The most important part is to give them the example of women who have passed through the same situations so they can step out and succeed in their careers.

Due to the reality of literature written by women nowadays, exposure to the same literature is crucial to society. The purpose of exposing women in literature can be to give those writers the real support that they deserve. Exposing the literature of those women can also give the audience the real purpose of these women by writing about a specific time in history that was a big change in women's rights. However, the reality of those writers is different. Then, the idea of implementing different types of literature for children in schools is going to increase the knowledge of the problem that women are suffering nowadays and also conscientize future adults and professionals to be more equal and supportive in those topics that women, unfortunately, have a huge gap on in.

Specialists have demonstrated that women have a huge impact on history. The continued fight for their rights has afforded many benefits to society. Rodríguez (2005) expresses the active participation of women in history: "Recent studies have shown that women's participation in political dynamics has a long trajectory, which is much more visible at different political junctures.: (p.2). This means that if people give women the right to fight and express their ideas and feelings, it will have a huge and beneficial impact on society nowadays. Giving the real support that women deserve can make a huge impact not only in the way of thought of people around the world but also give that part of society " the wings" that they need to be successful and believe in

themselves. Finally, they will be encouraged to do whatever they want and believe everything is possible.

1.4 Antecedents

During the history of literature, historical events have played a huge part in why the author decides to write a story about that situation. *Little Women* is one of the examples that literature has to represent a specific and important time in history. One of the most important situations in Louisa's life was the Civil War, a time in history when women were not taken into account to vote or were simply unable to speak out. The story of Jo, who, in her free time, starts to write stories about her journey, but she is not taken into account just because she is a girl, is a clear representation of the women's situation at the moment. The reality for many women at that moment was that they had to write their stories and share them with other women. The way that she shares their little stories with their friend, too, is the only way that she can be heard. It is sad, and at some point in the story, it is frustrating that she has to pass through that situation because of society.

Judith Fetterley talks about that situation that not only Alcott has to pass through, but thousands of women who want to express themselves have the same issues as her. According to Fetterley (1979), in many stories, Alcott has illustrated that if women write about life, they have to carefully plan how they will do it to avoid problems.

In "Pauline's Passion and Punishment," for example, the heroine consecrates herself to exacting revenge on a man who has loved her but married an heiress. In this carefully planned and well-relished project, she is assisted by

another man, younger than herself, who becomes her willing ally and almost slave. (p. 370)

This represents that Alcott has always fought for what she wants; by expressing them in her novels, she represents every woman's situation since 1862. It was a time when the situation of many people around the world changed due to the war. War is the only purpose of getting involved in a political situation in the U.S. However, this situation changed the lives of many women at that moment because, after that military encounter between people of the same country, women had the opportunity to speak out and be valuable. At that same time, women changed the government's most important part, the election process. At that same moment, women had the opportunity not only to be heard, to vote, and to have a voice in a process that was so critical to the country. This action has created a big impact not only in the U.S.A. but also in many countries worldwide.

Another important aspect that marks the way of thinking of many people worldwide is that women have developed and changed throughout time. The active participation and effort of many women worldwide have changed society in the way of thought and the way to express a girl. Recent research has demonstrated that women have more power than before. Throughout history, women have fought for their rights and defended what is hers. They had been more visible in political processes like the independence, the civil wars, and social and revolutionary movements. However, even though all those situations and good actions of women happened during that time, the reality of many women is other. Society nowadays has been in charge of creating a submissive and delicate image of women. They cannot do anything, and the only thing they can be in charge of is taking care of the house and raising their children.

The professor of the University of Costa Rica (U.C.R.) Eugenia Rodríguez S. researched the hidden stages of the feminist movement and the fight for the feminine citizens in Costa Rica from 1890 to 1953. She expressed the real concern that many people during the time had. Her only purpose when she did the research was to visualize and historize some events in the history of women that were important for society and needed to be considered. Moreover, she points out the socio-political change that Costa Rican society experienced during the period mentioned before and the importance of women's constant fight between 1890 and 1953. Rodríguez (2005) expresses that the history of traditional politics has been focused on the fight for women: "Traditional political history has been dominated by an approach that excludes women's struggles for different demands because it exalts male political figures, the narrative account of political events and the role of government institutions. (p.2) By expressing this, Professor Eugenia represents in her research that during the time, the traditional governments have always put aside women's rights for many different demands. However, she expresses in her work that one of the myths is that all the good things women have done were because of a political agreement or something similar. However, Dr. Rodríguez expresses that women have done all those things due to the good work and the hard work full of advance, setbacks, and contradictions that make these achievements for those girls even more important than the other things.

On the other hand, Wara T. Gasspersz, Tini Mogeá, Sarah Kamagi, and Imelda S. Lolowang researched feminist thought in little women. Their work described how feminism has become through the literature process. They express that in the book, The character Josephine March is the boyish type of girl who loves reading. Josephine, or Jo, was the girl who encouraged others to do things to be out of the "normality" moment. However, her

sisters were different. They were the type of girl that was perfect at the moment. For example, Elizabeth, or Beth, as she is called in the book, was a quiet and kind young girl who liked to play the piano. In the story, she was homeschooled and avoided going out and interacting in public situations. She is a clear example of how a perfect woman has to be quiet and submissive.

To begin with, the research talks about the different characters and how they express in some way feminism and the practices that, in an ideal world, women would be able to be and not be criticized for being like that. Additionally, the research talks about another topic that was and is important when we talk about feminism and women's rights, like the struggle for freedom: that means that in the moment of the story, all the responsibilities of the house go to the man of the house and the women did not have that liberty to support their families and support by them self. The only job they had was to take care of the house and raise the kids. The idea of independent women was an illusion and, in some cases, a sacrilege to think about that. Another one was the labor struggle: Joining the dream of being successful and writing her stories and sharing them with the world, she decided to send them to a magazine and get paid for it. However, she was a girl, and girls cannot do that. She had to send her work in her father's name to be recognized and get her deserved support, even though it was not her name. Finally, another one would be thought to find happiness: The book emphasized the fight for gender equality and how not only women at that moment but other sectors of society have to fight to be treated with respect and equality. Those actions try to empower and encourage girls worldwide to gain a stronger position only in their families, in order to gain a stronger position around the world, by showing society that a woman can be stronger and more powerful than a man.

Moreover, during the time of the feminist movements, women have been encouraged to write about certain topics. Costa Rica is included in that situation. Many writers can be Costa Rican, and they are feminine. Even though there is no clear document that states the work that women wrote, we can find a list of female authors that give this country the attribute of their art.

Unfortunately, the thought of not being intellectually capable of writing a book has affected those writers. The literary manifestation has been a patrimony of men. Moreover, they were the only ones who would be considered in this area. However, every woman has daily actions to fight for an equal environment, so she has made a few changes in the sector. By giving more opportunities to those women to express themselves and be what they want to be. Dora Lía Piedra Carvajal explains the image of women in Costa Rican literature. According to Piedra Carvajal (2004), she explains how society sees the situation of women and literature in the same ambit.

The determinism of the female sign binds female creativity to the naturalistic trap, "so feminist critique must first consider language and discourse because these are the means through which the ideology-culture pretends to make the signs of identity fixed and invariable. Invariable. (p.40)

This means that society nowadays has underestimated the power of a woman and how capable she can be of the same tasks men can do.

Finally, another topic to discuss is the image of the woman in Costa Rican literature at the beginning of the century. María Eugenia Acuña expresses the topic and how many

writers in Costa Rica have prioritized the importance of the feminist approach in literature. She expresses that a clear example of feminine literature in Costa Rica is Carlos Gagini, who has created many novels and poems with the sole purpose of exalting the feminine figure in his work. Acuña (1991) expressed that the main concern was the woman's position and the role she must develop to succeed.

Concern for women, their role in society, and the role they should play. This unusual position was adopted by one of the most important writers in Costa Rica at the end of the last century and the beginning of the present. He was Carlos Gagini (1865-1925), poet, narrator, essayist, and grammarian, known nationally and internationally, and as one of the standard bearers in the struggle for the self-determination of the peoples. (p. 151)

This means that after some time, many authors in Costa Rica have adopted the position that gives those women little support to succeed. Writers like Gagini have innovated on the stage of literature and have implemented the feminine topic to those sectors that were somehow a patrimony of men that the women of the time could not even think of being a part of.

1.4 Scope

- 1.** Analyze the real problem of the literature nowadays, based on Little Women by Louise May Alcott, and look for possible reasons for the actions of the authors.
- 2.** Give to that author who did not have enough support in the work, and highlight
- 3.** Evince the real situation of the women in 1960's and look for the answer of why they would not take into consideration even though of her great work.

4. Emphases about the changes that women has won in their fight for the right that can be reflected on literature.

Chapter II

Theoretical Framework

Society nowadays has changed because of the actions related to the challenging work of very distinguished women around the world like Louise May Alcott, Mother Teresa of Calcutta, or Mrs. Vice President Kameela Harris; this woman has created a huge change in many ambits of life. However, this change has not happened since yesterday; this action has been a fight for many years. Moreover, besides being a fight, this theory has been discussed for many years, so in the following chapter, the purpose is to talk about the different theories in literature and, specifically, the theories that have been studied. Finally, as soon as the different theories have been understood, the following steps will analyze the different parts of the book Little Woman Approaching in a feminist term.

2.1 History of feminism and underlying topics

2.1.1 History of the feminism

Over the years, different movements have demonstrated that the only way to change our society is by fighting for rights and for what they want to be. The reality of the minorities that constantly have been mistreated and put aside has marked a huge gap between people. Moreover, the term feminism is unclear to many people worldwide, and some are not even sure how feminism works or how people can be a part of the movement and make a meaningful change. However, feminism was not the only group fighting for their rights daily. Groups like LGBTQ+ and Black Lives Matter group are examples of minorities fighting for their right and what they want to be.

However, the history of feminism has been told many times, but not many people know when this movement started and how it became real. According to Burkett and Brunell (2023), the historical documentation could be more extensive in the context of early organized resistance to this constrained societal role. However, a significant event occurred in the third century BCE, wherein Roman women congregated on the Capitoline Hill and effectively barricaded all the access points to the forum. This protest unfolded as a response to Consul Marcus Porcius Cato's opposition to efforts to abolish laws that constrained women's access to luxury items. This means that women have been fighting for their rights and lifestyle for a long time, and even if that fight has created changes, it is not enough for them to stop fighting about it.

According to some researchers, feminism had four waves over the centuries, which has created a meaningful change in a certain topic that women of that period would never have considered. Like the feminine vote, the possibility of having a better education, a better job opportunity, or simply, women can be considered when it comes to a major decision. Those women who speak up for others have changed society and how the rest see women. However, that fight and those changes have yet to be enough to create an equal environment where everyone has the same opportunities and rights. Moreover, women continue fighting nowadays to be free, to be equal, and not be treated like an object that only works to be left at home and take care of the family. As in many countries fem, feminism has been a big topic to discuss and to take into consideration. The reality is that not all countries worldwide have the same opportunities and benefits for women. Latin American countries have been characterized as misogynistic and led by a patriarchal society where women are not able to be successful by themselves. Countries like Costa

Rica have been affected by a society that has created uneven opportunities for women in many habits of their lives. The economic, political, and social situation that women in Costa Rica have experienced has often been a concern for the government. Even though the government has made substantive changes, there must be more. Nevertheless, the reality in Costa Rica is different than other countries.

The main question has always been that feminism in Costa Rica has been a fact for a long time, but what is the real history of feminism in Costa Rica? This question was answered quite a long time ago. Quesada Chavez (2021) explains that Costa Rican feminism should be placed within a broader context characterized by the burgeoning and progression of feminism on the international stage since 1890. Significant movements and phenomena originating in other nations led to crucial battles that resulted in historical advancements for women in Costa Rica. This underscores the notion that the diffusion of ideas also contributed to the societal transformations in Costa Rica. This aligns with the idea that global societal paradigms shape and impact nation-state identities, structures, and behaviors through worldwide cultural processes and associations. This means that as the first wave of feminism has impacted many countries worldwide, this same wave has impacted Costa Rica, but the reality of the women in Costa Rica was not done in 1890.

2.1.2 Feministic Movements in Costa Rica

This battle has been increasing every day. The idea of this movement is women's safety in Costa Rica and equal economic and political opportunities. In the history of feminism, three main movements have existed that have overseen what people know as the feminism movement in Costa Rica. The Theosophy, Freemasonry, and emancipatory

movements have been the main three forces that have led the feministic movements in Costa Rica. The only difference is that this force has been revolutionized with other ideas from other countries. This structure has played a crucial role in boosting and supporting feminism in Costa Rica. The main purpose of this movement is to fight for the social injustices that women must suffer, like the uneven job opportunities, the misconception that society has of women, the obstetric violence, and the intrafamilial violence that many women suffer nowadays.

2.1.3 Women's situation in Costa Rica

The situation of the women in Costa Rica has been an important topic for many politicians nowadays. Women's injustice and insecurity has been an important topic to discuss in the Senate. Femicides have increased exponentially in recent years due to people's misinformation about the topic. According to the minister of justice (2023), in 2021, the country had a total of 404 femicides, according to the last official report. Then, in 2022, the judicial power counts forty-seven femicides. Finally, the justice department has counted this year a total of fifty-six femicides; this means that even though the feministic movements have marched and fought to create a change, the reality is other, and unfortunately, the society has no change. Furthermore, women are still seen as an object or someone who must be in charge of domestic activities. However, the real power of women is other; women in Costa Rica have demonstrated to society that they can develop the same activities assigned to men. The injustice that women suffer directly and indirectly daily has marked a huge gap between the population and, as a result, has created discomfort among the citizens. However, the reality is that women can do things as presidents or even have job opportunities. History has demonstrated that women can produce the same activities

and make the same decisions as men. One of the biggest examples of women's capability is Francisca Carrasco; history tells us that even though the conditions and the opportunities that women had now, she was the first woman to join the army and be a high-ranking military on the national campaign of 1856 and 1857. Even though she was not educated, she demonstrated that everyone can be capable and useful in doing anything they want. In addition to the topic, this constant fight that women have in the last few decades proves to society that changes are necessary to progress into a more equal atmosphere where women and men have the same opportunities.

Thankfully, to the feministic movements, women have been considered in different spheres in society, such as the professionalization of education, which means that women can be professionals and be educated. The feminine vote, since 1923, women have been able to pick their politicians and have a voice in a political environment. Another achievement is the even paycheck for the feminine teachers. In the 40s, female teachers did not receive any raises or benefits. However, in the 40s, the feministic movements could make a huge change in that subject and found an opportunity for a woman and, as mentioned before, an even paycheck. Finally, the feministic movement, in their daily battle for their rights, one of their achievements is the eradication of feminine violence at its manifestations. The reality of the women at the time was that they were oppressed and did not let me have an opinion. Since 2020, this woman has tried to reflect upon the increase of femicides around the country with the idea of decreasing and, at some point, elimination.

2.1.4 Influence of Feminism on Costa Rican Literature.

The misconception of women's capability is a reality in Costa Rica nowadays. However, this situation must stop the desire of the female authors to write a book and feel free with their ideas. Even though female authors have stood up and spoken for their rights, the reality is that they are not taken into consideration. Mora Zamora (2021) expresses that in the realism of Costa Rican women's pursuit of writing, there is still a lingering presence of gender-related inequality and responsibility. However, historical improvements have undeniably been made. While Costa Rica, like the global context, has witnessed progress, it is essential to acknowledge that the problem has yet to be entirely eradicated. Finally, the problem still needs to be resolved entirely. In that case, it is important to understand that by giving the change or the capability to those authors to express their ideas, there will be an even environment and a huge lesson for those future children to be better citizens.

2.2 Literary Theories and Approaches

Literature has been a huge aspect of society around the world. The ability that literature has on society has helped and created the society that we know. However, the main question could be, what is literature? Many experts have some definitions of what literature is. Many people define literature as a way of expression. Others define literature as a mystical process; others say it is a way to express disconfirmation.

Furthermore, criticize some topics. However, there are many ways to define or describe what literature is. Merriam-Webster (2004) says, "the product of written works having excellence of form or expression and dealing with ideas of permanent interest. The written works produced in a particular language, country, or age" (p.420). This means it

does not matter where you are from or your language. Literature gives the writer and the reader the opportunity to express themselves and their ideas.

On the other hand, literature, like other art forms, has a procedure to follow to succeed. The idea of the creation of art is not just an end in the fact of having an idea, which is just the beginning. Like other processes, writing a book, a show, a poem, or a story has different steps to follow to have coherence, exactitude, and naturality. However, when we talk about literature, there are some points to consider when we analyze or criticize literature. We need to consider points such as when the story or the novel was written. These social events happened at the moment that the book or the poem was written or took into consideration if the story or the novel was written by a man or by a woman. This last one even sounds misogynistic and, at some point, in actual society, sounds old and retrograde, but studies have confirmed that books that a man wrote are completely different from books that the author is a woman. History has demonstrated that man has made the most important decisions. Important jobs like being a lawyer or doctor have been a job for men in the past. According to Sefchovich (2021) express in their book that literature is like a society that a man has led and that the most important title in history has been in charge by a man. She expresses that the big decision that must be taken in history has been made by a man, not a woman. Moreover, literature stays caught up.

Throughout history, women have been invisible. The kings and rulers, the warriors who fought battles, the architects who built, the doctors who relieved, the adventurers, the discoverers, the bankers, businessmen, journalists, and painters were men. Political posts and literary prizes have gone to men; great musical works were composed by men, and economic decisions have been made by men. From an

early age, we all, men and women, learn that we owe them what the world is and that we explain life to ourselves through them and their work. (p.1)

This means that women have been left behind during this time and are not taken into consideration. Moreover, I am not liable for those actions that happened so many times in society that we can see them as normal. However, the reality is that we got used to it because society has been built up like that long ago. Nevertheless, literature has been a way to express sorrow, love, and happiness. Literature is used to express feelings and anguish and tell a story about an event. Authors like Platoon, Shakespeare, Edgar Allan Poe, and even Pablo Neruda have used the literature to express the situation of the moment and, as said before, to express the feelings that they had now. Studies used to explain that literature is a type of storytelling that captures a topic and reflects what is happening now. It is humanity's oldest way to express their events and portraits in a different form, not only the actual event.

On the other hand, literature has developed art and created a way to analyze and detail it. This process of identifying and analyzing information is called literature analysis. Hébert (2022) expresses that the analysis is broadly speaking of things and explains either entity or characteristics, among others: "An analysis is an operation that assigns one or more characteristics to an entity (the object), and this characteristic is related to the object (because the object possesses the characteristic. (P.1) This means that the analysis of anything is an operation that assigns any characteristics to anything. Moreover, the literature analysis can be an operation of any literary device, giving them a purpose and extended analysis of each part. The idea of giving more importance to it gives more credit to the author and gives more importance to the novel.

There are some topics to consider when we do a literary analysis. For example, the corpus, the literary work, the approach, the theory, the theoretical methodology, concepts, and text, among others. It is important to consider these steps deep down in a literary analysis. For example, many novels and literary devices have an approach or a methodology to get a path to somewhere or get a focus on some important aspect of the book. Another criterion to consider is that we must set up if the book or the novel has a methodological or theoretical incline of expression. This aspect will help the reader understand and clearly criticize the novel with the right objectives and criteria. However, there is an easier or lighter way to do literary analysis by explaining the characters, the plot, the settings, and the point of view, among others, but not giving them the methodological or theoretical direction. This will make it easier for them to understand and analyze uniquely. According to Hébert (2022), it is important to identify the type of analysis you will do to create a correct analysis.

In analyzing one or more theoretical or methodological texts or texts of applied analysis, the analysis takes as its object one or more whole texts, whether these are articles or chapters of a publication or entire books. This kind of analysis is not necessarily the same as the analysis of a theory, a method, or an applied analysis since these may be elaborated throughout several texts by a single author and by different authors (P.3)

By saying this, the importance of knowing the topic and the essential information of the book is critical to creating a good work. A good analysis will give the audience the right information besides what the authors say about the book or the characters.

Another criterion is that books have different approaches or methodologies for historical topics and situations. These methodologies or ways to approach a book are called literary approaches. This means that it all depends on what the author wants to focus on to write a book. In actuality, there are two types of approaches. There are internal and external approaches, depending on the author's focus. As mentioned before, the literary approaches tell us the domain of the book, whether it is narrative or sociocritical, the case of the internal approaches, or if it is an external approach. The readers need to define if the approach is geographical, criminal, criminological, or sociological; as said before, it all depends on the approach the author wants to deliver in the book's development. Hébert expresses in her book that the usage of the literary approach will depend on the type of book the writer is working on. Studies have demonstrated that several approaches can be used to write a book.

Nevertheless, the challenge to using an approach is to use the correct approach or give the correct path of what the author wants to express. Certainly, the studies express that there is not only one approach in a book, but several approaches go hand in hand, with the only one finally giving the readers the real message that the author wants to express. The incorrect utilization of an approach can lead to a message that is different from what the author wants and, on some occasions, can generate controversy and many other problems that can be avoided with the correct usage of the information.

However, the book's author also tells us the difference between an internal and an external approach. Hébert expresses in her research that the approaches, as mentioned before, are various degrees, which can be either internal or immanent in how they treat the text. Those internal approaches include narratology, rhetoric, stylistics, linguistics, or

semiotics. Nevertheless, the external approaches that Hébert describes exist as literary history, literary biography, or the study of literary context, among others. In some cases, the approach of the literary analysis can be the description of the author's psychoanalysis that is defined as external to the text (external approach) or the psychoanalysis of the characters that is internal to the text (internal approach).

Moreover, the external approach is related more in a methodological way than the internal approach because this approach methodologically "excludes" the context of the information, and the internal does not do the same process. Finally, the internal and external approaches are not related in context, which means that the internal approach can have a meaningful context by itself and vice versa. This means that both types of approaches can be meaningful without being connected by the other one.

Now that we discuss the internal and external approaches, some readers can still have the same meaningful question: What is an approach? To answer that question in easy words, the literary approach is a way readers use to analyze and interpret literary text. According to Merriam-Webster, an approach is to come close to something the same as the original version or to advance to something special to create a desired result. As mentioned before, writers can use several approaches in their literary text or several ways that the readers can use to get the desirable result. Those approaches are formalistic, Historical, psychoanalytic, feminist, Marxist, postcolonial, reader-response, criticism, deconstruction, ecocriticism, queer theory, and cultural studies. Those approaches have helped many writers and readers give the literary text a new point of view or a new path that could have been different in the past. The challenge for the readers regarding an approach is that those methods constantly change, and something normal can be completely different easily and

quickly. Thus, this can also affect the readers due to the constant change in methodology. This can make it hard for readers to establish a real approach outside the most common ones. As mentioned before, the utilization of the approach will change according to the books the author wants to talk about.

Now that we have talked about the different approaches a book can have, this research will focus on the feminist approach. It was one of the main approaches Louise May Alcott used to write the book. As many readers have mentioned, Louise May Alcott wrote the Little Woman book when women were quite subprime and were limited in what they could and could not do. However, as we have asked, what does a feminist approach mean in a book? According to Harp, Loke, and Bachman (2018), some research explains that the feminist approach focuses on how gender and gender roles are represented in a text and how they relate to the experience of women to express that the feminist theory has made a substantial change in society nowadays. Accordingly, to them, the perspective of the feminist theory has been labeled with common elements presented in the approach.

Just like feminism itself, feminist media theory and research are also diverse and heterogeneous. Since we live in a mediated world, and gender is a mediated experience, feminist scholarship has paid careful attention to media forms, especially since the 1970s and onward. While the study of media from a feminist theoretical perspective is vast and varied, early on, most attention, Representation has long interested media scholars, who have argued that media forms, factual or fictional, send important messages to the public about distinct groups. (Para.2)

This means that feminism has been a big movement since the 1970s, and women's fight to get what is right for them has changed many aspects of their lives. In many aspects of life, women have changed to be more involved with the decisions and things that can change women's way of living. The main goal of these actions is to be more present and have more presentation in a society that, most of the time, is led by men or is ruled in some way that women cannot benefit from the decisions taken.

Because of these actions, other movements have been involved, as much as feminism, to fight for the same things or benefits those girls wanted. These movements that fight for the rights of the minority are called social movements. These social movements have made substantial changes for their communities; some of the examples are a marriage of the same sex in the LGBTQ+ community or the right to vote for women and Black people. Those are a few examples that demonstrated to society that to change the world, it is important to fight to make a change.

2.3 Themes, Symbols, Motifs

2.3.1 Themes

The themes of a book are an important part of the analysis. This specific topic makes the book the sense or the real treasure of the same one. According to some research, the theme of a book is the part of the book that gives meaning to it, meaning that the themes of the story are what the book is about and what the plot of the book will discuss. Some books or authors use more than one theme in their books. This gives the readers the ability to go through many stages of history without getting lost in the story's main purpose, giving a meaningful message. However, going deeper down to the main meaning of the theme,

what a theme is or what they do still needs to be clarified. Some research expresses that the themes are the topics of the text. This topic can go with the motif and the leitmotif; these last two support the themes and give them sense.

However, the theme can be the real treasure of the literary text. The book's themes give the audience a sense of being in the same situation as the main character. This is because books, in many cases, are based on situations of real life that people are passing through at the moment. One of the biggest examples is *The Boy in the Striped Pajamas*; this book the main theme of it talks about the situation that many Jewish people had to pass through in the Second World War and how they were sacrificed like animals just because they had different beliefs. Another example could be the book that is being analyzed in this research. *Little Woman* by Louise May Alcott is another representation of the usage of the themes in the way that the book talks about how the woman has to get rid of most of her belongings and stop having a life because the men of the century were on a war so if they had sacrifices woman has to have sacrifices too. Without taking into consideration that they already had a complicated life.

These are a few examples of how themes can be related to situations that involve humanity. In addition, a theme can represent a change in humanity that is so important that it needs to be portrayed in a text; the next generation can read about the topic besides a study book and learn what happened and what the people of the moment did to change the situation and make a change that makes life easier nowadays. This decision or action our ancestors took to make the world a better place or make life easier for everyone has been placed in books to show them the themes. However, authors can use some types of themes in literature texts, depending on what they want to do. The authors use twelve common

themes: power, family, identity, loneliness, friendship, free will vs. fate, hope, love, war, childhood, coming of age, environment, and climate change, among others. These are the most common themes that readers can find in a book.

Adding to the topic, little woman stays on that list. In this literary text, four themes are the most important topics of the story: Women's struggle between familial duty and personal growth, the danger of gender stereotyping, the necessity of work, and the importance of being genuine. This theme represents, in a macro view, how women feel now about the Civil War and how they fight to make a change. Moreover, these topics are a clear representation of the internal fight that women of 1860 has to be independent and successful and as well fit into a society that classified them into a submissive and male domination environment. The fact of expressing their own ideas and thoughts, was clearly a sin for them at the moment.

2.3.2 Symbols

Another topic to take into consideration when and is being analyzed is the symbols. These literary devices are the second most important thing to take into consideration. Symbols are petty things that are in place in the book that mean something important to the reader. However, the symbols mean different things for all the books. For example, scientific books use symbols, and literature books use other symbols. According to Dupriez (1991), the use of symbols depends on the type of books a person reads: "Not all symbols are iconic in origin. Scientists create symbols as needed arises to shorten transcription and write formulas. In so doing, they frequently use the technical term's first letter(s)." (P.443)

This means that the real origin of the symbols does not have a specific meaning, and it all depends on what the literature text is about. It can be a definition of something, like in the case of science, or a representation of something, like literature. Nevertheless, there are seven types of symbols concerning literature matters. All depends on what the author wants to emphasize, like in the case of Romantic symbols, which represent the course of a romantic relationship in a book, or the emotional symbols, which are commonly used to represent the development of emotions in a text or the religious symbols: that are used to represent something in a godly context, or the symbols as colors: that represents anger, passion, and danger, the symbolic objects: that they mostly used to represent commitment, or the animals: that can symbolized wisdom and finally the weather conditions: that typically symbolize turmoil.

As mentioned before, the symbols represent emotions and situations about to happen in the story, among others—the importance of symbols to give this mistress to the story without saying what will happen next. The symbols give the reader the time to get involved with the story and interest in it. Relating these definitions to the book *Little Women*, there are two important symbols that we cannot begin with; the first one is the umbrella, which symbolizes the protection that a man can offer a woman. The burning in the book symbolizes writing, genius, and anger; in addition, it can symbolize resistance.

2.3.3 Motifs

Finally, motifs are the third most important topic to consider when analyzing a book. The motifs work together with the themes of a story. They oversee giving a deep meaning without being complex or having much information. The motifs are commonly

more abstract than the themes, but as mentioned before, they have the same or bigger and powerful meaning than the themes themselves.

To begin with the topic, a motif can be an image or idea that appears frequently in the story and has a symbolic meaning. As mentioned before, the motifs can be symbols, sounds, actions, ideas, or words that add to the story and strengthen by using images and ideas in the book, throughout them, using the narrative. The motifs emphasize what is important about the story by using a repetition of sound, images, or symbols. The motifs allow the authors to create a poetic and narrative text by hooking the readers to the story.

Some of the motifs of the little woman can be the music related to the feminine duty or represent the passion in the story. Another one can be the teaching that reinforces the idea of the book in a didactic way. Likewise, the book reflects the society they live in now, where girls cannot go to school and learn about something. Finally, the differing language uses align with what society expects about women. In the book, Jo, the main character, and Amy, her little sister, mispronounce some words, representing independence and freedom.

2.4 Bio del author

2.4.1 Louisa May Alcott.

Louise May Alcott, or as we know her by her character, little Women Jo, was born in 1832 in Germantown, Pennsylvania. She was the second of four children, and they were educated by her father, Bronson Alcott, who was a teacher and philosopher. The Alcott family was Concord, Massachusetts's most famous and supportive family. Their contributions to the community have made them the most loved family in town. An

example of their contributions is that Louise was the first woman listed to vote for the city of Concord, and with that change, she incentivized the other women of the town to go out and vote. In the same way, as is mentioned in the story, one of the members of the Alcott family went to the army during the Civil War.

The only difference with the book is that it was not her father who went to the war; it was Louisa who went to active duty as a nurse in the Civil War of 1860. During her childhood, Louisa was characterized as a storyteller. Most of her family and friends know her as she spends hours in her house with her while she tells them about her day. Furthermore, Alcott was well known because of her stories. Her way to get out of the reality was her stories and mostly what happened in her life she used as a benefit to write a new story about it. Louisa was also known as being an activist and fight for the equality of the others. She always doctrine her believes as her parents thought her and give the support to the ones who has in need.

Louisa May Alcott was the abolitionist of her time; she published over thirty books, short stories, and poems. Some people used to say that she was an ambidexter, and when she got tired of writing with her right hand, she changed to her left hand and continued writing. As mentioned before, Louisa never stopped to continue pursuing her dreams; her parents supported her in the whole process; even her dad built her a desk to push her to continue writing; on that desk was where her best-seller, *Little Woman*, was written.

2.4.2 Trajectory of the author

As mentioned before, Louisa May Alcott has always been great at being a storyteller. Her relatives and friends spend much time here, hearing her stories. At a young

age, Louise May Alcott wrote books and stories. When she was eight, she started to write poetry and short stories that appeared in a popular magazine. Alcott, as her other sisters characterized to be passionate of what she does as a result her stories and her poems that she made at her young age were a clear representation of her wild and free spirit that she has.

Then, in 1854, when she was twenty-two, she wrote her first book, *Flower Fables*. Then, in 1863, Alcott was enrolled in the war as a nurse, as she helped the military in the Civil War and wrote many letters to her family back home. Those letters became famous after she collected all the letters and created the book called *Hospital Sketches*. This book relates her magnificent and truthful labor as a Civil War nurse in Washington, DC. After her service as a Civil War nurse in Washington, DC, she got ill from pneumonia and typhoid.

During her time, she contributed to women's rights and helped people to be educated with her stories. According to the Louise May Alcott Orchard House Museum (1912), she created a phenomenal success with her novel *Little Women* as the American juvenile heroine.

Virtually overnight, Little Women was a phenomenal success, primarily due to its timeless storytelling about the first American juvenile heroine, "Jo March," who acted from her individuality as a free-thinking, flawed person rather than the idealized stereotype of feminine perfection then prevalent in children's fiction. (Para.

8)

By saying this, Louise May Alcott captures her revolutionary thoughts throughout her book and her actions and contributions to the Concord community. The creation of Jo March (Louisa May) reflects her free spirit and her need to create a better and equal place for everyone.

2.4.3 Awards and Records

The Alcott family created many changes in the many ambits of the story. Louise, in a specific case, with all her success with her books like Little Woman, Little Men, Jo's Boys, novels like The Inheritance, moods, under the Lilacs, Jack and Jill: A Village Story, and her short stories like cupid and chow-chow, my girls, etc, lulu's library created a different view of the woman 1860 besides the original picture that society has at that moment. However, she could change her family life and others to be as successful as she was.

As a result, her little sister May plays the character Amy in the book. She could follow her dreams and be a successful artist as she was a successful writer. On the other hand, her father was a professor and a philosopher. With his knowledge, they created the first summer school for adults to learn about certain topics and express their ideas without being left behind because of their sex or their raise. Moreover, her father helps her with her successful novels and stories.

Mr. Alcott wrote the poem to Louisa May Alcott. Her father retails about her journey as a nurse in the Civil War and her actions in helping others get through the rough times. During her adult time, she had to care for her niece Louise May (nicknamed Lulu). As a result, she created the short story Lulu's Library, a trilogy of stories and anecdotes

about her niece in her day. As mentioned before, Alcott always used the situations that happened in her life to create a great story, as an example Louisa gather around all the letters that she send to her family during the civil war and the anecdotes that she lived at the moment and wrote hospital sketches. She always found the good side of her life's situations and create a great story.

Finally, Louise may Alcott, with her free spirit and independent soul. She has not only impacted her books but also the lives of many women in Concord. One example is that May Alcott was the first woman registered to vote for Concord City and encouraged the other women to do the same.

2.4.4 Difficulties

Like the other women of the century, Alcott had several problems regarding liberty and rights for women. She and all the Alcott family members were pointed out for being different at a time when being different was something wrong. The idea of Mr. Alcott creating a school where everyone could be considered without being left behind was an opium dream for Mr. Alcott, and he even created the school in the backyard of his house and invited everyone to be a part of that process. However, that dream fell off pretty soon when everyone in the community turned off his crazy idea and continued with their "old-fashioned" traditions. However, the Alcott family ultimately continued working hard with what they wanted. They could change the perspective of many people of Lexington by showing them that being educated is not bad and that it is important to expose their knowledge by using good things.

Another thing that made the life of Louise May Alcott was that when she was a service nurse in the Civil War of 1860, besides helping many soldiers with her actions, she also was exposed to many diseases and situations that she expressed happened in her book hospital sketches, that was a recompilation of letters that she send to her family in her duty time. Besides her time at the war, Louise May Alcott got extremely ill when she got typhoid fever and pneumonia because of her duty. As is mentioned in Little Woman, her family reserved a telegram telling them about her status, and her father made a special time in her room so she could recover from the illness.

Another difficulty that they had was that her little sister, Elizabeth or Beth, passed away before they moved to the orchard house. Because of her death, the family was concerned about the situation, and she decided to honor her by creating a character that transcended the lives of many women during that time. The character Beth March expresses her free spirit, and her musical taste makes the readers love the character and, at the same time, honor the angel of the house (that is what they called them).

2.4.5 Best Sellers.

Louise May Alcott created over thirty works of literature, including books, novels, short stories, and poems. Her work only expresses her active duty of fighting for an equal environment for everyone. Furthermore, her bookmarks theirs before and after in many aspects of life. Her most famous best-seller, Little Woman, reflects Jo March's life, a girl who always desired to be free and independent, to be successful without the help of any man. To Louise, the idea of a woman who does not need anyone's help has been captured in her books without losing the funny sense that makes her book famous. According to the

Louise May Alcott Orchard House Museum (1912), she always liked to write about melodramas, and because of her passion for writing, people had the opportunity to read her work.

For Louisa, writing was an early passion. She had a rich imagination, and her stories often became the basis of melodramas she and her sisters would act out for friends. Louisa preferred to play the "lurid" parts in these plays -- "the villains, ghosts, bandits, and disdainful queens," as she put it. (Para.2)

This means that Louise May Alcott has always loved what she did with her book, and she captured that free soul that she had. She did not care what she had to do if she had to teach, see, or act, but she would do anything to take care of her family and help them succeed in their lives.

*Another book that greatly impacted people's lives was *The Hospital Sketches*, which represents her journey as a nurse and how she was fascinated by what she needed to do and what she saw while being a nurse in Washington, DC. This book was a major critical milestone in her literary path.*

2.5 Plot of the book

2.5.1 Summary

The book starts on a Christmas morning. The four sisters found books and copies of the pilgrim's progress under their pillows. Then their mother, Marmee, encouraged them to give away their breakfast to a poor family, the Hummels. Their elderly neighbor, Mr. Laurence, rewarded their charitable activities by sending over a feast. Later in the book,

Meg, the oldest, and Jo are invited to attend a New Year's party at the home of one of her wealthy friends, Sally Gardiner. At the party, Jo meets Laurie, and he escorts the sister's home. The sisters regretted returning to their daily routine after their holiday festivities.

Then time passed, and one sad day, the family received a telegram saying that Mr. March was ill and he was in the hospital in Washington, DC. Marmee went to DC to take care of Mr. March. At the same time, Jo cut and sold her hair to help her mother to finance the trip. On Marmee's trip, Beth teeters on the brink of death until Marmee returns. In the meantime, Amy, the youngest, sends time to her aunt's house to escape the disease. However, unfortunately, Beth did not recover correctly from the scarlet fever. Then Mr. Brook, Laurie's tutor, falls in love with Meg, much to Jo's dismay, and part one finishes with Mr. Brooke and Meg engagement. Finally, in the second three years, Mr. March is finally home from the war, and Laurie is nearly done with school. Then Meg married Mr. Brooke and moved out of the home. Then Jo got her first novel published, but she had to cut it out to please the publishers' orders. Meg struggled with her housekeeper duties and later gave birth to the twins.

Amy got to go to Paris to study art instead of Jo. Then, the sisters start to believe that Beth ends up with Laurie. Jo, to escape from his affection, moves to New York, and she can win Laurie's affection. Then Jo comes back home, and Laurie proposes to her, but she turns him down, and Beth soon dies. Then Amy and Laurie reunite in France and fall in love, and they get married and return home. On her trip to NYC, she meets Professor Bhaer, who discourages Jo from writing sensationalist stories at the end of the second book. Then, he recommended an effortless way of writing, and she took advantage. At the end of

the second part, the novel ends with the family gathering, and each sister is thankful for her blessings and each other.

2.5.2 Characters

Jo March:

She is the main character of the story. These characters represent Louise May Alcott, and her characters are based on her personality. Jo is an outspoken tomboy with a passion for writing, which was unacceptable for a woman at the time of the story. Jo always represents the free spirit in the story, and her personality represents a woman's independence and hard work.

In the story, Jo refuses to marry Laurie, and Professor Bhaer, in her remarkable actions of being a stronger and independent woman, is a clear example of the feminist approach not only in the book but this character also represents the strong belief that the author had when she wrote the book. Jo is an unusual character for nineteenth-century didactic fiction. Her rebelliousness, anger, and outspokenness do not make her unappealing; they suggest her humanity. Jo is certain to represent the American heroine of the moment.

Beth March:

Beth is the third of the March sisters; she is shy and quiet. In the story, she always tries to please other people; like Jo, she always tries to keep her family together. In the story, Beth always struggles with minor faults, like her resentment for the housework she must do. However, her musical incline has represented her not only in the real life, as well as in the book. Her sisters always remembered her as a pure soul that always wanted to help

the other besides to her own safety. As a main example, her illness. She got scarlet fever after being in charge of take care a poor family during the winter.

As mentioned before, Beth represents the old-fashioned character of the nineteenth century as a good person. Her death was so important to the Alcott family as they pictured her as a heroine in a vastly different and particular way than Jo. Even her death was captured in the story as the angel of the house. Beth and Jo were close. Their personalities, the outgoing personality of Jo and the quiet personality of Beth, and adding to the situation that both had some antisocial tendencies, make them believe that neither of them wants to live in the world the way it is.

The way society is forced to conform to social conventions of female behavior makes them so much alike. In the opposite way, her older and younger sister Meg and Amy, the generous Meg, and the selfish Amy both find their place in the premade world.

Amy March:

Amy, the youngest of the March sisters, and her characteristic artistic beauty makes her a revolutionary character because the women could not express themselves. Amy and her manipulating manners toward other people make her more unlikely than Jo. May always act as the perfect lady and pleases the others around her. At the end of the story, she gets what she wants: popularity, the trip to Europe, and Laurie.

Her character serves as a foil character whose attitudes or emotions contrast hers. Amy and Jo, both characters with artistic manners, struggle to balance society's

expectations with their natural inclinations. At the end of the second part, Amy and Laurie had the blessing of a child without making Amy do not follow her dreams.

Meg March:

She is the oldest of the March sisters. Her character is the society of the nineteenth century. Her character always battles her girlish weakness for luxury and money, but at the end of the story, she ends up marrying the love of her life, Mr. Brooke. As mentioned before, Meg represents the conventional and good woman; her personality is pretty like her mother, for whom she was named. Sometimes, Meg tries to alter her personality and who she is to please other people.

At the end of the story, Meg becomes an agreeable housewife, pretending to like politics because her husband does and forgoing luxury because her husband is poor. As mentioned before, Meg is the Representation of the conventional woman of the century who looks pretty and takes care of the house and the kids, besides Jo, she is an adventurous and independent woman who does not need a man to feel complete.

Marmee:

The mother of the March family, Meg, Marmee also represents the old-fashioned type of lady of the nineteenth century. After her husband, Mr. March, went to the war, she had to take care of her family while her husband was away. After receiving the telegram of Mr. March's condition, Marmee had to move to DC to take care of Mr. March. As she is a conventional woman, in real life, Abby or Marmee, as it is called in the book, encourages her daughter to follow their dreams.

Mr. March:

He should be mentioned in the book. Moreover, at the end of the story, Louise does not specify what happened to him. Nevertheless, in real life, Amos Bronson Alcott was a transcendentalist who always tried to instruct their daughter with the same thoughts. As an educator, he always thought that knowledge and moral guidance spring from the inner sources; he was the one who opened a school and helped others to be educated and express themselves.

Theodore (Laurie) Laurence:

He was the charming, fun, and intelligent neighbor next door. In the story, he is close to Jo but eventually marries Amy. In the story, Laurie struggles with his grandfather's expectations of him, particularly his struggle to become a woman. In the case of Theodore, he always struggles with what other people think about him, which will impact his daily life. However, the reality is that at the end of the day, he realizes that the only person he needs to impress is himself.

2.5.3 Themes

Women's struggle between familial duty and personal growth

Louisa May Alcott wrote the novel to encourage women to do their best; the story reflects the March sisters' timeline from being young girls to adulthood. The story of the book can be reflected in the type of struggle, the one that they are turning to something that they do not want to be and be free and independent, like in the case of Jo, or the other way around, that they are trying to change in order to please the others like in the case of Meg.

In the story, the author emphasizes domestic duties that go in a different direction than personal growth. For example, in the case of Amy, she wants to be a professional artist and a dutiful woman; this action creates a conflict and pushes the boundaries set by nineteenth-century American society.

The story shows society's expectations through the four girls and how they deal with it unusually. Society's expectation of the nineteenth century was to marry young and create a new family. In the story Meg does, she marries Mr. Brooke and starts a family, and Beth focuses on playing the piano, a pleasure for people. However, Amy initially fulfills society's expectations but then struggles with following her dreams and being socially accepted. Lastly, like her sister Amy, Jo struggles to fit society's expectations. Her idea of growth was far away from what society wanted. This is a clear example of how feminist theory was captured in the book.

The Danger of gender stereotyping

The Little Woman is a great critic of gender stereotypes of the nineteenth century, both male and female. Jo, for example, does not want to be a conventional lady. With her dreams and her actions, she sometimes gets frustrated with typical gender expectations. One remarkable example is that Jo wears a dress with burn marks on it to attend a party; this represents that she does not possess tremendous social grace, something that was taught to the ladies in the nineteenth century.

Another example is Laurie, in his daily fight not to be a conventional man; he wants to pursue music, which, at the time, only women did. Besides business, it is something that

was a masculine pursuit. Jo and Laurie, both characters, refuse to embody gender stereotypes; they willingly expose themselves to obstacles.

The necessity of work

In the book, the March sisters find their happiness and dreams through the daily activities, not engaging in productive work. They prefer to follow their dreams without thinking about their chores and what is social correct for them. The novel represents the importance of the puritan work ethic, which dictates that it is holy to do work. Moreover, mostly important the man oversees to do so. The exclusivity of man's chores over women in certain areas of life was common the moment nineteenth century.

The importance of being genuine

The story is a great representation of the importance of being genuine. Alcott in her book proves this point with March's sister. Characters like Amy and Jo represent the importance of being their self and not only of being their self but also of following your dreams. Amy and Jo always fight for what they want, and even if the dream of others means sacrificing your opportunities, Jo will do it for her family. Another example of being genuine is in the second part, when Amy turns down Fred Vaughn's proposal and instead, she marry Theodore Laurence.

She took that decision because she does not love enough and cannot be involved in a relationship with which she is unhappy. The March sisters learn and teach us how to be happy with their respective lots in life, not to yearn for meaningless riches. Their parents always thought them to love everyone without any condition and help other without

expecting something as an exchange. As well as they thought them to love their self as who they are and mostly important to not let anyone to put them down because of what they are.

2.5.4 Symbols

Umbrellas

The umbrellas at Little Women represent the protection a man can give a woman. This is why, before Meg and John Brooke get married, Jo gets angry at the idea that Mr. Brooke will take care of her sister and what Mr. Brooke's umbrella represents to her and society now. However, in the second part of Little Woman, Jo meets professor Bhaer and falls in love with him. At the end of the second book, professor Bhaer covers Jo with his umbrella and Jo was ok with it, this action was not only a representation of Jo's true love of him and that she accepts his protection, also represents the idea of men are supposed to offer women love and protection.

Burning

In the story, there are many images of burning. Un example could be at a party that Jo wears a dress with burn marks on the back. This symbolized her resistance to having to play a conventional female role. Since, the burning represents anger. This can be seen when Amy gets angry at Jo because she does not want to play and burn her manuscripts.

Furthermore, Jo's family describes her writing as a genuine burning in the story. At the end of the second part, Jo burns all her stories after Professor Bhaer critics. This marks the end of the fiery Jo of the novel's first part.

2.5.5 Motifs

Music

The music has been a particularly important topic for the book. The relationship that music has with women is more common now. Women led the traditional incline of music, and for the March sisters, the musical incline was more day-to-day than the other people. Marmee, as an example, sang to the girls all the time and specifically inculcated in their daughter the musical ability. However, Beth was one of the sisters who was into music.

In contrast to Beth, Amy and Jo were not on the sisters' musical incline by saying they had the worst voice. As mentioned before, having a musical incline was exclusive to women then. To contrast that idea, Laurie having an incline into music could have been better looking for society because this makes him look ill-adapted to society as the role of a man.

Teaching

Alcott's teaching reinforcement in her books was important at the time. In the book, Marmee always tries to teach their daughter the ideas of helping and being a good Samaritan. The book incentivized the readers with the different ideas of being genuine and fighting for their dreams. However, the story's characters represent their genuine interests in learning something new every day in many different ways. Marmee, as an example, always tried to teach something new to the March sisters by helping others in need. Another example could be Jo, who, with her book, tries to teach others to change the ideals of society now by making a better and equal environment.

Differing uses of language.

The relationship of language with creativity in the book is interesting. Having proper language was now necessary for the females. The March girls' relationship with the language reflects how feminine they are. For example, Meg and Beth use proper language or do not speak much; this is an example of the alignment that society expected of the girls at the time. In contrast, Jo and Amy mispronounce the words; these actions represent the freedom that they want to express with their actions. This a clear action of how Amy and Jo did not want to follow the "normality" that the society of that time wanted to be imposed on women; they wanted to be freed to do whatever they wanted and follow whatever their dreams were.

Chapter III

Methodological Framework

Good research is about understanding the information provided by a person or book and the side effects of the actions provided. However, it is hard to understand the information provided by the provider or the information provided by the books. This chapter aims to understand the research approach by understanding the type of research design used for the analysis. Once the information is clear, the following is to provide the information of the sources; the idea is to give the support needed to count the information provided. Finally, the last step is to analyze the information provided and give the results given by the analysis made.

3.1 Research Approach

The purpose of this research is to analyze the literature of the 1860s and emphasize specifically the feministic approach. The idea was to describe the actions which writers of that century expressed in their texts. The objective of literary analysis is to understand the real reason why the writer decided to use that approach and why it was so important for the society of the depicted time, and to know about the approach utilized. Moreover, by understanding the reasons for the expressions and the ideas which the author has employed in order to write the book in the way that she did the researcher analyzed the feministic impact in a pragmatic scheme. In addition, it is important to understand the real background of the book and the social difficulties that people have at that moment to better understand the real message behind the book.

Another criterion to take into consideration is the approaches that literature takes in order to have the information collected. Data can be collected in many ways: by observations, symbols, and words. This section aims to analyze the words that Louise May Alcott used and the symbols in the book to understand the approach used. However, it is important to understand the background information of the society of the 1860's; due to these actions or situations which happened during the Civil War can affect or change the perspective of the author at the time to write a book. The situations that citizens of the moment suffered at the moment can be a huge factor in the creation of literature art.

In addition to the topic, it is important to interpret the author's approach in their literary work and understand the ideas that the author wants to express and the main purpose of the ideas. Then, the importance of the deep description of the ideas of the book in order to give the reader a clear view of the situation at the moment the book was written. In addition, understanding the reader the ideas and the real message that the author wants to express in the work is going to create a deep thinking of the problem at the moment and what society needs to change in order to create a difference in today's society, and not continuing with the same actions and habits that create the same results.

Finally, the point to consider when collecting the common data is not only taken by the book but also the information taken in the museum, the history surrounding the book, and the approach used. An example is the information provided by the director executive of the Louisa May Alcott Orchard House Museum. They provided the visitor with specific information about the Alcott family and the book *Little Woman*. Moreover, the information that the state of Concord, Massachusetts, can provide is a clear example of what happened at the moment of the book and how all the events that occurred at the moment helped to

create a clear and organized view of the real situation of the women of the time and how they were treated in reality. Using events that can be "pretending" but in reality, happened many years ago.

3.2 Research Design

The research design of this analysis has a very specific purpose. The research design plans to resolve the main problem of the analysis. There is little exposure to women's literature and the main issues women have suffered in society since 1860. Moreover, the analysis of the literary work aimed to learn about the message that the author of the time wanted to express and analyze deep down the characters' situation and how their life has been affected by the social problems that are happening at the moment. For example, the book *Little Women* represents the daily fight that women of the time had to be heard and taken into consideration.

On the other hand, the characters also represent the necessity of fitting into a society exclusive to men. Jo is one of the main examples of that fight that women had at the moment to be taken into account. However, her sister Meg represented how and what the woman had to be for the 1860s.

The purpose is to explore the history of Concord of 1860, the history behind the book *Little Women*, and understand the situation of the women at the moment of the Civil War and what they had been passing through at the moment of the book. It is important to understand clearly what the author was going through. After understanding that, it is important to analyze the book deeply, considering not only the important aspects of the story but also the same way understanding the reason behind the story and the fierce and

freedom that some of the story's characters represent. In addition, the story tries to represent the fierce that the Alcott family has at the moment when society has the strongest belief in not letting women be outside the house. This family raised their daughter with equality and respect, making them independent and capable of doing whatever and wherever they wanted to be, aside from what others could think about it.

Another criterion to consider is analyzing the characters and comparing them with information provided by the museum. This can give the reader the right perspective of what Alcott wants to represent at the moment and how her characters are analyzed from a feminist perspective, for example. Furthermore, it is important to understand that not only the character and their big battle against sexism but also the Alcott family always tried to represent their beliefs about human rights, help the community, and give them equal treatment and opportunities. One of the main examples of this equal treatment is the school of philosophy that the father of Louisa created in order to help the community receive a good education without judging them because of their sex or their ethics.

The idea of this research is to spend three days investigating and analyzing the information received from the museum and comparing it to the information provided by the book. Even though verifying the museum's information is important, the idea is to explore the hometown and the story behind the book. Concord is the birthplace of many writers and artists who created and filled history with many artworks; this city is rich in historical information that influenced the production of many stories like this one. Moreover, this town was the most important place in the history of the Civil War, and important people in the United States of America came from it. As mentioned before, many writers like Edgar

Allan Poe, Louisa May Alcott, and Nathaniel Hawthorne are the biggest examples of the evolution of literature and the constant battle for human rights.

3.3 Information Sources

The research of the analysis has been taken from many parts. A book that talks about the theory of feminism and the literature structure of the books: one of the examples could be the book called *Literature and Society* or the book called *The Literature Book*, which gives the readers the right tools to understand the literature and the things that people need to understand in order to analyze a book and detail the parts of the book. Moreover, the idea of visiting the writer's hometown is to help the reader understand the information that the book provides and give the perspective of the situation of the moment. In addition, the information provided by the museum Orchard House, which was the main house and the place based on the *Little Women* book, created a clear picture and the right sense of what Louisa was going through.

On the other hand, the Museum of Concord and the Orchard House Museum give the researcher an idea of the history of the 1860s and details of the book that needed to be more complex to find by reading the book. The Orchard House Museum gave a perspective of Louisa May Alcott's life, which can be reflected by her lifestyle back in the 1860s and her relationship with her family. Have a clear view of the Alcott residence taken as a background of the house in the book. Give the analyzer a chance to understand not only the symbols and themes of the book but also. Furthermore, it allows you to understand many other important subjects to consider to analyze the book correctly.

3.3.1 Primary Sources

The primary sources commonly are the first source of information that a researcher has to look for to get information. According to the University of Massachusetts (2023), the primary sources are firsthand, immediate records of a subject and origination from individuals directly linked to it. These primary sources encompass a variety of forms, including original legal text, unaltered documents, new reports from journalists' present letters, interviews reflecting the perspectives of those involved, and authentic research findings, among others. This means that the researcher's information from the primary sources is legit and tangible and can normally be cited with complete information.

3.3.2 Secondary Sources

While the primary sources are the first-handed ideas, the secondary sources go together with the primary ones. However, the University of Massachusetts (2023) states that the secondary sources stand slightly removed while it is connected to primary sources, frequently incorporating quotations or references to primary materials. They explore identical subjects but introduce an additional stratum of interpretation and examination. Secondary sources encompass a broad range of works, such as most literature dedicated to a subject, assessments or elucidations of data, scholarly or other articles addressing a subject, particularly when composed by individuals not directly engaged in the subject, and documentaries. This means that the secondary sources always go with the primary sources and, in some cases, can be paraphrased and taken from a movie or a documentary. However, the sources can be taken out from a video game or a video segment that could be deemed primary sources.

3.3.3 Tertiary Sources

The tertiary sources are commonly information that needs to be validated by an author. The University of Minnesota (2023) states that tertiary sources are references that catalog, condense, structure, assemble, or synthesize information from other sources. When reference materials or textbooks primarily serve to enumerate, summarize, or repackage ideas or information, they are categorized as tertiary sources. Tertiary sources typically lack attribution to a specific author. This said, the tertiary source commonly can be found on websites where the information can be changed, such as Wikipedia, biographies, and guidebooks.

3.4 Analysis Categories

The focus of the research is to analyze the information provided. Using three days to explore, research, and investigate Alcott's life and the reason behind the book Little Women. As mentioned before, it is important to know about the history of the Civil War in Massachusetts back in 1860 to understand the real reason behind the book and the moral it wants to leave. Then, with the research expenses, there will be a visit to Concord town to learn about their Culture and the town's idiosyncrasies. Exploring the town allows the researchers to analyze the depth of the book and relate to the information provided in town. Then, with the information collected, the purpose is to analyze the real impact they have created since their published date. The idea was to analyze the characters and, at the same time, analyze the information provided by the locals. The expected results are to analyze the information provided and ensure that the main problems have been solved.

To measure that success, the idea is to make a comparative chart with the characters and analyze/compare them with each other. In conclusion, with the help of the staff of the Orchard House Museum, we analyzed the different criteria with the approach that Louisa or people at the moment would use in the perspective decided. Finally, with the information provided, it is important to verify the results obtained and look forward to the respective solution of the specific and general objectives provided at the beginning of the first chapter.

3.4.1 Socionorms and Contrast in Social Classes.

One of the topics in the book about playmates is social norms. Gender roles and Marriage are two of the main topics that represent the situation that happened when the book took place. May Alcott provides an insight into various aspects, particularly within the middle-class context. The main idea of the analysis of the book is to get a clear explanation of the social norms of the moment, and the book represents society's problems that can be considered still happening at the time. The main idea of this part of the chapter is to explain deep down the different social norms that affect the book and the characters at the time and in some way, they still affect society.

3.4.2 Social Behaviors

The book is a representation of many social behaviors at the moment. However, those behaviors are still present daily and affect the development of some parts of society. According to some research, social behaviors refer to individuals' actions, conducts, and interactions within a social context or group. These behaviors can be affected by cultural norms, societal expectations, and personal values. Social behaviors encompass a wide range

of actions; those actions can be verbal or non-verbal. However, literature can be Influenced by social behaviors. This is because authors represent a situation that had happened in their lives or a situation that happened in the society that they are part of. Little Women is an example of that Influence, where topics like family values and charity are commonly mentioned and developed in the book.

3.4.3 Influence

The Influence is another criterium to consider when we talk about an analysis of a book. According to the information existent, influence is the ability or power that a person, a group, or an idea has to affect the thoughts, opinions, or behavior of others. The Influence can be manifested in various ways, whether positive or negative. The literature can also be impacted or influenced by a wave of thoughts or feelings; this can be directly associated with the ideals and thoughts of the book's author. Little Women influenced the battle for women's rights during the time. The idea of May Alcott's expose in 1860, about the capability of the woman, which was represented in her character Jo March, the capability of the woman to be in charge of duties as the men are and at the same time that everyone can be educated, this thought has created a great influence in the society and in many other literatures that readers can find nowadays.

3.4.4 Culture

Throughout history, Culture has greatly influenced many human life habits. The impact of Culture on topics like social norms, behaviors, art, and language, among others, has been an important aspect for human beings. Some research says that Culture refers to the shared set of beliefs, values, customs, behaviors, and practices that characterize a group

of people or society. Moreover, Culture plays a fundamental role in shaping humans' identity and how they communicate and relate with others. May Alcott represents the Culture of the moment in their book and captures the Culture of the old Massachusetts 1860 and their beliefs and thoughts. May Alcott captures the moment's situations like Victorian morality and the Civil War era as an example of the Culture of the moment.

3.4.5 Feminism

Feminism has been a huge topic worldwide in the last decade. Many forms of expression have dedicated their art to this battle. Feminism has played a great role in advancing women's rights, challenging gender-based injustices, and continuing to fight for change and better opportunities for women and their abilities in many areas. However, history expresses that feminism is a socio-political and cultural movement that advocates for equal rights, treatment, and opportunities for all genders. Louisa May Alcott captured women's daily battles in her book, and *Little Women* was not the exception. The author has always challenged the gender roles by independent women capable of many things. In addition, as Alcott has represented by her characters feminism, there are many writers that, as Alcott did, have fought for human rights and women's rights in their work.

3.5 Data Collection Instruments

The Instruments and the data collection of this research has the only purpose of getting the complete information of the book and the side information and the background information of the author, to create a deep analysis and obtain important information based on the research objective. The main idea of the data collection is to get a clear picture and compare it with the information from the book. This means that, with the information

provided, a deep analysis with strong arguments can be done with the information collected. It is important to consider that there will be two methods to be used to get the information. These instruments are going to make the process smooth and easier.

3.5.1 Interview

An interview aims to get extended information about the book and the author. Moreover, to compare the information obtained with the new information provided. According to Sharma (2023), an interview is a conversational exchange in which one individual poses a question, and another provides responses. It may be a one-on-one dialogue or involve multiple interviewers and participants. This means that the information can be obtained from many sources and compared to verify the truthiness of the same one.

Question from the Researcher	Answer from the Interviewee	Interpretation of the Book / Source

3.5.2 Analysis Table

The main idea of an analysis table is to compare the quotes obtained from the book and analyze them with the research theory and the researcher's interpretation. The analysis aims to break down the main information obtained and link them with the objectives exposed before. Sherman (2015) express that a Analysis Table entails the recognition of interrelationships among a table's columns and suggests potential candidates keys.

Afterward, the used must validate one candidate information as the primary information. As a consequence, the primary information becomes the factor that determines the values within the remaining columns of the table. This means that this process will give a clear picture of the information provided. The analysis table

Quote from the book	Literary Theories	Researcher Interpretation

3.6 Collection data process and data analysis

The main idea of the instruments is to get a clear picture of the information provided by the book and other sources . The idea is to create a smooth comparison of the book information and analyzed them another information provided from different sources. The process is that with the information provided by the museum Orchard House, compared them with the information provided by the book and at the same time analyze the different perspective, not only the author ones. Finally, with the information provided , the main idea of the process is to create a deep literary analysis and analyzed them with the general objective and the specific objective provided at the beginning of the research.

Capítulo IV

Data Analysis

The main purpose of this chapter is to analyze and emphasize the provided by the book and the interpretation that those quotes or information can have. Through this chapter, the information that not only the book and the author can provide or the information that can be taken from the book pages, the purpose is to investigate throughout the history and place that this book took place in order to understand the real situation and the real reason of the author to write this type of books. The researcher will dissect the information provided by the book and the interviewee and provide their own interpretation of the information provided correlating the information with the main objectives of the research.

4.1 Approaches to the investigation:

There are some ways to investigate a new topic or discover a new information about something new. In order to make that investigation there are some procedures to follow a path and give this new information a name. One of these procedures are called approaches. According to the Merriam-Webster (2023) express that the correct meaning of an approach is “to take preliminary steps toward accomplishment or full knowledge or experience of” (Para 4) This means that an approach are the steps of the investigation, in order to accomplish a desirable result or come to a full information and have a complete knowledge of a topic. These steps are going to help the researcher not only to investigate the information about the analysis of the book, is going to give a detailed path in order to create

a depth down analysis of the book Little Women by Louisa May Alcott. According to the government of Canada (2023) has a clear idea about the feministic approach, they mentioned the following:

The feminist approach requires supporting the voice, agency and empowerment of women and girls in all their diversity and others who face discrimination or marginalization. It also requires holding accountable powerful actors such as duty-bearers and responsibility-holders for their human rights obligations and responsibilities to rebalance the distribution of power and achieve just and inclusive societies.(Para.13)

This means that the idea of using the feminist approach to this analysis, is going to give us the right path and the depth analysis that the researcher is looking for. As well, give to the readers a different perspective about the author and their different works.

4.2 Theories vs literary work

In this section of this chapter, the literary theories used for the analysis of this investigates are going to be presented, they are going to be supported with quotes from the book and depth down analysis, by taking in consideration the main specific objectives proposed in the first chapter of the investigation. The analysis of the book is going to be performed with quotes that are going to be taken from the same book proposed and with a detailed table, is going to specified the information obtain and the literary theories that goes accord to the quote. As same as a perspective of the researcher and the information

investigated by them to give the readers a clear picture of the information analyzed. This will help the reader to connect with the ideas of the researcher and created a different perspective of the feminist approach used in the book. In addition, is going to help the reader to understand a different interpretation of what the author wanted to represented or expressed at the moment.

4.2.1 Book Analysis

Throughout this investigation, the researcher has used three different literary theories of the feministic approach to help them to analyzed the quotes. These theories are going to be described in three different tables below and they are going to come with the interpretation of the researcher in order to give the reader, the perspective obtained by them at the moment of analyzed the different quotes. Moreover, those tables are going to help the investigation to link the information obtained from the book and the literary theories. The tables will contain the different theories detailed one by one.

TABLE 1:

Quote from the book	Literary Theory	Researcher Interpretation
<p>To Marmee: “Girls are not dolls. We are human beings with</p>		<p>In the quote, the main desire of the character is to receive a representation for the things that she does. As the main character express that woman can be</p>

<p>minds, talents, and dreams, just like boys” – Jo March.</p>	<p>Deconstruction and interrogation the role of gender.</p>	<p>capable of doing the same things as boys. That girl has feelings and dreams as boys has, and is not a sin to be a girl and want the same things as the boys does.</p> <p>In the researcher perspective, this is a clear example of the woman fight though the time and their constant battle of being taken into consideration. Women think and care about the same initiatives that man has, that they are capable of doing things as same as man. However, the society nowadays has not the same thought as the author has.</p> <p>The society tend to judge women differently, thinking that if the work is done was because they are lucky not because they work hard.</p>
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		<p>In addition, the author in this quote show us that girls are as equal and valuable as boys. Girls are capable of being a doctor or and engineer, the important part of all of this is being taken into consideration.</p>
<p>"I'd like to see anyone dare to write the biography of a woman who has broken hearts and boundaries, and lived her life with courage and grace." - Jo March</p>	<p>Deconstruction and interrogation the role of gender.</p>	<p>This quote is a great example of what woman want at the moment. As well as how women at the moment weren't unable to express their feelings and how they have to be in a certain way.</p> <p>As the author express in this part of the book, the idea of seen a woman being successful at the moment was an opium dream and that certain topic was only available for man not for woman.</p> <p>The idea of seen a woman be free and live their life in a way that</p>

		<p>they can express their self and be free.</p> <p>The perspective of the researcher show that even though the time has passed, the situation or the feeling of being free is not an option in many countries.</p> <p>Women still struggling to being independent. There some societies that believe that women are not even a human being that can think and express as well as being free.</p>
<p>"I am more than half-persuaded that I am a man's soul, put by some freak of nature into a woman's body... because I have fallen in love with so many pretty girls and never once the</p>	<p>Deconstruction and interrogation the role of gender.</p>	<p>In this quote, Jo takes a stance against traditional gender and sexuality norms by expressing her desire for intellectual and personal interactions with women over men.</p>

least bit with any man." - Jo

March

This is a clear example of what women at the moment felt. The idea that was implanted at the moment that women of fit for love and get married and have children was not exactly what the character wanted at moment. She always persist for her dreams and what she wanted to do with her life. She was pretty convinced that any man at the moment would not stop her to follow her dreams and success on them.

The main idea of the character of writing a book besides of what the editor has to say was even bigger than any man's ego at the moment. Her idea of being successful was a clear representation of what other women wanted to do at the

		<p>moment, without being judged or punished because of their thought and dreams.</p>
<p>"I will be the most dutiful daughter that ever was; and will do anything to keep you quiet. Just tell me what to do, and I'll do it, if I can." Meg March</p>	<p>Deconstruction and interrogation the role of gender.</p>	<p>In dissecting this excerpt, it is imperative to take into account the historical and social backdrop against which the narrative unfolds. Louisa May Alcott's "Little Women" offers a portrayal of a family comprising four sisters as they navigate the prevailing societal norms and gender roles of 19th-century America. Meg, the elder sister, bears the brunt of these societal expectations to a greater extent. Her expressed commitment to fulfilling her role as a "dutiful" daughter not only underscores her comprehension of her place</p>

		<p>within the family dynamic but also presages the hurdles and personal development she undergoes while reconciling her individual aspirations with the traditional norms.</p> <p>As the novel progresses, Meg, like her sisters, embarks on a journey of harmonizing her familial duties with her personal ambitions. This internal struggle mirrors the overarching themes of female empowerment and self-reliance that permeate "Little Women." The evolution of Meg's character serves as a poignant representation of the intricate web of roles and expectations imposed upon women during that era. Furthermore, her narrative arc provides a valuable lens</p>
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		<p>through which Alcott scrutinizes the societal pressures experienced by women of her time. Even though women at the moment wanted to something different like the main character, there are some character like Meg that believe that if they follow the norms that were dictated at the moment, would be better than go against of the society will.</p>
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Quotes or fragments from the book Little Women by Louisa May Alcott along with the deconstruction and interrogation the role of gender and the researcher interpretation. Source: Researcher's creation.

TABLE 2:

Quote from the book	Literary Theory	Researcher Interpretation
		<p>The necessity of the woman at the moment to be recognized at the moment it is represented in this</p>

<p>To her sisters: "I want to do something splendid... something heroic or wonderful that won't be forgotten after I'm dead. I don't know what, but I'm on the watch for it, and mean to astonish you all someday." - Jo March</p>	<p>Poststructuralism theory.</p>	<p>quote. The feeling that the character has to be successful and follow her dreams is the same feeling that women has nowadays in our society. The necessity of being taken into consideration. Jo challenges traditional gender and sexuality norms by declaring her wish for intellectual and personal connections with women instead of men in this quote.</p> <p>This quotation holds significant importance for comprehending Jo's character and her narrative significance. It underscores her defiant and progressive disposition, offering early insights into her personal and creative evolution within the story. Jo's unwavering commitment to her ambitions, in the face of prevailing societal norms,</p>
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		<p>emerges as a prominent thematic thread within "Little Women," offering inspiration to readers who, like Jo, aspire to challenge established gender roles and societal expectations.</p>
<p>"I am angry nearly every day of my life, Jo, but I have learned not to show it; and I still hope to learn not to feel it, though it may take me another forty years to do so." Marmee</p>	<p>Psychoanalysis theory</p>	<p>This quote is a clear expression of many factors that happened at the moment for women in 1860. Where they have to be in a certain way in order to be accepted in the society at the moment.</p> <p>The emotional suppression that women have at the moment that was represented by Marmee's feeling of being "angry nearly every day of her life" reveals the internal struggle and frustrations that not only her, but a lot of women at the moment suffer because of the society. Moreover, the maternal sacrifice that women</p>

had at the moment, by hiding their feelings to commit as a mother, is a clear representation of “traditional maternal role” of self-sacrifice and pitting the family needs first besides her own needs.

However, the quote also represents the resilience and patience that Marmee has, and her capacity to persist and actively work on her emotional development in the face of difficulties and daily frustrations demonstrates her considerable resilience and patience. Her unwavering commitment to self-improvement serves as a role model for her daughters, particularly Jo, who frequently grapples with her own temper. When examining this quotation, it becomes evident that Marmee is a multifaceted character

who grapples with the established gender norms and societal anticipations of her era. Her emotional evolution and her dedication to self-enhancement add intricacy to her persona, simultaneously serving as a mirror of the societal limitations imposed on women. Additionally, Marmee's role as a mother, her restraint of her emotions, and her pursuit of personal development contribute to the overarching themes of family, personal growth, and societal presumptions that form the core of "Little Women."

Quotes or fragments from the book little women by Louisa May Alcott along with the poststructuralism theory and the psychoanalysis theory and the researcher interpretation. Source: Researcher's creation.

TABLE 3:

Quote from the book	Literary Theories	Researcher Interpretation
<p>"Women have been called queens for a long time, but the kingdom given them isn't worth ruling. So, I ask you, why should we aim for that crown, which has been placed above our heads, but out of reach?"</p> <p>Jo March</p>	<p>Marxism Theory</p>	<p>This quote marks some important points to take into consideration when there is a analysis of a theory like this one. The social class disparities of 19th century.</p> <p>This quote alludes to the notion that women do not have a real power or control over society structures. As well as the illusion of power, represented at the quote by referring to the women as a queen or put them on a pedestal, but these actions did not refer into a genuine authority or autonomy.</p> <p>There are some factors that are represented on the quote that questioned the real meaning of the word queen to women but at the same time is a “joke” to them.</p>

		<p>To summarize, Jo's statement in "Little Women" reflects the societal and class structures of the 19th century, prompting inquiries into the superficial authority and symbolic designations accorded to women. It underscores their genuine lack of influence within a society marked by both patriarchy and class divisions. From a Marxist perspective, this can be explored by scrutinizing how the ruling class retains control by bestowing mere symbols of power to uphold the existing social order, all the while economic inequalities remain intact.</p>
<p>"I am more proud of my years of work here than of any glory won in the battlefield, and it has been a battle, Jo, for love is a great and a terrible thing." Marmee</p>	<p>Marxism Theory</p>	<p>This quote represents many factors of women at the moment of the civil war in 1860's. the economic and social inequality by referring of Marmee's battle of being a mother and caretaker</p>

and face the struggles and challenges that she does.

Moreover, the feminist perspective that this quote represents Marmee acknowledging the challenges of her work underscores how women's labor within the household often goes unnoticed and unappreciated. From a feminist Marxist perspective, this underscores a criticism of the undervaluation and exploitation of women's societal contributions, especially in terms of upholding the family structure.

To sum up, when viewed through a Marxist lens, Marmee's statement highlights the significance of household work and the difficulties women encountered in their family roles. It underscores the unequal allocation of work and acknowledgment within a

		<p>society characterized by class and gender differences. Furthermore, it recognizes the emotional toil required to maintain relationships, which, within the Marxist framework, can be regarded as a type of labor that is frequently overlooked.</p>
<p>Girls are so queer you never know what they mean. They say no when they mean yes, and drive a man out of his wits just for the fun of it." - Laurie</p>	<p>Marxism Theory</p>	<p>The manipulation and control of this quote is represented by Laurie mentioned that women drive man crazy and suggest a perception of women as potentially manipulative and capricious just for state what they want. In the context of a patriarchal society, where women had limited direct power, such behaviors might be seen as strategies to assert themselves or as forms of resistance against male dominance.</p> <p>Moreover, looking through a Marxist lens, Laurie's perplexity and irritation regarding girls' behavior can be</p>

interpreted as a manifestation of the misperceptions ingrained by the dominant social and economic structure. Cultural norms and gender expectations were deeply rooted, leading both men and women to conform to these roles, even when it wasn't necessarily advantageous for them.

In essence, examining Laurie's quote from a Marxist perspective unveils the hidden power dynamics and societal norms of the era. It illustrates how women faced restrictions and sometimes had to employ subtle or unconventional strategies to cope with their limited influence in a male-dominated society. Moreover, the quote underscores the complexities of comprehending and interpreting gender dynamics and power hierarchies in this historical backdrop.

<p>“Women, they have minds, and they have souls, as well as just hearts. And they’ve got ambition, and they’ve got talent, as well as just beauty. I’m so sick of people saying that love is all a woman is fit for.” – Jo March</p>	<p>Marxism Theory</p>	<p>Jo March is the biggest representation of women battle in this quote. Her idea of women being not only taken into consideration, but having a equal environment where they can express their dreams and ideas was an opium dream for her.</p> <p>Jo's frustration with the societal expectation that "love is all a woman is fit for" reflects her resistance to being confined to traditional gender roles. In a Marxist context, this can be interpreted as a challenge to the prescribed roles of women as dependent on men for their social and economic well-being. Jo's statement supports the Marxist notion of equal opportunities and challenges the existing hierarchical power structures, advocating for women's equal access to education, work, and the opportunity to use their talents.</p>
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		<p>In essence, Jo March's quote in "Little Women" symbolizes her rejection of conventional gender norms and the treatment of women as commodities in the capitalist society of her time. Her perspective is in line with Marxist principles, promoting women's freedom to express their intellect, creativity, and financial self-reliance, while also endorsing equal chances for women to be recognized for their skills and aspirations beyond the boundaries of love and domesticity.</p>
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Quotes or fragments from the book Little Women by Louisa May Alcott along with the Marxism theory and the researcher interpretation. Source:

4.2.2 Interview

In the following section of the research, the researcher interviewed to evaluated the information gathered from the book and compared them with the information provided. According to Jaya Sharma (2023) express the definition of an interview and the propose of the same one “An interview is a question-and-answer type of round where a person asks questions and the other person answers those questions. It can be a one-on-one

two-way conversation or it can be multiple interviewers and multiple participants.”

(Para.1)

This means that an interview is going to be beneficial in a research process to compare and investigated deep down the information that was provided from different sources and become to an answer. The purpose of this section is to compare the information provided by the interviewee and analyzed it with the principals discussed in the research to became to a conclusion. See annex one for more information.

Question from the Researcher	Answer from the Interviewee	Interpretation of the Book / Source
<p>Last time I was in Concord, I saw that there's not only little woman, Lisa May Alcott wrote a lot of books like, hospital sketches, the Little Man and Beyond to another, books and yeah. And something that it's really interesting to me was that she was not only fighting for the woman rights, she was</p>	<p>I agree with what you're saying, that the all cuts were that way, and, and we'd like to find ways to encourage that to more people, yes. Not only people from Concord, people could come from everywhere. Oh. People came from other states as well.</p>	<p>"Little Women" by Louisa May Alcott is a timeless literary work that delves into the experiences and dreams of the four March sisters. Although the novel primarily explores themes such as love, family, and personal development, it does not contain a specific quote directly addressing universal equality. Nevertheless, the narrative</p>

<p>fighting for, and this is something that I saw, in the Orchard House with the, conqueror Philosophy School. they were always looking for the equality of everyone, like they wanted to, that everyone has the same opportunities that just a couple of people has at the moment. So, if they could do like that, not only in Concord talking about like, completely like Boston, would you think that maybe at that moment would make a difference? Like more equal environment?</p>		<p>imparts values of empathy, kindness, and the significance of respecting others. The March sisters, with a notable emphasis on Jo March, defy conventional gender roles and societal norms of their era, actively championing women's rights and pursuing their unique aspirations.</p>
<p>I saw the movie that they made in Concord, the one that it was in 2019, the great girl</p>	<p>I think so and I think actually it's interesting you mentioned Greta Gerwig, then you were</p>	<p>"There are many Beths in the world, shy and quiet, sitting in corners till needed, and living</p>

<p>with her and I mean, the way that they represent the situation at the moment, because we cannot forget that at that moment with the Civil War and the whole struggling that people was passing through, it was very, very, I would say that it's hard time, but at the end, the book show us how even though they are passing through this hard time and all the situation that they were into with the Civil War, they show us that even that man can fight for the country and looking for the stability of the house, a woman can do the same. And talking with one of the teachers that she was a literature teacher in high</p>	<p>wondering about how to make the book more popular, give more of an incentive to read it. I think the very fact that Greta Gerwig made that movement is doing exactly that. We have seen at Orchard House more people than ever coming and saying they love that movie so then they wanted to read the book and that their families and friends understand it better because of the movie because the movie of course is easy to access. You don't know, oh, am I going to, where, well, I have to take time to read it, I don't know, am I going to make it. Where's the movie, you can sit down, you sit back, it</p>	<p>for others so cheerfully that no one sees the sacrifices till the little cricket on the hearth stops chirping, and the sweet, sunshiny presence vanishes, leaving silence and shadow behind. If anybody had asked Amy what the greatest trial of her life was, she would have answered at once, 'My nose.' ... When Jo wrote that letter, however, her decision was made, and it did not take her long to carry it out. She was in the act of bemoaning herself for having worn a hole in the seat of her one decent pair of gloves, when Laurie knocked at the door. ... 'Have a good time, dear, and bring me back some little souvenir,' whispered Meg, as her</p>
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<p>school, she told me that it's not common right now that students read this kind of books. Would you think that if there was like, I don't know, movement or an incentive to make teenagers or even kids to start reading this, those type of books, would make a difference for the future in our society for the woman rights?</p>	<p>takes no effort to enjoy it and then think, oh, I want more and so then maybe you go and find the book because you're already motivated and so I think the very question that you have is one of the big answers to how to help people be aware of the book and be interested in reading it, have a motivation to read it.</p>	<p>sister's door opened, and Jo went away as if on the forlorn hope." This excerpt illustrates the difficulties and selfless acts experienced by the March family amid the Civil War, offering a perspective through the eyes of one sister, Beth, and highlighting the interwoven nature of their lives. This means that if the book has more viewer from those young adults that have been growing up into a society like the nowadays, could mark a difference into the women struggle.</p>
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<p>I would say that I cried watching the movie because it's so emotional how they represent the feeling. And actually, there is a quote that it's in this 2019 movie, and I believe that it's also in the books that Joe March say that women is, they are souls and they are hearts and they have feelings and they have dreams and this feeling that this actress is putting in that scene, it represents the same feeling of struggle and battle that woman has every single day. Because even though you said, well, we have more equal environment right now, but it's not completely true. I mean, there is a lot of injustice and a</p>	<p>Right. And they judge women differently. They don't judge women on just what they're doing. They're ready to say, oh, well, I don't know. Did you, you know, if you do it, if you do something well, they think, well, you were just lucky. Yes. Sometimes instead of saying, wow, that was a lot of work and you did a good job. Yeah. I mean, they're done judges like women and men, like a human, two human beings working in the same process or competing in the same process. They were, oh, the men that it's more capable of and the</p>	<p>“Women, they have minds, and they have souls, as well as just hearts. And they’ve got ambition, and they’ve got talent, as well as just beauty. I’m so sick of people saying that love is all a woman is fit for.” – Jo March</p> <p>Jo March's quote challenges gender norms, asserting that women are not limited to matters of the heart; they possess minds, souls, ambition, and talent. She rejects the societal notion that love is the sole purpose for women, expressing frustration and advocating for a more comprehensive acknowledgment of women's diverse capabilities and aspirations. This aligns with the broader theme in "Little</p>
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<p>lot of things that women cannot do because they think that, I mean, they let us do it, but they think that it's not going to work because we're women, right?</p>	<p>women that we think that it's less capable of it.</p>	<p>Women," where the characters defy traditional roles and champion gender equality.</p>
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Quotes or fragments from the book Little Women by Louisa May Alcott along with interview made to Jan Turnquist, Executive director of the orchard house and the researcher interpretation. Source: Researcher's creation.

4.3 Themes, Motifs, and Symbols

As well as the literary theories, in this part of the research, the researcher will use the themes, motifs and symbols to do a further analysis of the information provided by the quotes and the information provided by the book. The main idea of this sections is to allow the reader un understand in a better way the information of the analysis, as well is going to help the researcher to explain deep down certain topics about the book that could be left behind. The researcher intends to construct an analytical chart that includes the aforementioned factors, complemented by excerpts or instances from the book. Within this chart, the researcher will provide their own interpretation, offering an in-depth perspective into the book's context.

4.3.1 Themes

In order to describe in a better way a book, it is necessary to start with specific topics. The themes are one of them. According to the university of Oregon (2023) has an opinion about the themes:

A theme is a central, unifying idea. It's the bigger issue that emerges as the characters pursue their goals. It has less to do with whether they'll win the race, or get the date, or find the treasure, and more to do with the deeper questions and conflicts about identity, philosophy, or morality that arise during their attempts. (Para. 3)

This means that is the idea that the character has to persuade their ideas. This idea can be whatever or whenever they want to be, the main idea of the theme is to give the attempt to follow their dreams and their goals.

Table 4.

Quote from the book	Theme	Researcher Interpretation
<ul style="list-style-type: none"> "I am not afraid of storms, for I am learning how to sail my ship." - Jo March "I'd rather take coffee than compliments just now." - Louisa May Alcott 	<p>Struggle Between Familiar Duty and Personal Growth:</p>	<p>These quotes represents the struggle and the desire of personal growth that women at the moment has. Their idea of being successful was an important aspect to women at the moment. Jo March's statement, "I am not afraid of storms, for I am learning how to sail my ship," in Louisa May Alcott's "Little Women," embodies resilience</p>

		<p>and empowerment. It symbolizes Jo's resolve to confront challenges boldly and maneuver through life's hardships with assurance. This quote conveys the theme of personal development and autonomy, illustrating Jo's readiness to confront difficulties and derive lessons from them. It underscores Jo's belief that encountering storms, representing life's trials, equips her with the abilities and wisdom to navigate them, leading to self-sufficiency and personal growth. Moreover, Louisa May Alcott's quote, "I'd rather have coffee than compliments for now," depicts the conflict between individual wishes and societal pressures. It signifies a preference for basic joys over external praise. Here, "coffee" symbolizes life's fundamental and</p>
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		<p>everyday pleasures, while "compliments" represent acknowledgment from society. The quote reveals the tension between fulfilling familial responsibilities, often requiring personal sacrifices, and the desire for individual contentment or freedom. It highlights a moment where the speaker prioritizes personal needs or simple joys over external validations, suggesting a struggle between conforming to societal expectations and pursuing personal fulfillment or progress. In essence, Jo March's resolve to confront life's trials represents resilience and personal development, whereas Louisa May Alcott's choice of simple joys over societal approval emphasizes the struggle between meeting societal norms and seeking personal</p>
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		<p>satisfaction. These quotes illustrate the intricate balancing act women experienced between societal expectations and their own fulfillment in Little Women.</p>
<ul style="list-style-type: none"> • "I don't believe fine young ladies enjoy themselves a bit more than we do, in spite of our burned hair, old gowns, one glove apiece, and tight slippers that sprain our ankles when we are silly enough to wear them." - Meg March • "I am fond of luxury and comfort, and beauty, and good food, and all pleasant things." - Amy March 	<p>The Danger of Gender Stereotyping</p>	<p>These quotes has a different point of view of the danger of the gender stereotyping at the moment. The pragmatic idea of the stereotypes at the moment represents different perspective of life by the characters. Meg March's statement confronts the belief that refinement and joy are only for privileged "fine young ladies." She argues that despite their modest appearances and simpler lives, they find as much happiness as wealthy women. This challenges the stereotyping pleasure and sophistication solely to wealth and social standing. Meg's words imply that true happiness</p>

		<p>isn't dependent on possessions or adhering to societal standards of elegance, countering the idea that joy relies on conforming to societal norms. In contrast, Amy March's statement appears to support gender stereotypes regarding women's inclinations toward luxury, comfort, and aesthetic enjoyments. Her words correspond with the stereotype that women ought to value beauty, comfort, and indulgences. Although Amy's preferences aren't inherently detrimental, the risk lies in perpetuating the stereotype that implies women are chiefly interested in materialistic comforts and superficial pleasures. This overlooks their varied ambitions, intellect, and interests beyond mere surface-level desires. These contrasting quotes</p>
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		<p>highlight the peril of gender stereotypes. Meg's quote challenges the stereotype, proposing that joy isn't bound by societal norms. However, Amy's statement aligns with typical perceptions, possibly narrowing the recognition of women's diverse desires beyond surface-level indulgences. Together, they underscore the danger of oversimplifying and stereotyping women's preferences based on societal expectations, risking a limited understanding of their multifaceted aspirations.</p>
<ul style="list-style-type: none"> • "I want to be great or nothing." - Amy March • "It's my belief that love does wonders and is a pretty thing. It's a shame to be fooled, but it can't be helped." - Jo March 	<p>The Importance of Being Genuine</p>	<p>These quotes reflect the ambitious and the desire of being notice of women at the moment. These quotes represents in some point the necessity of women of being successful as man at the time. Amy March's statement, "I aim for greatness or nothing at all," mirrors</p>

		<p>her ambitious spirit and quest for importance. It signifies her firm resolve to attain greatness or settle for nothing less. Amy's words underline her longing for distinction and triumph, hinting at her readiness to pursue excellence and leave a significant impression. However, it also hints at a possible idealism or perfectionism, suggesting that she views success as an all-or-nothing pursuit, perhaps setting exceedingly high standards for herself. On the other hand, Jo March's statement, "I believe love has incredible effects and is beautiful. It's unfortunate to be misled, but sometimes it's inevitable," underscores Jo's faith in the profound impact of authentic love. She acknowledges both the enchanting strength of love and the vulnerability it</p>
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		<p>entails. Jo's viewpoint on love suggests an acknowledgment of its associated risks, conceding that encountering deception is regrettable but occasionally unavoidable. In conclusion, seen in the context of valuing authenticity, Amy's quote displays her strong longing for genuineness and distinction. She articulates her craving to genuinely achieve greatness without making concessions or accepting mediocrity. Meanwhile, Jo's quote underscores the genuineness of feelings, particularly love, recognizing its beauty despite the chance of deception. Both quotes explore the significance of authenticity in ambitions and emotions, emphasizing the worth of sincere aspirations and recognizing the intricacies of genuine emotions like</p>
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		love, which might entail vulnerability and the potential for deceit.
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Quotes or fragments from the book Little Women by Louisa May Alcott along with the Themes and the researcher interpretation. Source: Researcher's creation.

4.3.2 Symbols:

In order to express an idea and create a correct analysis of a book. There are some important aspects to take into consideration when the analysis is made. One of those aspects are the symbols. The main description of a symbol according to the university of Oregon (2023) express that:

Symbolism is the idea that things represent other things. What we mean by that is that we can look at something, let's say, the color red and conclude that it represents not the color red itself but something beyond it: for example, passion, or love, or devotion. Or maybe the opposite: infidelity. (Para 3.)

This means that symbols are ideas that represent the ideas or desires of the author. These desires or ideas can be represented another things or background and these aspects can mean one or many aspects, all depends on the author's idea and reader point of view. These symbols are going to help the researcher to represent and explain in a better way some topics that were left behind.

Table 5.

Quotes from the Book	Symbols	Researcher Interpretation
<ul style="list-style-type: none"> "A small job of mending, perhaps, would make it all right." – Marmee 	<p>The Chest in the Attic</p>	<p>This quote can also be seen as foreshadowing events in the novel, as it hints at the challenges and obstacles that the March family will face and need to address. Additionally, it foreshadows the personal growth and development of the characters, as they learn to mend their own flaws and relationships. Moreover, Marmee represent the patience and resilience as well that she always helps others. Marmee in some way reflects her actions in her daughters. By teaching them to help others and being kind. To sum it up, Marmee's words extend beyond a mere sewing analogy; they symbolize the challenges the family faces, their ability to persevere, and the belief that even the most formidable</p>

		<p>difficulties can be overcome with patience, nurturing, and optimism. This quotation encapsulates the book's themes of individual development, familial solidarity, and the strength of constructive efforts when confronted with hardship.</p>
<ul style="list-style-type: none"> • "Beth is my conscience, and I couldn't give her up, I can't, I won't." - Mr. Laurence 	<p>Beth's Piano</p>	<p>Mr. Laurence's statement has the potential to introduce conflict into the story by underscoring the distinctions in age and social class between the March family and the Laurence family, as well as the conventional norms associated with relationships. Beth's position as Mr. Laurence's "conscience" disrupts these established norms and anticipations, enriching the characters and their relationships with intricate layers of meaning. To recap, Mr. Laurence's assertion regarding Beth serving as his conscience</p>

		<p>highlights the profound emotional bond they share, contributes intricacy to the story's interpersonal relationships, and signifies Mr. Laurence's growth as a character as he dares to defy societal conventions in pursuit of emotional connection and ethical guidance.</p>
<ul style="list-style-type: none"> • "Meg, my dear, I value your hair at fifty dollars, and I shall be as angry as my 'Demon' if you don't give it to me." - Mr. Brooke 	<p>Meg's Hair</p>	<p>Viewed through a feminist lens, this quote can be analyzed as an illustration of how women were objectified and economically dominated within a male-dominated society. It underscores the imperative for women to liberate themselves from such objectification and strive for self-reliance and empowerment that extends beyond their physical attributes and the anticipations of men. To sum up, Mr. Brooke's remark to Meg in "Little Women" can be examined from a feminist perspective, shedding light on</p>

		<p>the common objectification, adherence to traditional gender roles, and financial reliance that women experienced in the 19th century. This highlights the obstacles women encountered as they sought to assert their independence and push back against societal expectations and objectification.</p>
<ul style="list-style-type: none"> • "It's my opinion that we never can be good, and so we shouldn't try." - Jo March 	<p>The Pickwick Club</p>	<p>Jo March, one of the four March sisters, is known for her tomboyish nature and her resistance to conforming to traditional gender roles. In this quote, she challenges the notion that women should strive to be "good" in the conventional sense, which often meant being obedient, demure, and conforming to societal expectations. Jo's opinion reflects her defiance of these traditional roles and her determination to live life on her own</p>

	<p>terms. Moreover, In the 19th century, women were often restricted to a narrow set of roles and were expected to prioritize virtue, modesty, and marriage. Jo's rejection of the idea of being "good" can be seen as a rejection of these limited choices. She strives for a sense of self-determination and individuality beyond the prescribed gender roles of her time. From a feminist perspective, this quote illustrates Jo March's rejection of the limitations imposed by societal expectations on women. It also encourages a reevaluation of the conventional definition of "goodness" in a society that frequently pressured women to adhere to a narrow range of behaviors and values. Jo's character symbolizes female autonomy and the quest for self-directed lives, aligning</p>
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		with feminist principles of empowerment and self-assertion.
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Quotes or fragments from the book Little Women by Louisa May Alcott along with the Symbols and the researcher interpretation.

Source: Researcher's creation.

4.3.3 Motifs:

Another important topic to take when there is a literature analysis are the motifs. In order to express an idea and create a correct analysis of a book. There are some important aspects to take into consideration when the analysis is made. According to the university of Oregon (2023) express that:

A motif is a repeated pattern: an image, sound, word, or symbol that comes back again and again within a particular story. motifs reinforce the themes of the story. To be clear, motif is not the same as theme, but motifs can be the breadcrumbs that lead us to discover the theme, or support and reinforce it. (Para 1.)

This means that the motifs are things that happened repeat ways that support to represent in some way the themes of the story . These motifs are going to help the researcher to represent and explain in a better way some topics that were left behind.

Table 6.

Quotes from the Book	Motifs	Researcher Interpretation
<ul style="list-style-type: none"> • "I want to do something splendid... something heroic or wonderful that won't be forgotten after I'm dead." - Jo March • "Let us be elegant or die!" - Amy March 	<p>Individuality and Self-Expression</p>	<p>The first quote reveals Jo March's intense longing for individual success and acknowledgment. It highlights her drive to escape the constrained roles traditionally imposed on women in the 19th century. Jo's ambition to achieve heroism and be remembered challenges the societal norms regarding women's roles during that era. She refuses to be limited to domestic life or the conventional route of marriage; instead, she aspires to leave a lasting impact on the world. From a feminist viewpoint, Jo's statement signifies a desire for independence, the chance to shape her own fate, and a rebellion against the gender constraints of her time. However, the second quote, Amy March's statement underscores the</p>

	<p>importance of cultivating refinement and the pursuit of grace. While this may initially appear to align with traditional gender roles that prioritize external appearances, a feminist interpretation suggests an alternative form of empowerment. In a society where women often had limited opportunities for self-expression, Amy's commitment to elegance and composure can be seen as her method of exerting some influence over her identity. It manifests her determination to maximize her circumstances by attaining a degree of sophistication and poise, serving as an expression of her resolve to assert herself within the confines of her environment. From a feminist perspective, Amy's words can be regarded as a means of resisting societal constraints and establishing her</p>
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		<p>unique identity even in a restrictive social milieu. Both quotes fundamentally illustrate the March sisters' desires for personal empowerment and self-expression. Jo aims to challenge societal expectations by pursuing heroism and enduring recognition, while Amy strives to establish her individuality through elegance and sophistication, representing her unique form of resistance against conventional gender roles. These quotations resonate with feminist ideals by underscoring the significance of women carving out their own destinies and identities within a society that frequently constrained their options.</p>
<ul style="list-style-type: none"> • "I should think she might do this, for Laurence is just what he always was, 		<p>Meg's statement in "Little Women" exemplifies feminist principles by underlining the significance of personal</p>

and as far as I can see, he is not what the world calls brilliant, but he is a good man, and I am glad to know him." - Meg March

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values and independent decision-making. It showcases her capacity to exercise her own choices and question societal expectations that could limit her freedom or push her into predefined roles. By valuing character over society's standards of brilliance, Meg's words emphasize the significance of women shaping their own destinies and principles in a world that frequently imposed constraints and expectations on them. Moreover, Meg's comment can be seen as an illustration of the independence and self-determination that women in the 19th century were striving for. It strengthens the notion that women should be able to select their life partners based on their own values rather than being bound by financial or social considerations, thereby supporting

		<p>feminist principles of personal freedom and choice.</p>
<ul style="list-style-type: none"> • "Birds in their little nests agree." – Marmee • "Christmas won't be Christmas without any presents." - Jo March 	<p style="text-align: center;">Family and Sisterhood</p>	<p>In the first quote, Marmee's statement underscores the prevailing 19th-century concept of women as nurturers and caretakers, where the idea of women being "in their little nests" symbolizes the societal expectation that women should prioritize their domestic duties, maintain harmony within the home, and place the unity of the family above their own individual desires. While this perspective can be seen as reinforcing traditional gender roles, it also reflects Marmee's belief in the significance of women in sustaining familial bonds and fostering cooperation. From a feminist perspective, Marmee's words illustrate the intricate balancing act that women often had to perform during that era.</p>

		<p>They had to meet societal expectations while simultaneously asserting their personal values and individuality within the confined space of the domestic sphere. However, in the second quote, Jo March's statement reflects her desire for autonomy and her resistance to conform to societal expectations during the 19th century. While Christmas was a time for gift-giving, Jo's complaint that "Christmas won't be Christmas without any presents" signifies her longing for more than material gifts; it symbolizes her yearning for intellectual and creative fulfillment, a life beyond conventional norms, and a strong desire for independence. From a feminist perspective, Jo's words challenge the idea that women should prioritize material possessions and adhere</p>
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	<p>unquestioningly to societal norms.</p> <p>Instead, she emphasizes the importance of female autonomy and personal agency in defining their own happiness and fulfillment. These quotes capture the complex depiction of women in "Little Women." Marmee's quote represents conventional gender roles, highlighting women as caregivers. In contrast, Jo's quote defies social norms by expressing a desire for more than just material presents. The novel delves into the March sisters' quests for self-discovery, self-expression, and personal contentment, providing a feminist viewpoint on the challenges and successes of women during the 19th century.</p>
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Quotes or fragments from the book Little Women by Louisa May Alcott along with the Motifs and the researcher interpretation. Source:

Researcher's creation.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

In conclusion of the research, it has been clear that even though in our society there are more opportunities for women to be free and independent, there are still some points to take into consideration when this topic is discussed. The fruition of women nowadays is not equal and similar around the world. The circumstances of many women in some countries might be described as similar or worse than the ones in 1860's. The injustices and the maltreatment which these women have to suffer might not be acceptable into nowadays society. However, there are other topics which are also taken into consideration when we dissect the tangible purpose of the author by making this book. Those topics are as well as important for modern society as ever.

The Gender equality, the individual aspirations, the resilience in the adversity, the education and intellectual growth, and the diversity and inclusion are some of the topics which still, in the actual world are yet to be enhanced and implemented. There are still fundamental topics to take into consideration. Furthermore, society has changed into a more equal environment in developed countries; however, there are still some points to take in consideration for further discussion. The importance of implementing topics like this one on the early stage of learning could create an important change in today's society. For

example, by incorporating "Little Women" into the present-day milieu, educators, readers, and cultural commentators might have the opportunity to delve into its themes. This allows for conversations on how the novel's lessons and values can be employed and adjusted to suit the current context. The enduring charm of "Little Women" stems from its capacity to connect with readers across various periods and cultures, establishing it as a timeless work of literature.

5.2 Conclusions

5.2.1 Specific objective #1.

To Identify the feminist characteristics of the main characters of the novel.

Identifying the feministic characters of the story, demonstrated several points to take into consideration in today's society. The exploration of "Little Women" with the objective of identifying feminist characteristics among its main characters reveals a rich tapestry of empowered and forward-thinking women. Through the lens of the March sisters, particularly Jo, the novel showcases a defiance of traditional gender roles and a pursuit of individual aspirations. The characters exhibit qualities such as intellect, ambition, resilience, and a rejection of limiting societal expectations, emphasizing the importance of gender equality and the recognition of women's multifaceted capabilities.

Louisa May Alcott's portrayal of these feminist characteristics in "Little Women" not only contributes to the novel's enduring appeal but also provides a timeless narrative that continues to inspire discussions on feminism and the evolving roles of women in

society. An aspect which can be pursued and has to be supported for the future society and those women that are going to live in that society. Literature like this one manifests the importance of women's rights and women need to have more support through the time. As stated before, literature which supports women or supports those types of topics are essential to make a change on the mindset of the contemporary society. The main focus of this actions is to give more credit to those women that have been fighting through the years for a change and create stability for the future.

5.2.2 Specific objective #2.

To compare feminism in 1861 and today's society.

Comparing the feminism of the 1860's into today's society, has become into a conclusion that several aspects have changed. However, there are some elements to consider which have not changed throughout the time. The examination of feminism in "Little Women" offers a nuanced comparison between the 1869 setting and today's society. The novel's portrayal of the March sisters reflects historical efforts to challenge gender norms. When viewed against the backdrop of contemporary feminism, the persisting relevance of themes like education, individual aspirations, and the rejection of gender roles becomes evident. While acknowledging progress, the enduring resonance of these themes underscores the ongoing need for advancing gender equality.

"Little Women" not only stands as a literary classic but also serves as a valuable lesson through which the evolution of feminism over time can be assessed. The empowerment which the main character expresses, or the resilience and the overflow of

the situations at the moment, creates a great example to follow for the future generations. However, there are some facts to take in consideration in our society which still highlight the major issues of the moment. There are still some injustices which at the moment Louisa May Alcott point out which still happened in modern society.

5.2.3 Specific objective #3.

To Analyze the feminist movement of the society of the book at the time.

Analyzing the feminist movement of the society of the book at the time, occurred few significant elements to underscore. The similarities of the society at the time and the few aspects which still happen at the moment are accoutrements to take in scrutiny when this bullet is analyzed. The analysis of the feminist movement in "Little Women" provides insight into the limited opportunities and societal expectations faced by women in the 1860s. Through characters like Jo, the novel subtly reflects the early stirrings of a feminist movement, showcasing the challenges and aspirations of women in that era. "Little Women" not only serves as a literary portrayal of historical constraints but also prompts reflection on the progress made and the ongoing pursuit of gender equality.

Examining the feminist movement within the society portrayed in the book provides readers with insights into the historical struggles and early expressions of feminist ideals. The narrative encourages reflection on the progress made since then, emphasizing the ongoing importance of challenging societal norms to achieve gender equality. "Little Women" stands as both a captivating literary work and a historical lens, enabling the researchers to analyze past feminist movements and their lasting impact on societal

perceptions of women. The same perception which was still seen skeptical into countless societies. The women's rights in those societies are seen as a waste of time and they are not important topics to be discussed.

5.3 Restatement of the Research Question

Society still has in its own core the same patterns of behavior that still affect and devalue women in many ways. Although, many people worldwide ask themselves what would happen if women were taken into account from the beginning.

Catalyzing the research question of what would happen if the society takes into consideration the women rights from the beginning has become an important aspect to survey and to research for possible answers. The reality of the few countries at the south of the globe are that women are less than dump and her rights are not even a possibility to be questioned for them. the examination of societal patterns impacting women, as seen in "Little Women," exposes a persistent and disheartening reality. The novel's resonance with contemporary questions about the undervaluing of women highlights the unfortunate continuity in behavioral norms across time.

Despite societal progress and increased awareness, the foundational structures that diminish and devalue women endure. The ongoing relevance of queries about the potential consequences of prioritizing women from the start underscores the pressing need for a transformative shift. "Little Women" serves as a poignant prompt to reconsider fundamental patterns, emphasizing that until society reevaluates its core values and genuinely values women from the outset, the quest for gender equality remains an urgent

and unresolved challenge. The novel encourages contemplation on the imperative for substantial change and a collective commitment to dismantling ingrained biases perpetuating the undervaluation of women in various aspects of life. Those biases can be prejudicial in many aspects of life, such as an equal environment or better opportunities, among others. The importance of the change of the mindset since early stage of the learning process is as important as an economic or social problem.

5.4 Unexpected Results

During the investigation and the analysis of the book. The researcher had the opportunity to visit the home town of the author, as well as the house where *Little Women* and among to other books were created. In consequence of that visit to Concord, Massachusetts where Louisa May and the Alcott family were from originally, the researcher has the possibility of investigate deep down the information not only provided by the book, but the background of the book as well. The main context which made Mss. Alcott to write this book and the reason why she used all the things to create a best seller book that still inspiring a lot of people around the world.

As a result of that visit, the researcher had the opportunity to have a conversation with Jan Turnquist, executive director of the Orchard House, museum that take place at the Alcott's house. Based on that interview, the researcher could answer some questions about the book, the Alcott family and the background of the book. Those important point which could be discussed by the interviewer/ interviewee created a clear picture of the situation at the

moment of the book in 1860's and the real struggle of the families of Concord at the moment of the civil war.

However, another peculiar result that happened due to the visit, was that because of the integrity of the belonging of the house that were the actual belonging of the Alcott family, the museum prohibits the collection of graphic evidence such as pictures and video. They states that the objects can get damage due to the flash camaras, thus the staff of the museum decided to not allow the usage of those electronic devices. However, the researcher found the way to recollect the information by taking note and recollecting the information given by the museum.

5.5 Recommendations

There are some points of this research which needs to be dissect with a magnifying sharped skill to better understand each of the reasons why this paper was created. Unfortunately, due to the time provided, there was no possibility to do a deep analysis of these topics. The reality of the feminism and the women rights has been a big and deep subject to discuss in a round table. The different opinions and the differences that exists when it comes to this topic, makes it hard to point out in a short and fast way. For future and further investigations about this topic, there are some points that in the researcher opinions, can be developed in a deeper way, with the purpose to get more information and more investigation about the topic. Those points are:

- A. More investigation about the cause why in Costa Rica, there is no a women literature support.
- B. Investigation about the reasons why the women rights in some countries around the world still are invalidated or minimized by the government or the political power.
- C. Investigation about the ways of how the old literature and feministic literature can be implemented in a better way into the high school curriculum.
- D. Investigated about current literature program of the country and look for different ways to implement literature like this one in those programs.
- E. Search for more book for Louisa May Alcott, like: Hospital sketches or little men and analyzed them into a current problem of the modern society.
- F. Incentivized further the young generations about this type of topics, by making more investigations about society problems and link them with the appropriate literature.

Taking in consideration this reconditions, there are a plenty of opportunities analyze many problems that are affecting the society, and in some way search for answers about the reasons why this problem is happening, what is the background about the problem that is affecting the society and the population of the terrain sphere can make a difference to change that problem into a solution. These actions are not only as mentioned before making a solution, these actions can create an equal environment for everyone and point out the problems that are affecting the humans of the earth.

Annexes

Annex # 1: Interview

Interview with Jan Turnquist

Interviewer: *Sofía Segura*

Interviewee: *Jan Turnquist*

Sofía: *Um, I would like to ask you a few questions if you wouldn't mind, about not only the book, but also the, um, outer and stuff. Is that okay for you, yes?*

Mrs. Turnquist: *Yes.*

Sofía: *Excellent. Um, Mrs. Jen, my first question will be, because at the end of the second book of Little Woman, um, we saw that Joe March got like, I don't know if I can say that it's something that Louisa, um, put like in hold or just to pretend that happens that Joe March, uh, married the professor. Um, if that wouldn't happen at the end of the book, if did, if were a different ending, would you think that will be a different or make a different impact for the society in the feminism way right now?*

Mrs. Turnquist: *Uh, you mean in today's world? Not back then, but today. Yeah.*

Well, I'll say two things. First of all, I think I always take the point of view that she had to do it within her own society and her own editor. Mm-Hmm. <affirmative>, who really insisted that Joe would marry Mm-Hmm. <affirmative>, Louisa did think that Joe could be a literary spinster and not marry, but the editor said that that will spoil the book and

people will be very upset. Mm-Hmm. <affirmative>. And really it can't happen that way. So that's the first thing I always want to at least mention that she had to do it within her time period.

Mm-Hmm. <affirmative> today. I think people are at a point where they would like that.

Mm-Hmm. <affirmative> people would applaud that. Mm-Hmm. <affirmative>.

Yeah. But she didn't live today. She lived back then. Yeah. So I always point that out, that yes, I think it would please people today. Absolutely. A lot of people would like that. Mm-Hmm. <affirmative> and feel like it shows the strengths. Uh, you know, the feminist point of view of, of you can be a very strong woman. You don't have to rely on a man. You don't have to rely on society's plan for a woman's life. Mm-Hmm. <affirmative>, or at least what it used to be. I think people today would like that. Mm-Hmm. <affirmative>. But you really have to remember she was writing in her own life. Yeah. And that was how she had, she wanted the book to sell. Yeah.

Sofía: *Yeah. Yeah. I completely understand that. And, uh, take into consideration that 1860s, that was, um, when the book was, uh, written, uh, the situation of, of the, um, woman rights and stuff was, uh, kind of hard for them. And, uh, but my, my biggest question, 'cause I visited, as I mentioned before, I visited a few months ago, the, um, museum, and I saw like the whole, it it, is it going to that museum, It is like getting to the book. And I don't know if I am the delusional or I don't know, but I feel like when, when I enter to that orchard house, it's like feeling the same, um, way that maybe she felt in that moment.*

Mrs. Turnquist: *Oh, I think, I think a lot of people agree with you. They feel that there's something about the fact that the house is still so much the way it was when she was there. Yeah. The things around you are the same, the rooms are the same. They didn't redo the house, you know? Yeah. Uh, and say, oh, it used to look like this, but, you know, it, it really feels like they could have just stepped out the door. Mm-Hmm. <affirmative>. So, I think you're right. A lot of people take from that a, a way to connect Mm-Hmm.*

<affirmative> with, with the author.

Sofía: *So, if, I mean, if everybody, or a lot of people have the same feeling, would you think that if the government of Massachusetts, or maybe like talk, I mean thinking internationally, if there is a way to, um, support or make those new minds, new students, because I mean, I, I'm thinking as a young woman that it's growing up into a society that it's completely changing.*

So, would you think if we encourage people to go and leave that part of the story? Because I mean, Louisa May Alcott is a great, great, great author, and she makes a lot of changes during the Civil War, and she makes, uh, a lot of support. I mean, she, she helps a lot, uh, during that hard time. And she shows to the world that women not only are, like she said in the book, that they're not only fit to get married and take care of the kids and take care of the house.

So, if we encourage the new minds to go to visit and, and learn about the story and how grateful and how, um, I don't know how changing minds it's going, there will be a difference in our society like nowadays.

Mrs. Turnquist: *Well, I think I, I agree with what you're saying, that visiting the house has a powerful effect on many, many people from all over the world. Yeah. Um, and I, as far as, just to go back for one second to your idea that perhaps this Massachusetts would do something, it's pretty unlikely I've lived here a long time. I'd say that's unlikely, but it isn't unlikely that, that we could do more Mm-Hmm. <affirmative> to bring attention. Um, one thing that, that I'm wondering if, uh, somebody suggested to me a long time ago, not too long ago, but a little while ago, Mm-Hmm.*

<affirmative> that, you know, there's a UNESCO, um, site. It, it, it's, it's an international, uh, it's sort of names certain places as international treasures. Mm-Hmm. <affirmative>. And they, the person said to me, gee, I wonder if Orchard House could be named an international treasure through UNESCO. Yeah. Um, so that's something I am looking into. And for someone like you, I forgot, and I'm sorry, where, where are you from again? Where do you, where did you

Sofía: *I'm from, I'm from Costa Rica, but I have, yeah. I have family Massachusetts. That's why I,*

Mrs. Turnquist: *Ah, yes, yes, yes. So, you really understand from your family a lot about this culture. And then obviously because you grew up in Costa Rica, that's a different culture. Yeah. But the, the similarities when it comes to family and to women, uh, wanting more equality and, and rights. Mm-Hmm. <affirmative> and that sort of thing. That's the same, I think, all over the world. Mm-Hmm. <affirmative>. Um, so I think your point is very well taken. Um, one thing that we could do, if I am going to pursue this UNESCO*

idea, I might get you and maybe some other people who feel this way to write in support of that.

That could be an interesting idea. I think that would have more possibility of success than applying to the state of Massachusetts, because they, they just don't tend to do things like that.

Sofía: *Yeah. I completely understand. And I will be more than pleasure to help you out because as you already mentioned, uh, well, in Massachusetts it's quite different. But growing up in a society like we have, like in Latin America, that it's, it's not a, I mean, it's not a scene to think, but we already know that the society, it's pretty, uh, being pro of the woman, uh, I mean of the man rights. And we are kind of in the same, um, path that in that moment of, uh, Louisa that here, they always tell us that you have to take care of the, how, you have to take care of your husband. You have to, you know, um, be for your kids. And now that, I mean, I am, um, 26 years old, and now it's kind of different because people, it's, I mean, there are understanding that women can do a lot more than just take care of the house or take care of your kids, that they can be very successful. They can be an engineer, they can be a doctor, they can be whatever they wanna be. Um, but it, it is, it's going to be a really interesting, um, project or a really interesting initiative for those countries that they're not like us, like that open-minded and, and it, it is going to be, I'm going to be really glad if, if you take care, if you're taking to account into account my opinion.*

Sofía: *Um, but another question that I would like to ask, because, um, the last time I was in Concord, I saw that there's not only little woman, um, Lisa May Alcott wrote a lot of books*

like, um, hospital sketches, the Little Man and Beyond to another, uh, books and yeah.

Yeah. And something that it's really interesting to me was that she was not only fighting for the woman rights, she was fighting for, and this is something that I saw, um, in the Orchard House with the, uh, conqueror Philosophy School.

Mrs. Turnquist: *Um, they were always looking for the equality of everyone, like they wanted to, that everyone has the same opportunities that just a couple of people has at the moment. So, if, if they could do like that, not only in Concord talking about like, completely like Boston, would you think that maybe at that moment would, uh, make a difference? Like more equal environment?*

Um, do you mean I agree with what you're saying, that the all cuts were that way, and, and we'd like to find ways to encourage that to more people. But I'm not exactly sure if your, um, if your question is, do I think that Orchard House itself can do more to help people think that way? Or are you thinking that Orchard House is doing that, but it wish more people could see it?

Sofía: *Um, no. I'm going to, uh, re um, re elaborated my, my question because I, the, the thing that I saw in the, um, museum is that the Concord, uh, philosophy school that was, um, they were accepting people, and I don't know if I'm mistaken, uh, they were accepting people from Concord to, uh, receive, um, lessons, um, summer lessons, I believe. Uh,*

Mrs. Turnquist: *Yes. Not only people from Concord, people could come from everywhere. Oh. People came from other states as well.*

Sofía: *Okay. So, they, they like kind of accept everyone who wants to learn. Yes. And, oh, that, that's my biggest question because I, I mean, the lady that make the tour didn't, um, tell us that. So that was, uh, my biggest concern. But, um, moving on with the Fruitland, because I, I learned, and I read from were, um, that Fruitland, that it's in Harvard, if I, I'm not mistaken, it's Yes.*

Sofía: *Yeah. That, that's also from the Alcott family, right?*

Mrs. Turnquist: *Yes.*

Sofía: *So, if they were like, can you explain me like a little bit more about the Fruitland, because I have, I didn't to go there. Um, it was like a school like that that we didn't went there.*

Mrs. Turnquist: *Not so much a school. It was Mr. Olcott and some other people that he, that he had spoken with when he went to England. There was a school in England, Uhhuh <affirmative>, that was started on his educational ideas. This school had some, some teachers who were very eager to meet him when he went over and met them. Mm-Hmm. <affirmative>, two of these other men who were working at the school in England. Mm-Hmm. <affirmative> wanted to do more, and so did Bronson.*

And their idea was, let's start a community. Mm-Hmm. <affirmative>, uh, sort of like a very small village today, you would call it, um, a commune. Mm-Hmm. <affirmative>. Are you familiar with that term? Yeah. Yes. So, um, it would be more like in today's world,

you'd call it a commune. Their idea was let's set up a place where people can live together.

Mm-Hmm.

<affirmative>. And everyone works together for the good of everyone else. And we always work hard to make sure we're not taking unfair advantage of anyone. Mm-Hmm.

<affirmative> or even any animal. They were very, very, um, I guess you could say in that sense extreme. Mm-Hmm. <affirmative>. Because today many people would eat meat. Mm- Hmm. <affirmative>. But they decided, no, that takes unfair advantage of animals. We don't want to eat meat. They didn't even want to wear wool because that comes from the sheep.

Mm-Hmm. <affirmative>. And the sheep need their wool, so let's not take their wool. Mm- Hmm. <affirmative>. So, a lot of people felt that they were too extreme. And frankly, it failed after six and a half months. They didn't, they had to disband, they had to stop trying because it just was not working. Mm-Hmm. <affirmative>, I think that Mr. Alcott suffered a great deal after that. He was very, very depressed. Mm-Hmm. <affirmative> because that, that was, uh, an ideal that he wanted everyone and even animals to be treated so fairly.

However, even though he went through a hard time right afterwards, he did eventually kind of come back and realize that his ideal of being fair and kind mm-Hmm. <affirmative> could still be held up. That that would still be his ideal. He just wouldn't be able to. treated so fairly. However, even though he went through a hard time right afterwards, he did eventually kind of come back and realized that his ideal of being fair and kind would still

be held up. That would still be his ideal. He just wouldn't be able to do it in quite an extreme of fashion. But at Fruitland's, they had a... It was a small group. It was mostly men who kept coming. It was Mrs. Alcott, her girls, and mostly men. At one point, they did have a woman join them. But woman, even though it was forbidden, and I'm trying to remember, it was either cheese or fish or maybe both, but she somehow sneaked in with this unauthorized food, this cheese or fish, whichever it was. They kicked her out because of it because she wasn't abiding by their rules. So, it was very, very, very strict. It was too strict, really, to succeed. So, Mr. Alcott eventually did not hold that everything had to be quite that strict. But it was a chapter, a time in his life when he was experimenting with how far can we go to be really, really good, to be what he would call a city on a hill. That's a reference to a Bible verse. A city on a hill is an example to everyone else. That's what he thought he could do with Fruitland's. He would be the example to everyone else. And everyone would say, "Oh, look how they can live. They're so ethical. They're so careful." It just didn't... They were a little too extreme to make it work.

Sofía: *Yeah, they were very, very extreme. I mean, too extreme to being successful. I mean, if I think in this society right now, there are people that have the same thought. I mean, "Yes, yes." And it's okay. But living in a society that if you wanted to be part of but you are not in the same page with their thoughts, it's going to be really hard to continue with that.*

Mrs. Turnquist: *Yes, exactly. And one of these men from England, his name was Charles Lane, was even more extreme than Mr. Alcott. He thought that the fact that Mr. and Mrs. Alcott were married and they were therefore a little more attached. Everyone was supposed*

to be equally kind and equally attached to everyone else in this little community. And Charles Lane thought, "Well, then you shouldn't have any special feeling within your family. We're all the same here." And Mrs. Alcott really didn't agree with that. And Bronson was sort of struggling with that. Ultimately, Bronson did make the choice that his family really was his family and that nobody could be as strong in his affection. But Charles Lane, that's another problem that was happening at Fruitland's where Charles Lane had ideas that Bronson didn't really agree with and they were struggling to make that work. And so, there was discord within the leaders, if you will, because Charles Lane and Bronson Alcott were really leaders of this together. Bronson was the one who more or less had the initial ideas, but Charles Lane had the money and he paid for things. And so that made it difficult because he wanted more of a say because I think because he had the money.

Sofía: *Yeah. As we say in Spanish, the one who has the money is the one who rules. Yeah. So it is, I mean, if it wasn't because of him, I mean, I don't think that, I mean, maybe they were fine another way to succeed with Fruitland. But at that moment that he was the one with the incomes, they have to follow the rules.*

Mrs. Turnquist: *Yes.*

Sofía: *Mrs. Jan, I really wanted to ask you because as you already know, little woman, it's our best seller around the world. I would believe that people who read books, they quite know about Luisa May Alcott and this book that is just, I mean, I never read it before and I started reading this book before and it's a masterpiece. I saw the movie that they made in*

Concord, the one that it was in 2019, the Greta Gerwig one and I mean, the way that they represent the situation at the moment, because we cannot forget that at that moment with the Civil War and the whole struggling that people was passing through, it was very, very, I would say that it's hard time, but at the end, the book show us how even though they are passing through this hard time and all the situation that they were into with the Civil War, they show us that even that man can fight for the country and looking for the stability of the house, a woman can do the same. And talking with one of the teachers that she was a literature teacher in high school, she told me that it's not common right now that students read this kind of books. Would you think that if there was like, I don't know, movement or an incentive to make teenagers or even kids to start reading this, those type of books, would make a difference for the future in our society for the woman rights?

Mrs. Turnquist: *I think so and I think actually it's interesting you mentioned Greta Gerwig, then you were wondering about how to make the book more popular, give more of an incentive to read it. I think the very fact that Greta Gerwig made that movement is doing exactly that. We have seen at Orchard House more people than ever coming and saying they love that movie so then they wanted to read the book and that their families and friends understand it better because of the movie because the movie of course is easy to access. You don't know, oh, am I going to, where, well, I have to take time to read it, I don't know, am I going to make it. Where's the movie, you can sit down, you sit back, it takes no effort to enjoy it and then think, oh, I want more and so then maybe you go and find the book because you're already motivated and so I think the very question that you have is one of the big answers to how to help people be aware of the book and be interested in reading*

it, have a motivation to read it. It is the very fact that that movie is so readily available now, you can get it on DVD and people really enjoy it. I often tell people though if they've never read Little Women, they don't know the story, they might want to start with the 1994 movie, that's the one that had Winona Ryder as Joe, Susan Sarandon as Marmee, I love the Greta Gerwig movie, I really do, but it goes back and forth in time and if you don't know the story, sometimes people watching that movie for the first time, they don't know the story, get a little bit mixed up, they wait, what happened, wait, I thought she, oh, we went back in time, they're trying to figure it out. So, if they find the story easy to follow in the 1994 movie, they follow it, they understand it. Now they can read the book and also watch the Greta Goring movie with a little less confusion.

Sofía: *Yeah, I, I have to be honest, I read the book first, well, both books first, and then I went to the Orchard House and then I saw the movie. So, it was like a really interesting experience to me. I would say I cried watching the movie because it's so emotional how they represent the feeling. And actually, there is a quote that it's in this 2019 movie, and I believe that it's also in the books that Joe March say that women is, they are souls and they are hearts and they have feelings and they have dreams and this feeling that this actress is putting in that scene, it represents the same feeling of struggle and battle that woman has every single day. Because even though you said, well, we have more equal environment right now, but it's not completely true. I mean, there is a lot of injustice and a lot of things that women cannot do because they think that, I mean, they let us do it, but they think that it's not going to work because we're women, right?*

Mrs. Turnquist: *Right. And they judge women differently. They don't judge women on just what they're doing. They're ready to say, oh, well, I don't know. Did you, you know, if you do it, if you do something well, they think, well, you were just lucky. Yes. Sometimes instead of saying, wow, that was a lot of work and you did a good job.*

Sofía: *Yeah. I mean, they're done judges like women and men, like a human, two human beings working in the same process or competing in the same process. They were, oh, the men that it's more capable of and the women that we think that it's less capable of it. Right. Right. And it's, I mean, going back with the last question, because I mean, I am a teacher of teenagers. I am a teacher of the high school here in Costa Rica. Oh. Yeah. And that makes me pretty important. That's really hard work. Yeah. And something that sometimes makes me really angry. It's like, I ask them, do you read books? No, I don't. Do you know about little women? No, I don't. And it's like, what, what are you spending your time with? with. So for me it's like there has to be not only in Massachusetts around the world it has to be initiative of tell them like in the in this school program okay we're going to watch a little woman and then we are going to read the book that you like get into it this not because it's not only the woman rights that they are talking in the in the book and in the movie they are talking about history something that happens a long time ago that affects a society at that moment so would you think that it will be a great idea if the government make this change into their plans of study to implement not only I mean I'm not talking about only little woman because there are there are a lot of authors that have the same thing that have the same purpose and they are not taking to consideration right now in these studies I mean in the plan studies so would you think that we make a difference if we encourage students of, I*

mean teenagers or early adults to read this kind of books to make a like an open mind of their thinking about the world and about the society right now?

Mrs. Turnquist: *Yes I think it absolutely would help I think again this is just my impression that if somebody's government decided to do it I don't know if that will work as well as their families and their teachers doing it because I think the families and the teachers have more access to the teenagers unless you're talking about curriculum guidelines for example if you're saying if the if the government and I don't know how it is in Costa Rica but if the government is the one that can say we are going to require these books to be read and you must pass a test on them to graduate from high school or something like that if government in Costa Rica would be the one who would make that kind of demand yeah on a school curriculum then then I can see why you're thinking government in in the United States it's different in different parts of the country yeah so there would they don't have one governmental body saying here's what will be taught in all the schools they just don't do that in the United States so what if and I think other countries probably all have different ways they do it yeah and I don't know quite how it is in Costa Rica but it sounds to me like maybe in Costa Rica it could be possible I don't know what do you think?*

Sofía: *I mean as you mentioned yes we have a minister of education that's what we call it and they like put the these steps to follow to the teachers the curriculum and they told us like okay you have to do this this this and this in order to the student to pass and go to the next level so yeah so that's why because I mean it was like that right but as I mentioned*

before this this society has changed a lot and unfortunately those things has changed too so I would say that it would work not only because it's a topic or it's something that you need to pass for the next level it's also to cool through yourself and learn about a different story a different environment a different history that happens right now and I think that teenagers does not know anything about the history and the stuff that happened before so I would say that it will work yeah well

Mrs. Turnquist: *That's the thing to think about and I think because you are a teacher it's helpful that you have the interest that you do and that you're recommending these things that I don't know for sure if this is true but I'm thinking it might help to influence the Minister of Education I don't mean personally like you'd go up and talk personally to the Minister of Education you don't know that person and it's not that easy to do but if you and other teachers have this opinion and maybe in in some letters emails something to the Minister of Education or to that office it probably would go into some big office and there are many people who then pass things along that they've read first but that I would think that's worth doing too that if there are other teachers who feel the way you do that you might make a little sort of a coalition a little pack a little group to say we have found this in our experience and our teaching experience that books like this and you might have a list of little women but other books too and say we have found that when we discuss these books with our students it brings up valuable conversation where they can understand each other better and we think it's valuable to encourage because I always think that's really the value of a book like little women or other books that that have some certain points of view values that that in and of itself is good just to read it is good but it's an additional great value is*

that it can stimulate discussion yeah and it can help people get these different points of view out and if one person says well I think Joe March was just silly to care so much about wanting to write that book she should have understood that all she needed to do was learn how to cook and take care of children why on earth did she have all those ambitions that seems silly and she shouldn't have been such a tomboy wanting to climb trees and run and that's not what girls do somebody could still feel that way and say that and in the same conversation someone else might be able to say but it made her happy it made her she had something to offer that she couldn't have offered if she didn't write the book if she didn't exercise her body the way she wanted to she would have perhaps felt less than who she was she would have felt smaller and she doesn't have to feel smaller she can do so much good for other people by expressing these things and that conversation back and forth right away it might not change anybody's opinion right away it might not the person who thought it was ridiculous might not immediately say oh you're right probably not but it would get them thinking about it and the next time that somebody brought it up they might have a little more open-mindedness as you were saying I like the fact that you use that term openness because I think that's exactly the right word to use

Sofía: *Yeah I mean I have this feeling or I have this this thought that if people like Luisa wouldn't fight or wouldn't be that open-minded because I have to be honest she was really open-minded woman to think it that way in taking into consideration of the society of 1860s that that was like completely men pro thing and yeah and it's I always think that if people like her didn't fight or they didn't think differently from others maybe we have a different society right now and maybe we would stuck in the same situation that happened in 1860s*

so I think that's true that many people who were influenced by her way of thinking yeah I mean it is how they think and how they act it is not only at that moment because she made a lot of changes at that moment with her family she continued changing minds through the time and yes because I have to be honest when I start this I have a thought about feminism and I have a thought about the human rights and woman rights but after making this investigation and after making this analysis about this book and understanding her point of view and not only her point of view the point of view of those authors that are trying to make changes it's I mean it's beautiful because you start thinking as you mentioned different and you are you start to think that well if she could do that at that moment that was so hard why I cannot make a change and why I cannot fight for my things so I mean it's really amazing and I think as you mentioned before how important is for the teenagers to talk about this type of topics and discuss and express the point of view and hear another of their classmates or other people expressing their ideas and making like more sustainable or more valuable thought or changing their way of seed life right.

Mrs. Turnquist: *Yes, I think I really agree with the way you're thinking about this I I'm very excited to talk with you and gather your point of view and think about your thesis - now I'm guessing your thesis will be written in Spanish is that true?*

Sofía: *No, actually no is written in English.*

Mrs. Turnquist: *Yeah, because I could read it, I'd love to read it*

Sofía: *I would love to send you by it says is what is done because I mean this is for my bachelor degree as a translator so it's in English so yeah so it's for me it's really important*

and actually my uncle was the one who told me like why do you make an analysis of little woman because at that moment I was planning a trip to Boston and he told me like why don't do analysis of little woman you can go to Concord here in research and yeah and now that I'm like so deep down into this topic and I'm so like happy and excited about this topic he's like why I should tell you this and I was like well it's your own fault I would love to send you my thesis when it's done and tell you that I graduate because on December I have to defend my thesis and if everything goes like according to the plan I would graduate in next year but yeah I think that I got everything that I would like to ask you if I have in the future any questions regarding to my presentation could I send you an email or something like that?

Mrs. Turnquist: *Yes, I thought that I would write down well you know this be handy even though I could.*

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