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**LITERAL ANALYSIS OF GREAT EXPECTATIONS BY
CHARLES DICKENS USING THE MARXIS APPROACH**

Thesis Submitted to Obtain the Bachelor in English

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Dedication

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Abstract

This investigation will be focused on the socio-economic struggle of Victorian England and the role of the woman using the Marxist Approach to analyze the same; hence, the research question is: How can the reader perceive the effects of the social role of women and the socio-economic situation of the Victorian England through a Marxist analysis of Great Expectations? Due to this, theories of Karl Marx will be applied to answer the question. The participant on this investigation is I, Valeria Mora Salazar. The method used is the qualitative method as this research does not need numeric results.

The findings in this investigation are:

1. Marx's theories are complicated and need deep dives
2. To talk about women feminism is necessary
3. Great Expectations deserves to be recognized as all of its characters play an important role
4. Time management is essential to investigate

The main conclusion of this investigation is that the bourgeoisies dominated the proletariat, and that men governed over women. The economic differences in England put a limit between the societies; it did not matter who the person was, if it was not part of the high class, this person did not matter at all. Charles Dickens demonstrates this very well in the book as he, himself, lived this during his life.

Resumen

Esta investigación estará enfocada en el problema socio-económico de la Inglaterra Victoriana y en el rol de la mujer utilizando el enfoque Marxista para analizar los mismo; debido a esto, la pregunta de la investigación es: ¿Cómo puede el lector percibir los efectos del rol social de la mujer and la situación socio-económica de la Inglaterra Victoriana por medio de un análisis marxista de Great Expectations? Por esto las teorías de Karl Marx serán aplicadas para contestar esa pregunta. La participante en esta investigación es Valeria Mora Salazar. El método usado es el cualitativo ya que esa investigación no necesita resultados numéricos.

Las recomendaciones para investigaciones como estas son:

1. Las teorías de Marx son complicadas y necesitan análisis profundos
2. Para hablar de la mujer el feminismo es necesario
3. Great Expectations merece reconocimiento ya que todos sus personajes tienen un rol muy importante
4. El buen manejo del tiempo es esencial para investigar

La conclusión principal es que los burgueses dominaban al proletariado y el hombre gobernaba sobre la mujer. Las diferencias económicas de Inglaterra pusieron un límite entre las sociedades; no importaba quien era la persona, si no era parte de la clase alta, esta persona no tenía importancia alguna. Charles Dickens demuestra esto muy bien en el libro ya que el mismo vivió esto durante gran parte de su vida.

Chapter I

Introductory Framework

1.1 Problem Statement

The Victorian Era was one of the events that marked the history of England. It happened during the reign of Queen Victoria and impacted society and economy. Shepherd, on her article *Overview of the Victorian Era*, written on “History in Focus,” states that:

The Victorian Age was characterized by rapid change and developments in nearly every sphere - from advances in medical, scientific and technological knowledge to changes in population growth and location. Over time, this rapid transformation deeply affected the country's mood: an age that began with a confidence and optimism leading to economic boom and prosperity eventually gave way to uncertainty and doubt regarding Britain's place in the world. (2001)

This means that the Victorian Age was an era of change and development that had effects in society and the country. Industrialization took place as one of the causes of these changes, especially for the economy and the different conditions that were born upon this. The Victorian Era was ruled by class status, mainly the high class and the working class. Status was very important; therefore, people were expected to stay in their class, as a change from one to another could cause disgrace, mainly for the high class. This is shown in *Great Expectations* by Charles Dickens, when the protagonist, Pip, goes from a lower to a higher class. Charles Dickens, through his book, makes clear how society was controlled by these people.

Women also had a role in this era. They were affected by the roles they were expected to have. In an article written in the website “Victorian-Era” by Vaijayanti Joshi, master in English Literature, regarding the role of Lower Class Women, she states that “The only duty cast upon a Victorian woman was to keep her husband happy and raise her children.” This means that their only job and concern was

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to stay at home and do what they were expected to do. Women did not have many rights, they were not allowed to vote, sue or even own property, and they had to do what their men said. In the same article, Joshi states that poor women took jobs such as prostitution. Regarding upper class women, they taught young girls of the nobility how to become women. The socio-economic climate of the era took a big part in the development in England, and it is the cause and effect of the growth of society, the situation of women, and the economic problematic. Although, there are many studies in the Victorian era, not many are seen from the perspective of literature, which is really important as this case, it is Charles Dickens' personal diary that makes it more real and relatable to people. Therefore, the research question is: How can the reader perceive the effects of the social role of women and the socio-economic situation of the Victorian England through a Marxist analysis of Great Expectations?

1.2 Objectives of the Investigation

1.2.1 General Objective

To analyze the socio-economic problematic in the Victorian era and its implication in the society

1.2.2 Specific Objectives:

- To determine the role of the woman in the society of the Victorian Age.
- To compare the different economic conditions during the Victorian era.
- To identify the effects of the socio-economic climate upon the conditions of society.

1.3 Justification of the Study

Throughout the years, human behaviors have been deeply and cautiously studied, moreover, it has been wondered how society evolves and how that change affects the constituents of society: human beings. Every day, people experience either an improvement or deterioration, or even both. An example

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of an improvement is how technology and researches have solved many problems present in daily life. On the other hand, deterioration has been present throughout the years in aspects related to gender equality, race, social status, and many more.

Furthermore, socio-economical events changed the world for better and for worse. The eras have influenced society and its behaviors for years, and they still do; nonetheless, it exists one that has caught the attention of many experts and non-experts around the world because of the richness of its history and how it influenced other periods: The Victorian era. This era impacted the world in many ways: history, culture, art, and literature to mention some; therefore, it has been studied for many years; as its economic, political, and social development and deterioration have been object of study for many researches and has had a big influence in fields such as literature.

Literature gives an insight to what society was before. This is the proof that a country is not built by its own; it is built by its people, its problems, and its history. Consequently, it is important to study the past of a country to understand the present and to predict the future, as many crises have been predicted based on what happened before, comparisons analyses are made, as well. These studies are tools used by professionals in different fields to determine the next step for a country or the world itself. This can be confirmed Dickens book, *Great Expectations*. On his work, Dickens lets the reader to explore and educate themselves about the Victorian Age, an era where the social status defined a person and white men governed. Moreover, Dickens provides information about the Victorian era because he lived it and knew how problematic was developed. Economists, historians, sociologists, and political scientists can understand in a better way the development of society and its factors through literature.

In this work, Marxism will take an important piece, since the problematic mentioned before will be seen from the perspective of Charles Dickens' *Great Expectations*. Karl Marx had many theories

about society, economics, and politics that provided what we know as Marxism. According to an article written in New York University by Bertell Ollman (who is a politics professor at that university) entitled *What is Marxism? A Bird's-Eye View* (n.d.), Karl Marx was trying to understand how society worked, for whom it worked for the better, and for whom worked for the worse.

For years, leaders around the world have been trying to figure out how to make work their nation. Some were successful at finding out how to have a balance for their citizens' equally; on the other hand, some, by purpose or not, have not made a satisfactory job for their people, and this caused many crises for them. *Great Expectations* by Charles Dickens shows how society worked at that time and how it was affected by its leader; therefore, this will be analyzed deeply and understood using the Marxist Approach.

1.4 Antecedents

Charles Dickens is one of the most famous writers of the Victorian Era. His stories are known around the globe and have influenced the modern world. Through his novels, Dickens shows his concern regarding the people who were at the bottom of the pyramid, those who were rejected and ignored by society's standards. On an article written on Cultura Más entitled *Charles Dickens, el maestro de la crítica social* (2014), Pilar Martínez states that "the empathy to the common man and the skepticism towards certain social classes as the bourgeois, clearly marked Dickens and his constructions, becoming great social critic works."¹ Dickens did not come from a rich family; he suffered the criticism of society in the hard way. One thing that makes him so famous is that his works are an autobiography of his life, which he made clear in *David Copperfield* and *Great Expectations*. Charles Dickens is considered a literature genius, who impacted society's views by addressing different issues, like child poverty.

¹ Original text: "La empatía por el hombre común y el escepticismo hacia ciertas clases de la sociedad como la burguesía, marcaron de manera clara a Dickens y a sus construcciones, convirtiéndolas en grandes trabajos de crítica social "

In his Charles Dickens' biography, Orwell states that, "No one, at any rate no English writer, has written better about childhood than Dickens." As it was said before, Dickens works are a reflection of himself and his past. He had bad experiences with society, and he turned those experiences on books that would be sold around the world. Orwell states the power that Dickens has in regard to knowing and understanding a child's point of view; in addition, he recognizes the ability that Dickens has on educating and opening adult's eyes on children's economic and social position. In *Great Expectation*, Charles Dickens shows the innocence and the desire of the protagonist, Phillip "Pip" Pirrip on becoming a "gentleman" to get out to the outside world and become someone else to accomplish his goal of being "worthy" for the woman he was in love with, Estella. In the book, Dickens demonstrates how underclass people were treated. This is shown when Estella, who was raised in a different environment from Pip's, judges and criticizes him for his appearance and the way he talked and expressed himself. In the Victorian era, if a person was not well educated, it was meant to be treated as unworthy and ignorant.

Jeffrey Frank in his M.A. Thesis for the Wichita State University titled *The importance of Charles Dickens in Victorian Social Reform* (2006), states that Dickens is an advocate for the social reform and that he always spoke out about injustice; moreover, through his popularity, as the most claimed author of his age, he influenced the improvement of the working classes in the Victorian Era. In most of his works, Dickens expresses his dissatisfaction with the social injustice in England. An age where the poor confronted hard punishments for their crimes, but the upper class did not receive the same judgment because of their status. On the biography of Charles Dickens, Orwell states that "The Marxist claims him as 'almost' a Marxist, the Catholic claims him as 'almost' a Catholic, and both claim him as a champion of the proletariat (or 'the poor', as Chesterton would have put it) (Orwell, 1940, p. 1). Charles Dickens was seen as a hero by many people, especially by those who were in the lower class. Dickens spoke to and for them; he spoke the truth on England's real situation. As

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mentioned before, Dickens was really autobiographical; as he used his experiences to write his stories where he gave details of the city that saw him grow.

Eagleton, a literary critic and cultural theorist defines the Marxist Approach in the following way:

Marxist criticism is not merely a 'sociology of literature', concerned with how novels get published and whether they mention the working class. Its aim is to explain the literary work more fully; and this means a sensitive attention to its forms, styles and, meanings. But it also means grasping those forms, styles and meanings as the product of a particular history (Marxism and Literary Criticism, 1976).

Eagleton considered Marxism as “An indispensable concern in modern intellectual history” (Marxism and Literary Criticism, 1976). One of the Marxism’s elements is the “Class Conflict,” a concept that is defined as the competition that exists between social classes. As mentioned before, in *Great Expectations*, social classes are one of the most important aspects of the book. Even today, the conflict between them is still present. Moreover, around the world, many countries suffer from this crisis and the constant fight between the rich and the poor. Some leaders, in different nations, do not really care about their people, they try to fight for benefits for themselves and associate with those in positions just as powerful as theirs. They think that threatening their people will be a successful method to keep their power and maintain themselves in positions of absolute power; since having this power means to have the ones above under their hand, so they are less likely to act against them even if they oppose their leader.

In *The Communist Manifesto*, Engels sees Karl Marx as “Marx, the man to whom the whole working class of Europe and America owes more than to any one else (Engels, 1848, p. 6). Marx believed that societies developed through “class struggles” (Marx), he believed that there was a great

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conflict between the “bourgeoisie” (upper class) and the proletariat (the working class); therefore, he believed that the working class had to do a revolution, take the power, and beat capitalism, which Marx believed that would bring misery.

Karl Marx has left a legacy in the modern world; as for example, events like the Russian Revolution was labeled as Marxist. Leaders around the world like Fidel Castro and Lenin took Marx as an influence. Fidel Castro proclaimed himself as a “Marxist-Lennist” in his speeches. According to History, in December 2 of 1961, Fidel Castro stated that “I am a Marxist-Leninist and shall be one until the end of my life,” and he continued by saying that “Marxism or scientific socialism has become the revolutionary movement of the working class.” This is just one example of many people around the world who believed in Marx and his ideologies. Until today, major and minor leaders take into consideration the thoughts and ideas of Marx to apply them in their government.

The working class wanted a figure they could trust, someone who would understand them and fight for them, and they saw this in Karl Marx and Frederick Engle (Marx’s loyal friend and collaborator). Because of this statement and Marx’s preference for the working class, Marxist claimed Charles Dickens as a Marxist author and figure. His ideals matched those of the Marxist movement, the way he criticized the judgment on the working class had an effect in Marx’s followers; nonetheless, there were those who ignored Marx’s ideals because they did not believe in him.

Marxism spread worldwide and it came to Latin America. As mentioned before, Fidel Castro, who ruled Cuba, was a Marxist-Lennist. Many people who govern take Marxist as an influence of their government. In an article written by Eduardo Jorge Arnoletto on Eumed, he states that “Latin American Marxism manifests itself more as a stand against anarchism and liberal democracy than a way of knowing about the social and acting in its processes.”

Latin America wanted to modernize itself and this is where Marxism took place, as leaders wanted to identify themselves like the Europeans, and they did not want to be left behind. Marxism spread to the point where Marxist news was published, as it was the case of Argentina, when in 1890 the first Marxist news was published in Buenos Aires; similar events related to Marxism happened around Latin America. Nonetheless, not all Latin Americans were in favor of Marx. José Aricó in his study *Marx y Latinoamérica*, figures out that the reasons why Marx did not recognize Latin America with empathy were clear; first of all, his critics towards Simón Bolívar, as he treated him as a “coward;” and secondly, Marx supported the invasion of Mexico by United States of America.

Marxism takes an important place in literature because it lets readers to figure out and find out the “why’s” in stories related to socio-economic problems, and even politics, as well. Marxism took an essential part of politics; however, this research will be focused on economic and social issues. In the era of Charles Dickens, as mentioned before, there was no equality between the classes and people (women and men). One part had more benefits than the other; and some were excused for their crimes. It was difficult to see the nobility in a situation of misery; their reputation was really important and their ego ruled the masses of those who had to beg to be fed.

1.5 Scope

In this research it is expected to find the solution or solutions to the problem stated before and it is expected to achieve the following goals:

To find how the Victorian era social rules affected woman in society. In the Victorian era, a woman was seen as clean and pure, so she was expected to be a good mother and wife; consequently, she had to raise and educate her children and have the food ready for her husband, as the latter was the one who provided in the household. Of course, all women were not treated the same. It has to be reminded that social statuses ruled that age. The looks of a woman did not matter if she was part of the

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low class, her role differed from that imposed to the upper-class woman, but how different were their roles? Was any woman allowed to have a spot in society? Did it matter if she was intelligent? These are some of the questions that will be answered at the end of this research. It is known that women have fought throughout the years for their rights and to get a voice. Therefore, the present research will deal with the development of those who fought and how women improved or how their part in society decreased.

The economy of England changed throughout the reign of Queen Victoria. It cannot be forgotten that in this era, the Industrial Revolution took place and that this event meant change. Economy did not stay always the same, as it increased and decreased. Therefore, it will be studied how it changed and how this impacted the society, and if this was for worse or the better. This analysis will answer questions such as: Did poverty increase? Was employment an important cause of the Industrial Revolution? Who got benefitted from it? Queen Victoria took an important part of this, for that reason the age is named after her.

Every cause has its effects, and so did the socio-economic climate of the Victorian era. This will be studied through Charles Dickens' *Great Expectations*, seen through the Marxist Approach. Two bases that keep a nation together are its people and its economy. A country cannot go forward if its society is deteriorated and its economy is falling down, since if this happens misery will be found in this nation. This is a fact that leaders have present, but it may seem as they just ignore this information. The question is, how did this socio-economic climate affect the Victorian age? What made London different from now? How was it influenced? Who did it affect directly? These are some questions that will be answered in this research made mainly on Charles Dickens and his insights of London, which were made throughout his autobiography in *Great Expectations*. Moreover, the focus of this research is the socio-economic problematic presented in the Victorian Age and its implication upon society, why

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and how it was affected. Works on Marxism, the Victorian Era and other analyses on Dickens' *Great Expectations* will be used to achieve these goals and purposes.

Chapter II

Theoretical Framework

2.1. Literary Theories and Approaches

A literary analysis cannot be made without literary theories and approaches. These are keys to analyze, explain, and describe the issues that give life to a book. Throughout the years, authors have used different types of writing and methods to express the meaning they want to convey in their books. Due to this, literary theories and approaches are applied. Literary theory is a term that can be complex to explain, but it is important to have it clear. In order to get its meaning, it is needed to define literature and theory individually. These two terms build together a kind of study that brings to life the significance of analysis.

From the beginning of times, human beings have relied on literature to expand their knowledge on all of the mysteries that the world keeps. No matter what the subject is, literature has played an important role in discovering and learning issues that need to be studied. This statement leads to the following question: What is literature? Dictionary.com defines literature as “Writings in which expression and form, in connection with ideas of permanent and universal interest, are characteristic or essential features, as poetry, novels, history, biography, and essays.” However, such definition does not really cover what literature really is. British writer C.S Lewis defined literature as an addition to reality. In the book, *C.S. Lewis: The Shape of his Faith and Thought*, written by Holmer, there is a quote by Lewis which states that he believed that literature did not just describe human life, but it was a part of it and it gave life more than just stories. As he said in a quote: literature “irrigates the deserts that our lives have already become” (Lewis, 1976).

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Literature has given the world a lot, from fairy tales to facts and studies that have changed it. It might be true that there is always some fantasy in novels, but there is always some true in there. Writers write about their life experiences; their novels are like diaries that contain stories that have helped humanity to study phenomena throughout history like World War, and even to understand the complexity of life itself. This is the real meaning of literature, as it enriches life in all senses and forms and gives humans the opportunity to deepen their understanding of the world, themselves, and others. It is important to take into consideration that in order to fully understand literature, one has to know about its history. Literature has a large history, from Ancient times until today, and it will keep developing throughout the years, since literature is limitless. It has had prevalence in Ancient Greece, Ancient China, Persia, Rome, and Ancient India. It developed in the Middle Ages until what it is known today.

For Ancient Greece, it is known that writers were passionate on poetry, philosophy, tragedy, and more. Their history is rich in war and peace, leaving a cultural mark on their readers; however, in order to fully understand and enjoy Greek literature, one has to divide it from tragedy to the histories of their philosophies. Greek literature can be divided into different periods: Archaic, Classical, and Hellenistic. These periods are really important for the literary history of Greece, as they marked important aspects that are known up to today. In the Archaic period, the Greeks created poetry, whose main subject was myth based on historical events, folklore, and in part, religious speculation. The poet Archilochus of Paros was the earliest Greek poet to employ the forms of poem called elegy and personal lyric poetry. His works were really important for the Greek people, but now only some of its fragments exist. The Archaic period holds important writers such as Hecataeus of Miletus, Pherecydes of Syros, Alcaeus, and Sappho.

The Classical period took place in the 4th and 5th centuries B.C. In this era, tragedy took the main subject. It was created by Aeschylus, it continued with Sophocles, and, in the second half of the

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5th century, continued with Euripides. Aristophanes is considered one of the greatest of the comedy poets and the creator of the Old Comedy; however, he did not make it to the fall of Athens in the year 404. The tragedy written by Aeschylus had sublime themes, where human beings were answerable to the gods and had overwhelming insights into divine purposes. On the other hand, the tragedy written by Sophocles was both, complex and dramatic; however, it was orthodox when it came to religious morals and religious issues. Lastly, Euripides doubted the traditional picture that was given to the gods.

In the Hellenistic period, Alexander the Great had his empire; the Greek became the language of administration and culture. It brought important poets, prose writers, and historians; some of them were Callimachus and his pupil Theocritus, Apollonius Rhodius, as well as the respected and famous historian Plutarch. As in the previous eras, there are only fragments of the works of these writers or quotations made by other writers.

Greek literature left many important writers and works to the world, one of them was Homer. Years of poetry have come from these periods, that is still inspiring today's poets and authors all around the world. In her book, *The Greek Way*, Edith Hamilton states that, "One might quote all the Greek poems there are, even when they are tragedies. Every one of them shows the fire of life burning high. Never a Greek poet that did not warm both hands at that flame" (1930).

Roman literature is connected to Greek literature, as it was inspired by them because Greece was Rome's neighbor. Even Horace, one of the most important poets of the Roman literature recognized the influence of Greek literature. He stated that the introduction of this art is a "Backward Latium." Roman literature began almost at the end of the 3rd century B.C. thanks to Plautus, Terence, and Ennius, who wrote playwrights, which were often played in festivals in the city. According to D.L. Wasson, Plautus wrote more than 130 plays, but only 20 complete plays survive until now (*Ancient History Encyclopedia, September 27th, 2017*). At the end, the spread of Christianity made changes to

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literature, as it criticized the amoral and often sexually explicit content that the works of the previous centuries contained. Roman literature influenced authors such as Shakespeare and Dante with their poetry.

For many, the Middle Ages started after the fall of the Roman Empire in 476. Many Medieval literature consisted on prayers, sermons, and lives of saints. The Catholic Church had a lot of power, so it created schools where education was based on grammar, astronomy, philosophy, Latin, and math; hence, literature took an important class. At this time, the literature that had the power was romance and courtly romance. The structure was based on a hero who had to go through a big challenge that alienated him from society. Often, the hero was a knight, who tried to win the love of a woman of a higher class through his bravery, morality, and nobility. One of the most popular characters of this era is King Arthur, as there many stories about him and his Knights of the Round Table.

It is a fact that literature allows people to connect themselves with the world. Most readers have felt some emotions when reading a book because they can relate to the situation that the characters go through. Moreover, it is a form to let their emotions out and understand themselves in a deeper way. Literature has helped people to feel empathy with the problems that are shown and described by authors that write the life experiences they went through.

Now that the meaning of literature is clear, it is essential to define theory. Theory is one of the main elements of an investigation; it is what will give clarity to the topic that is being researched. It can be said that a theory can be born through a set of assumptions, but it is necessary to have evidence and valid reasoning that can explain where a theory comes from. The definition of theory can vary as many scholars, who have tried to give its meaning, have different views; however, they may have come to an agreement in a general term: theory is a description of a phenomenon and the interactions of its variables that are used to explain or predict (Thomas, 2017). It is important to note that the word theory

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has different meanings depending on the field it is focused on; these are: scientific, mathematical, philosophical, and political,

In science, a theory is based on careful observation and experimentation. In order to get a theory, a scientist first comes up with a hypothesis, which is a possible solution to an unexpected issue. According to Tunner, a professor of biology at Marlboro College, a theory is seen different in science because it refers to the way that scientists interpret facts. In science, theories are constant, coherent, and predictive. Theories must have statements that are relevant in the observations that have to be done. Furthermore, in mathematics, a theory is a set of theorems and principles that come up with a branch of mathematics. Actually, mathematical theories provide tools to scientists in future discoveries. Some mathematical theories are: Discrete Mathematics, Analysis, Geometry and Topology, and Number Theory.

In philosophy, a theory studies the principles of human knowledge; the principles of thought, communication, and argumentation, the nature of language and consciousness, among others. It is done by using formal methods such as logic and traditional philosophical analysis. Finally, in politics, it is an ethical theory about the government and the law. The purpose of a political theory is to analyze political concepts, understand them, and criticize them by using tools such as: concepts, models, theories, and paradigms. One important objective of political theory is to help citizens to think rationally about politics in their time, and also to assess them correctly.

By having the definitions of “literature” and “theory,” it is simpler to explain the meaning of “literary theory.” Literary theory is the set of ideas that help to explain literature. This set of ideas can be considered tools that simplify the study of a literary text to go beyond words, which means to study the text in depth to get its real meaning, themes, symbols, and other literary elements. It cannot be forgotten that these literary elements will be based on the theoretical approach on which the text will be

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explained. Literary theory and literary approach are related to each other; the difference is that literary approach is the interpretation of literature, ~~it is~~ a tool used in literary theory. A literary theory is the philosophical discussion of literature's goals.

There are different types of literary theories, two of them are: Marxism and Critical Theory, and Gender Studies and Queer Theory. They have influenced society and authors at a great scale. In the case of Marxism and Critical Theory, it has found the sympathy of many authors regarding the struggles of social classes and the challenges they put into their work that criticize the economic state of societies in a capitalist movement. Thinkers such as Theodor Adorno, Max Horkheimer, and Herbert Marcuse have been essential to the introduction of Critical theory. Critical theory tends to find the instruments domination that the capitalist movement applies to its societies. Also, there are some influencers to the Marxist theory, as for example-Terry Eagleton, Raymond Williams, Frank Lentricchia, and Frederic Jameson. They have shared their knowledge and ideas with the world, so this has caused new ideologies within Marxists and all the people who believe in the decay of capitalism.

The approach that will be used to analyze the book is the Marxist Approach, which will be explained in order to understand its relevance; but first, it is essential to understand Marxism before going further on the Marxist Approach. Marxism was created in the 19th century by German philosophers Karl Marx and Friedrich Engels. Nonetheless, the term Marxism was popularized by Karl Kautsky, a Czech-Austrian philosopher, who considered himself an orthodox Marxist; that is, a kind of Marxist thought that was born after Marx's death and that became the philosophy of the socialist movement represented in the Second International. Orthodox Marxism wants to clarify the contradictions that existed in classical Marxism, this in order to systematize both, the Marxist method and theory. Orthodox Marxism has many characteristics, some of them are:

1. The statement that Marxism is a science

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2. The idea that only a socialist economy will break capitalism
3. Every class struggle is a political struggle
4. Socialist revolution is the act of the majority

Classical Marxism refers to Marx's economic, philosophical, and sociological theories. Here

Marx's presents his main ideas; some of them are:

1. Alienation: A systematic result of capitalism where he states that the alienation of people comes from their human nature.
2. Base and superstructure: Capitalism is divided into base and superstructure. The base is composed by relations of productions; on the other hand, superstructure is everything that is not directly related to production (art, family, and so). The superstructure will affect the base.
3. Class consciousness: It is the awareness that a society has about itself (social class) and the social world around it, and the capacity of this society to act based on this awareness. Class consciousness takes an important role in Marx's Theory of Conflict, which is focused on the social, economical, and political relationship that exists between workers and capitalists in a capitalist society.
4. Exploitation: The exploitation of a class society to another. Capitalists pay their workers less than the work they labored.

As it can be seen, Marxism has many branches and schools of thought, and due to this there is not a definitive Marxist theory. In this same century, in 1848, Engles and Marx wrote *The Communist Manifesto*, where they explained that the struggle between classes is what causes social conflicts. This gave birth to one of the most famous political ideologies: Marxism, which impacted the world and

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became the foundation of Communism. In his manuscript, *Grundrisse der Kritik der Politischen Ökonomie (Fundamentals of Political Economy Criticism)*, Marx states that: “Society does not consist of individuals, but expresses the sum of interrelations, the relations within which these individuals stand”(Marx, 1858).

Marx believed that the effort that humans made to improve the environment according to their needs is a fundamental feature of the humankind. This statement is true, as it has been seen, throughout the years, human beings have gone through many changes to adapt themselves to the world around them. As per now, human beings have adapted themselves to the world of technology; they have become dependent of it, since in a sense is a type of domination. Technology has come to make life easier; however, there are some people that reject this idea and do not want to stick to machines. This is a proof that people want to adapt themselves depending on the environment, but also that some of them do not want to live on oppression and domination.

Engels was the co-author of many works with Marx. He published *The Condition of the Working Class in England*, which is a study of the industrial working class of the Victorian England. He explains that workers lived in unpleasant and unhealthy conditions and they had low incomes. This book helped Marxist historians that studied the Industrial Revolution in the 20th century. He also helped Marx financially, so he could make his research and write *Das Kapital*, where Marx explains that capitalism is the source of labor exploitation. After Marx's death, he edited the second and third volumes of *Das Kapital*.

Marxism is a theory where class struggle is the main element of analysis of social change. According to Marx, a class is defined by the relation of its members to the means of production; this means that if a person was paid a bare minimum salary, he was defined as a Proletariat (also worker). On the other hand, there is the dominant part, which sold the product produced by the worker in a

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proportional value, called Bourgeoisie. Marx believed that this conflict between workers and capitalists would lead to a revolution on which workers would seize the control of economy. With this revolution, he also believed in the ownership of the means of production under a collective ownership with communism or socialism (Chappelow, 2019).

Marx once said that philosophers have interpreted the world, but the key is to change the world or the society. This is why Marxists around the world fight to defend workers against the exploitation caused by capitalism, as they want a society that is classless, as well as complete equality in the social, political, and economic fields for women, where they are not oppressed by male chauvinism anymore. According to Marx's analysis, the only way to "save" workers from working as a machine is through communism or communist society. As Polish philosopher Leszek Kolakowski said,

Communism puts an end to the division of life into public and private spheres and to the difference between civil society and the state, it does away with the need for political institutions, political authority and governments, private property and its source in the division of labor. It destroys the class system and exploitation; it heals the split in man's nature and the crippled one-sided development of the individual.(Kolakowski, n.d)

That being said, Marxism is the view of social, economic, and political conditions, where workers should not be oppressed by capitalism. However, one cannot talk about Marxism without mentioning Lenin; since it exists the term Marxism-Lennism. Marxism-Lennism is an adaptation of Marxism by Vladimir Lenin, a Russian revolutionary who led the first Communist Revolution in Russia in 1917. Moreover, he was the Head of Government of Soviet Russia from 1917 to 1924. Before the revolution, Russia was under the power of the monarchy of Tsar Nicholas II, who commanded the army, owned a great part of the land, and even had control over the church. The life of the working

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class and the peasants was really difficult, they pay was scarce and worked under horrible conditions. They did not have many rights under the law.

The first revolution took place during the 1917, as many workers decided to riot. Tsar commanded soldiers to stop the riot; however, many of them refused to fire to the people and began to go against the Tsar. Therefore, the latter was forced to leave the throne. Russia was divided into two parties: the Petrograd Soviet (representing the working class and soldiers) and the Provisional Government (representing the traditional government without Tsar). In the Petrograd Soviet, there was a group called the Bolsheviks, who were led by Vladimir Lenin. They believed that the new Russian government needed to be a Marxist government. In October of the same year, Lenin took full control of the government and Russia became the first communist country in the world; consequently, Marxism-Lennism was born.

The main ideology of Marxism-Lennism is that a revolutionary proletarian class would not appear from capitalism. It was needed a revolutionary vanguard in order to lead the working class to move forward to communism. After Lenin's death, his ideology and everything that he added to the Marxist theory started to be referred as to "Marxism-Lennism." States such as China, Cuba, Laos, North Korea, and Vietnam still remain as Marxist-Lennist in the 21st century. It is important to state that most of these countries presented revolutions that were inspired by Marx.

As of today, Marxism is still relevant, as well as capitalism, which is still very present in the economy and social class of the world. According to a report carried out in 2017 by Oxfam, 82% of the wealth generated in 2017 went to the richest one percent of the global population, while the 3.7 billion people that belong to the poor side did not see any increase in their wealth. Marx predicted that the wealth gap between the rich and poor would increase. Marx and Engle, in the Communist Manifesto, spoke about how globalization would impose a culture determined by consumption.

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Marx argued that capitalism was transforming itself, even if capitalists did not want to; examples of this can be seen in free education, free health care services, social care, and more. Nonetheless, capitalists try to undo this by privatizing these services as much as possible. Every day, more people are sharing Marx's ideologies and try to bring capitalism to its decay and prove that the people deserve what they are working for. Capitalism may never stop existing, but it is for sure that revolution will continue to try to accomplish what Marx wanted and expected from society: the fair source of payment for the production made by the working class.

Now that the concept of Marxism is clear, it is apt to define Marxist Approach. The Marxist Approach studies the struggle of working classes. In order to apply the Marxist Approach to a literary text, there needs to be class struggle, domination, and oppression, which is the case of *Great Expectations*, since the main character, Pip, suffers this, as well as other characters from the book. This approach is relevant to the book since its focus is on social class and the struggle of society, and the desire of being part of the bourgeoisie class in order to have better opportunities and succeed. The approach will be used because the social behaviors of the characters will be studied, as well as the struggles that England suffered in that era. In addition, the role of the women will be analyzed, since women were oppressed by society and its rules.

Not only the Marxist approach studies the text itself, but also the writer and the social class he/she belongs to; moreover, the way that the author sees society, culture, and political system. *Great Expectations* is one of Charles Dickens' biographical books, so through this approach, the life of Dickens will be explored the point of view of Marxism. Dickens criticized capitalism through his books, and this can be seen in *Great Expectations*. Marx believed that capitalism needed to be taken down to have social, economic, and political equality. One of the goals of the Marxist approach is to analyze the class constructs demonstrated in a literary text.

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When applying the Marxist Approach, one has to take into consideration questions such as: What is the role of social class in the text? How do the characters overcome oppression? Is social struggle ignored by society and is oppression considered as it is? If these questions can be answered through the book, then the Marxist Approach can be used to analyze the text and to make a deep dive on what the society thinks about the social, economic, and political struggle that it is suffering and how it can overcome it.

Since this book will be analyzed through the Marxist Approach, the theories that will be used to understand in depth the text belong to Karl Marx. Marx has many theories; however, in this investigation the theories that will be applied are: Class Struggle Theory, Theory of Economic Development, Theory of Social Change, and Social Stratification.

In the Class Struggle Theory, Marx believes that workers should say where they go and the price, since they are the ones doing the hard work. He states that class struggle is the manifestation of economic differentiation. He had the belief that few people were capitalists and many were laborers; due to this, the economic means of production is an infrastructure that few people hold against many. In his book *Capital*, Marx distinguished three classes related to the three sources of income and, in this way, he composed society as three major classes. He defines them as it follows: owners of simple labor power, whose main income is labor; owners of capitalist, whose main source of income is profit or surplus value; and landowners, whose main source of income is ground rent. For Marx, the labor of workers limited their freedom and their stay in the business. He wanted equality of business property between the rich and the workers. According to him, all social development will end up on a stage called Communism.

In the Theory of Economic Development, he believed that capitalists exploited the workers. In this theory, production is the same as generation of value. Here, there is a cycle that consists of the

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growth of class and labor conflicts, revolution, and the downfall of capitalism. In his book *Das Kapital*, he states that there are five stages on which economic development goes through. These are: (a) Primitive Society: This is the part economy goes through a development process in an uncivilized way. (b) Slavery: Workers are under the control of land and they are servants of the owner. (c) Feudalism: labor is based on the basis of wage. (d) Capitalism: capitalists exploit the workers, who are given a fixed wage. (e) Socialism: The economy is under the hands of the government. In this theory, Marx concludes that capitalism will decay and socialism will take control.

For the Theory of Social Change, Marx believed that social change is a sequel of social conflict; this will cause a change in the economic structure of society. For Marx, class struggle will always be present until class distinctions stop existing; economic power can help on gaining other powers, but equality in the society will bring economic power which leads to a growing a society. He believes that every type of society starts with revolution and when revolution happens, people must be involved in order to make a change. He predicted a society that will have social equality, where the ownership of production was equal to everybody.

Lastly, Social Stratification is a form of inequality that happens due to the inherit differences between human beings that can be determined by gender, race, age, and economic class. In other words, social stratification is the belief of being superior to others that leads to the hierarchy in social classes. In the point of view of Marx, social stratification happens due to the relationship that people have to the means of production. These theories will be applied to the text because they will help to better understand Charles Dickens's view and interpretation of class struggle and the socio-economic situation of England at the time.

2.2. Themes, Symbols, Motifs

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Literary devices are used by writers to convey meaning to their writing and cause an effect on the readers. Some literary devices are themes, symbols, and motifs. These literary devices take an important role in the text because they will help to understand and analyze in depth the book. Most of the times, literary devices are used to give emphasis or clarity. The definition of each literary device will be given below.

Themes are the topics that are in a text. They are underlying messages that give meaning to the story. In order to find the theme of a book, one has to question what is the message that the author is trying to convey through the text. There are two techniques to express themes: Leitworstil and thematic patterning. Leitworstil means “leading word style” in German. This technique consists of repeating a word in order to catch readers’ attention; for instance, in the Bible the verb “to be” gives that idea of Abraham as a seer. Moreover, thematic patterning consists of the insertion of a recurring motif in the text; for example, in the book *Of Mice and Men* by John Steinbeck, there are many scenes related to loneliness. One example of a theme is love. Love is one of the most popular themes in writing, as it is one of the most natural feelings in human beings. A story that has love as a theme is *Romeo and Juliet*; however, this story also has other themes, as well.

In *Great Expectations*, one theme is social class. Pip desperately wants to be a gentleman; he wants to be part of the upper class in order to be with Estella. Also, there are characters like Joe, who belong to the low class; Pumblechook, who is part of the middle class; and Miss Havisham, that belongs to the upper class. This theme brings one of the morals of the book, which is that social class and money are not as important as the people who have stayed by one’s side through good and bad. This can be reinforced by the following quote said by Estella: “There was a long hard time when I kept far from me the remembrance of what I had thrown away when I was quite ignorant of its

worth”(Dickens, 1861). She admits that everything she did to Pip was not okay and she regrets the way she treated him in the past because he has always loved her.

Symbols: A symbol is a literary device that contains many meanings. It goes beyond from its literal meaning. Sometimes it can be identified at first sight, but sometimes it needs to be analyzed. A symbol can be an action, an object, a person, situation, or a color. Symbolism helps in giving meaning and emotion to a book. One example of a symbol is a coffin; a coffin is a symbol of death. For example, in *Great Expectations*, a symbol is the clock in Miss Havisham’s house, as it symbolizes the time where she stopped living and her attachment to her past, the day she was left by the groom in their wedding day.

Motifs: A motif is recurrent idea or object that presents itself throughout a literary work. Motifs can be represented as sounds, images, objects, action, or other figures that have meaning. They help in the development of the theme of the story. Motifs sometimes are mistaken with themes; however, the difference is that motifs are an idea that is often shown and, as mentioned before, it helps to develop the theme. On the other hand, the theme is the central idea or message of the text. Also, motifs are confused with symbols. The main difference is that symbols appear once or twice, while motifs are elements that appear several times. An example of a motif can be death; writers can use words such as funeral, grave, and so on. Symbols can reinforce motifs, and motifs reinforce themes; they can be linked with each other. Change is a recurrent motif in the book. It starts with Pip when he was exposed to the fortune of Miss Havisham and the beauty of Estella, as he wanted to change. Then, Pumblechook’s attitude towards Pip changes, he does not remind him as often how ungrateful and imperfect he is. This motif represents the power that money has in how people show themselves to others.

In this analysis, the themes, symbols, and motifs of *Great Expectations* will be shown later on, and they will be tools used in the analysis of the same.

2.3. Author's Biography

In order to understand a book, it is important to understand the life of the author. Writers use writing as a way of expressing their feelings, thoughts, and experiences. Authors like Charles Dickens write books that are considered autobiographical. With their works as autobiographies, people have been able to understand what these authors want to convey in their books. It is not only about reading about a situation or a struggle a country went through, but also how the characters felt and the empathy that they can convey.

Charles John Huffam Dickens was born on February 7th in 1812. He was an English writer and social critic, and he is recognized as one of the greatest novelists of the Victorian era. He struggled with many issues during his life in the Victorian era; due to this, the focus of his books is mainly social struggle, poverty, and oppression. Another element that is a focus on his works is debts because his father had many of them and even went to prison. In works such as *David Copperfield*, he describes David's life in a factory similar to Dickens' own experience; in 1824, his family was bankrupt which forced him to withdraw from school and start working in a factory. At that time, people with debts were held in prison until they were able to pay them off. Dickens also criticized capitalism and the value that it reflected. This can be seen in his story *Martin Chuzzlewit*, when Martin loses everything in a fraudulent scheme in USA. Also, this can be seen in the book *Great Expectations* because the society was divided into rich people and poor people, and the rich ones were the ones that had respect and domination. In fact, *Great Expectations* is considered one of Dickens' most autobiographical books. Some of his most famous works include:

David Copperfield: A book considered as one of his most autobiographical works. It is Dickens' first book written in first person. In the book, a grown man, David Copperfield, tells the story of his youth and all the hard circumstances he went through.

Bleak House: It is written in first and third person; it is a satirical story about the British judicial system. It is partly told by the heroine Esther Summerson, and partly told by an omniscient narrator.

Oliver Twist: It tells the story of an orphan called Oliver Twist, who was born in a workhouse, and then sold into apprenticeship with an undertaker. Oliver escapes and goes to London, where he meets a member of a gang of juvenile pickpockets led by the elderly criminal Fagin.

A Christmas Carol: This novella tells the story of Ebenezer Scrooge, an elderly miser who is visited by the ghost of his former business partner Jacob Marley and the spirits of Christmas Past, Present, and Yet to Come. After their visits, Scrooge is transformed into a kinder, gentler man.

Dickens style of writing is really important, and it is really distinct from others. His writing is poetic, and it has a lot of satire and humor. He uses cliffhangers or open endings to keep his readers interested in his writing. Dickens likes to show the ugly sides of life and he shows this in the way he writes his characters. For example, in *Great Expectations*, Pip is an orphan little kid that goes through a bad experience that leads him into wishing to be part of the high class. Even when he accomplishes this, Pip still goes through hard life lessons to understand that money is not everything. Moreover, Dickens uses different elements in his writing style, and these are: characters, social commentary, autobiographical components, and literary techniques.

Many authors use experiences and features of people they know to give life to their characters, but Dickens uses himself and his life as inspiration to many of his books. For example, in his book *Bleak House*, Dickens uses his own experiences as a law clerk and court reporter, and especially the dilemma he went through with the legal system when he sued the publishers of Chancery for copyrights in 1844. It is common to see Dickens' life in his books, as this is what makes his works so relatable and one of the reasons why his is still relevant.

When it comes to his characters; according to Tomalin (Charles' biographer), he is one of the greatest creators of characters in British fiction after Shakespeare (2011). Characters such as Oliver Twist, Pip, Miss Havisham, David Copperfield, Ebenezer Scrooge, and Madame Defarge are very well-known. They are so well done that they have even passed to ordinary language; for example, a scrooge is a miser or someone who does not like Christmas; this word comes from his character of *A Christmas Carol*, Ebenezer Scrooge. Authors have recognized Dickens' talent for characterization; some authors include Virginia Woolf, who stated that Dickens' creates "characters who exist not in detail, not accurately or exactly, but abundantly in a cluster of wild yet extraordinarily revealing remarks" (Woolf, 2011).

One reason why Charles Dickens impacted the world is the way he criticized the poverty and social stratification that existed in the Victorian era. This can be seen in his book *Oliver Twist*, in the way he portrayed poverty and crime. He wanted to raise awareness on this, and he accomplished this. England, at that time, had the major economic and political power in the world, but Dickens wanted to contrast this by speaking out about the life that poor people were living and their sad reality. He spoke about the oppression and exploitation that these people suffered and how they did not have any option, as they needed to survive and provide food to their families; he wanted to change people's opinion regarding class inequality or at least bring awareness to this issue.

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In his literary techniques, Dickens is described as using sentimental scenes to contrast the ugly truths of the society that he reveals through his books. For instance, in *Great Expectations* the reconciliation between Joe and Pip causes a sentiment of relief and happiness because even though Joe did not know how to read and write, or the poor social class that he belonged to, he never changed with Pip, nor was he into crime. Another example is how in *Oliver Twist*, he never lost his moral values even though he was in orphanages that were cruel or involved with a gang of young pickpockets. Oliver was a good young man who stayed true to himself and did not let the environment around him to change him; on the other hand, he improved himself for the better. Due to all these elements used by Dickens in his writings, he is considered one of the greatest writers of the Victorian era, as well as, one of the writers that are still relevant in this era.

Thanks to the effect that Dickens left on his readers, he also left his legacy that is still living years after his death. In London, it exists the Charles Dickens Museum, the historic home where he wrote works such as *Oliver Twist*. Not only that, Dickens has always raised awareness on poverty and the struggle that these people had every day. His views on poverty and class struggle have resonated around the world and through the ages, so much that it even exists the term 'Dickensian.' According to the Cambridge Dictionary, Dickensian is defined as working conditions that are below an acceptable standard which has the style or description of Dickens' books. For example, if a house does not have hot water and is all dirty, one can say that the house is Dickensian.

When it comes to the Victorian era, through Dickens' books people have been able to learn the reality of England. The anti-heroes that his novels possess are a presentation of what low class people lived every day: the cruelty of child labor, the supremacy of the high class, the lack of women rights, and the inefficacy of the law. In *Great Expectations*, Miss Havisham wanted to educate Estella to take advantage of Pip, to make him feel less due to his social condition, and to manipulate him with her

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beauty. In the era of England, women's roles consisted on being housewives and beauty queens. Women did not have an opinion on anything, as their duty was to stay at home, marry a good and wealthy man, and take care of their children.

Women's oppression was consistent; women learned to cook, clean, and wash; unless, they were wealthy. In many cases, women were not allowed to be educated because that was just a man's duty; they lived in a patriarchal society where they were given the more "feminine" duties. Men expected women to be innocent and pure; otherwise, they were not worthy of marriage, and a woman that could not get married was not treated well. The pressure of being the perfect woman can be seen in most books written in the Victorian era. These women dreamed of the perfect man that would take care of them and provide them with everything they needed.

Also, in *Great Expectations*, the reality of England regarding education is shown; for example, Joe did not know how to read, this due to his lack of education. In the Victorian era, people who were part of the lower class did not have access to a good education, so most of them were not able to learn how to read or write. In the book, when Pip is able to be part of the high class, he states that he wants Joe to be less common, so he can be worthy of Pip's society. This statement also shows the importance of social class, and the struggle that it had. Dickens is admired for the way he wrote his books and he told the stories of the struggles lived in England at that time.

One important thing of an analysis is to understand the era or time where the book is written. As it has been mentioned before, *Great Expectations* and all of Dickens's books were written in the Victorian era. The Victorian era started in 1837 and ended in 1901 with the death of Queen Victoria. England went through many changes, The Industrial Revolution being one of them. Although there was an expansion of production, there were many consequences such as: child labor, exploitation of workers, and the growth of cities that led to the growth of poverty. The Industrial Revolution had many

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pros. For example, it improved the transportation, as before, a horse was needed, but after was not required a horse anymore. The production of goods increased, and groups of people were able to work together in order to produce them in mass because the factories had the equipment to do so.

However, the Industrial Revolution also brought many consequences. Since the industries grew, children were forced to work. Children took an important role in factories. The machines used to produce the items were easier to fix, as the children's hands could fit in small places. Also, since children are small, so they could also fit in tight spaces. Another advantage that the owners of these factories had, was that children were easier to control and it was easier to give them a punishment; moreover, since children produced less than adults, they saved money because they did not have to pay them the same amount of money as to a regular adult worker. The working conditions were brutal, workers were obligated to work long hours with few breaks, and they had no saying because it was the only way they could have money. Due to this, diseases, stress, and even death were common. Charles Dickens criticizes these issues that society was facing in his books; he defended children and low-class people, as he himself struggled with this during his early years.

England went from being a rural and lightly industrialized country to a heavily industrialized urban nation. The mid-Victorian era was a time of prosperity, improvement, and stability; however, during the late Victorian period, the economic depression took place and England decayed in values. The tremendous development of the Industrial Revolution led to lack of work for the working class. The rich people of England did not care about the poor, and because of this the government had to make laws to make sure that there were the necessary accommodations for the working class. Sometimes, even the bosses of the industries had to pay for their workers' housing, as their payment was not good, and it barely helped them to buy some food.

The history and the reality of England are really important for *Great Expectations* and for the analysis that will be made in the book. Moreover, the Victorian era is one of the most important periods of the history and up to today, it is still studied all around the world.

2.4. Book's Plot

Great Expectations narrates the story of an orphan kid named Phillip "Pip" Pirrip. Pip lives with his sister Mrs. Joe and her husband, Joe. The book starts with Pip sitting in a cemetery in his town, Kent, looking at his parents' tombstones. Then an escaped convict grabs Pip and orders him to bring him food and a file for his leg irons. Pip obeys him, but the convict is captured after saving Pip by saying that he stole the items.

One day, Pip is taken by his Uncle Pumblechook to the Satis House, where the wealthy Miss Havisham lives. Miss Havisham is an eccentric old woman and always wears the same wedding dress; the clocks of her house are all stopped at the same time. In the Satis House, he meets a beautiful girl called Estella who treats him coldly; however, he falls in love with her right away and dreams on becoming a wealthy gentleman to be worthy of marrying her one day. Pip hopes that Miss Havisham will help him on becoming a gentleman, but his hopes are brought down when she turns him in a common worker in his family's business. Pip works in the forge with Joe, who is a blacksmith, and he struggles on improving his education with the help of Biddy.

Pip's sister is then attacked after an altercation with Joe's worker, called Orlick, and Pip suspects that he was the attacker. His sister becomes a mute invalid due to the attack. After this, a lawyer named Jaggers appears stating that a secret benefactor has given Pip a large amount of money to start his education and become a gentleman, so he must go to London as soon as possible. Pip assumes that Miss Havisham is the secret benefactor and that she wishes he marries Estella.

Once in London, Pip meets a gentleman called Herbert Pocket and Jagger's law clerk, Wemmick. Pip starts missing his friends and loved ones, especially Joe, but his ambition on becoming a gentleman to be with Estella is bigger. He improves his education by studying with his tutor, Matthew Pocket, Herbert's father. Herbert helps Pip on how to act like a gentleman. When Pip turns 21 and begins to receive his fortune, Herbert and him start living a life of debts and no rules. Orlick reappears in Pip's life as Miss Havisham's porter, but he is soon fired by Jagger once Pip tells him about his past. Mrs. Joe dies and Pip comes back to the funeral feeling remorse and grief.

After some years, Pip's convict Magwitch tells him that he is the one that gave him the fortune, not Miss Havisham. He confesses to him that Pip's kindness motivated him and because of that he dedicated his life to make Pip a gentleman, and he made a fortune in Australia to accomplish that purpose. Pip is surprised by this, but he decides to help Magwitch and his old partner in crime, Compeyson, to escape from the police. Pip then finds out that Compeyson is the one that abandoned Miss Havisham at the altar and that Estella is Magwitch's daughter. Miss Havisham has raised Estella and has taught her to break men's hearts as a revenge for the pain she went through, and Pip was the experiment for Estella to practice on.

Weeks pass by and Pip discovers the good side of Magwitch and starts to care about him. Before the escape attempt, Estella marries an upper-class lord named Bentley Drummle. Pip goes to the Satis House and Miss Havisham asks for his forgiveness, and he forgives her. That same day, accidentally Miss Havisham sets herself in fire, but she survives; however, she becomes an invalid. Before Magwitch's escape attempt, Pip is called to a meeting in the marshes, where he encounters a revengeful Orlick. Orlick tries to kill Pip, but Herbert arrives with a group of friends and they save Pip. After that, they try to sneak Magwitch down the river, but the police discovered them, since

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Compeyson called them. Magwitch and Compeyson fight, Compeyson gets drowned and Magwitch is sentenced to death; Pip loses his fortune.

Pip falls ill and Joe goes to London to take care of him, and they reconcile. Joe tells him that Orlick is in jail after robbing Pumblechook, Miss Havisham died and left most of her fortune to the Pockets; Biddy taught Joe how to read and write. After Joe leaves, Pip goes back to ask Biddy to marry him, but when he arrives, he finds out that she has married Joe. Then, Pip decides to go with Herbert to work in the mercantile trade. After some years, he returns and encounters Estella in the ruined garden of the Satis House. Drummle, the man she married, was dead. Pip then realizes that Estella's coldness is not there anymore, it had been replaced by sadness and kindness; then, the two of them leave hand in hand.

It is important to take into consideration that quotations in books are of great importance and relevance as they reinforce literary devices and the intention of the author; also, to support arguments made in the analysis. In this analysis, quotations will be used in order to help explain Charles Dickens' true intentions and feelings with *Great Expectations* through the Marxist Approach.

Literary analyses are used to study in depth the issues, problems, situations, thoughts, and feelings of writers. It must have information and true facts related to the author and his life, the plot of the book, literary devices, and the literary theories and approaches will be used to explain the meaning of the book. Without this the analysis, it will be confusing and the meaning that the author wants to express to its readers will not be covered and described correctly. It is important to have these concepts clear and well-developed, so the analysis can be coherent and meaningful.

Chapter III

Methodological Framework

3.1 Research Approach

A research approach is a plan in which decisions need to be taken in order to choose the correct approach to study a topic. The problem statement is taken into account as well, when deciding the research approach. The research approach details the method of data collection, analysis, and interpretation; in addition, it is the first step to collect the data that is relevant and necessarily rich to the research. It is important to have clear which research approach will be the most suitable to investigate a topic. This is the reason why; it is necessary to define the methods of investigation for the research approach. Two types of methods exist to investigate: the qualitative method and the quantitative method.

The qualitative method consists of non-numerical data that “seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places” (Crossman, 2019). Cresswell in his book *Qualitative Inquiry and Research Design*, states that the research process of the qualitative method “involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes” (1997).

The quantitative method is defined by Babbie as:

Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative

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research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. (2010)

In this research, the method that will be used is the qualitative method because it will be easier to describe the socio-economical events of the Victorian Age, as well as to provide the solutions to the problem statement. Moreover, with this method the study of the people, their behaviors, and interactions will be allowed, since it is all about society and its reaction to certain causes, such as the role of women, the economic impact on society, and so on. The qualitative method allows the analysis of the aspects seen in the book in a way that can answer questions such as: Are women equal to men now? Does society still care about men's votes more than women's? Do leaders still use the methods that former leaders used in the Victorian era? Further in this research, other questions will be answered, and other problems will be described and analyzed through the qualitative method.

3.2 Research Design

The research design is important, since it helps to address the problem statement in a way that is rich in information; moreover, it is a strategy that allows to use this information in a logical way. There are around fifteen research designs, which are: Action Research Design, Case Study Design, Causal Design, Cohort Design, Cross-Sectional Design, Descriptive Design, Experimental Design, Exploratory Design, Historical Design, Longitudinal Design, Meta-Analysis Design, Mixed-Method Design, Observational Design, Philosophical Design, and Sequential Design. Two of these designs will be briefly explained below because they are relevant for this investigation. Their definition will be taken from the source USC (University of Southern California) Libraries.

The Causal Design is used to measure what kind of impact a specific situation on norms will have. This design "assists researchers in understanding why the world works the way it does through the process of proving a causal link between variables and by the process of eliminating other

possibilities” (USC Libraries, 2020). According to Research Methodology (n.d.), the casual evidence has three components: Temporal sequence, Concomitant variation, and Nonspurious association.

Research Methodology defines these components in the following way:

1. Temporal sequence. The cause must occur before the effect. For example, it would not be appropriate to credit the increase in sales to rebranding efforts if the increase had started before the rebranding.

2. Concomitant variation. The variation must be systematic between the two variables. For example, if a company does not change its employee training and development practices, then changes in customer satisfaction cannot be caused by employee training and development.

3. Nonspurious association. Any covariation between a cause and an effect must be true and not simply due to other variable. In other words, there should be no a ‘third’ factor that relates to both, cause, as well as, effect.

The Descriptive Design supports the answers to questions related to who, how, what, where, and a when. This research is “used to obtain information concerning the current status of the phenomena and to describe ‘what exists’ with respect to variables or conditions in a situation.” (USC Libraries, 2020). The Center of Innovation In Research and Teaching (n.d.) in its article *Overview of Descriptive Research*, states that this design “... is particularly useful when it is important to gather information with disruption of the subjects or when it is not possible to test and measure large numbers of samples. It allows researchers to observe natural behaviors without affecting them in any way, which means that it is the perfect design to analyze a certain phenomenon or situation.”

Since the main purpose of this research is to analyze the socio-economic situation of the Victorian Era, the design that will be used is the descriptive one because it will let to describe and

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analyze the events that happened during that time; as such situations are described and explained by Charles Dickens in *Great Expectations*. It can be said that a phenomenon is going to be investigated, and most of the questions that arouse in this research start with “what, how, when, where, and who,” which cover the purpose of the descriptive design.

Moreover, the background of Charles Dickens will also be an important source of research, since he is recognized for using his life experiences in his novels; therefore, it can be taken into account in the descriptive design, as it is the main source of information. Knowing facts of Dickens’ life means to dive deeper in his thoughts and feelings, as well as in his unstated beliefs regarding the Victorian Era and what it was happening at the moment with the socio-economic environment of England and its society. When a book is analyzed, it is important to know about its author because it will bring knowledge and new theories to answer questions related to the topic. The analysis of *Great Expectations* using the Marxist Approach will enlighten the answers that the author gives throughout the book. Charles Dickens talks about class structured societies, which is perfect to be analyzed through the Marxist Approach and the theory of Class Struggle of Karl Marx. This autobiography lets readers to know more about Dickens’ life as a whole and the reality of England with the reign of Queen Victoria. As it was mentioned before, women and men were not treated equally, class status was a matter of importance, and the economy went through ups and downs. All these problems are written by Dickens in *Great Expectations*. The main characters show the impact of the socio-economic environment in society and how it helped to develop and change the country until it became what it is known now as England.

A book cannot be analyzed without methods that will be helpful to achieve the purpose of a specific book or investigation. It is important to take into account all the possible solutions and know to

discriminate those which are far away from the correct resolutions. That being said, the methods of research mentioned before will help to meet the expectations of this investigation.

3.3 Information Sources

According to Cambridge Dictionary, a source is “someone or something that supplies information.” In order to make a suitable and rich research, it is necessary to count on trustful sources that will provide the correct and accurate information; moreover, it will be a support to the theories used and the analogies made throughout the investigation. There are three types of information sources: Primary sources, secondary sources, and tertiary sources. The University of California defines primary and secondary sources as the following:

Primary sources are original documents created or experienced contemporaneously with the event being researched. Primary sources enable researchers to get as close as possible to what actually happened during a historical event or time period. A secondary source is a work that interprets or analyzes a historical event or period after the event has occurred and, generally speaking, with the use of primary sources. (n.d)

A primary source can be an autobiography, a diary, works of art and literature, and so on. In this research, the primary sources that will be used are: The book *Great Expectations* by Charles Dickens, since it is a literature work and autobiography as well, and the books written by Karl Marx such as *Capital Volume I*, *Capital Volume II*, *Capital Volume III*, *Das Kapital*, *The Communist Manifesto* written with Friedrich Engels, and a book written by Eagleton called *Marxism and Literary Criticism*.

Secondary sources can be articles from magazines, textbooks, dictionaries, and so on. The secondary sources that will be used in this investigation are: articles from magazines, literature reviews, and works of criticism such as: Cambridge Dictionary, Overview of the Victorian Era, The Importance

of Charles Dickens in Victorian Social Reform, El problema general del desarrollo del Marxismo en el siglo XXI, and Charles Dickens, el maestro de la crítica social.

Regarding tertiary sources, the University of Minnesota Crookston (n.d), defines tertiary sources as:

These are sources that index, abstract, organize, compile, or digest other sources. Some reference materials and textbooks are considered tertiary sources when their chief purpose is to list, summarize or simply repackage ideas or other information. Tertiary sources are usually not credited to a particular author.

This investigation will count with tertiary sources that will be mainly website sources related to the book and its topics such as: History, Hidden Lives, Victorian Era.org, Marxists.org, and more. Websites contain information that can be useful to researches, since the authors of those blogs or websites are aware of certain problems and can give solutions and answers to many questions that can be present in any moment throughout the investigation.

As mentioned before, many books and theoretical content will be used to provide information that is true and accurate. Books such as the ones written by Karl Marx will provide content useful to the investigation. Also, websites that contain relevant information related to the topics spoken will be used, as well. The books written by Karl Marx are the primary source of information since the approach is influenced by Karl Marx himself and his ideology.

Moreover, internet has become a great tool to provide material relevant for investigations. This research is not an exception. Throughout this research, many websites dedicated to investigate and to provide information related to the points that this work will focus on, will be useful. Furthermore, the internet is a big source of information. In a click lots of information can be found and it also makes

easier the search of books that might not be available physically, but are found in the internet thanks to people who upload them to the network for investigation purposes. It is essential to exhaust all the possible sources until the solutions needed to a problem are found.

3.4 Analysis Categories

García Vargas published a presentation on Issuu where she defined the meaning of analysis categories (2013, November 1st). She defined analysis categories as the representation of the information that is going to be investigated, and “a concept that has a meaning which can be related to situations, problems, feelings...” She also stated that each category represents a concept that is used in the investigation process to explain or answer the problem statement. Before diving into the analysis categories, it is important to define Literary Analysis and Marxist Approach. A literary analysis is a tool used to understand deeply the meaning that the author intends to convey in the book and the meaning of the story. This is helpful, since it makes human ponder on why and how things happened; in addition, it makes them to analyze and evaluate daily life situations.

The Marxist Approach is important because it lets readers understand Dickens and his perspective in a better way. Many people get the wrong idea of *Great Expectations*: just a story about a kid who wants to be “better,” when in reality it is more than that. Dickens wanted people to know the reality of his time and how nothing mattered, as long as there was money involved. It did not matter if someone was a good person, being part of the working class was almost an insult, and they were nothing for the high class. Because of this, the Marxist Approach, in a literary analysis, lets the possibility of diving deep in the life of the people of the Victorian Era.

Now, the categories analysis will be presented below.

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Analysis Category: The Literary Analysis is the usage of a literary analysis as a whole to understand *Great Expectations* by Charles Dickens and its social issues.

Analysis Category: The Marxist Approach will be used to interpret the book from the perspective of Karl Marx.

Analysis Category: The importance of the role of women is the relevant information in the Victorian Era in order to find solutions related to their inequality.

Analysis Category: The economy of England in the Victorian Era is a deep investigation of the economy of Victorian England to find information that will help to find the meaning behind some events presented in the book *Great Expectations*.

Analysis Category: The socio-economic impact of Victorian England is the search of the effects of the socio-economic problems in order to understand that climate and its consequences to society.

With these analysis categories, it will be easier to find the instruments that will help finding the solutions to the problem statement of this research. It is important to have an organization of the investigation in order to have successful and satisfactory results, as well as to have clear the purpose of the research. Therefore, analysis categories are useful to elaborate the necessary instruments for the investigation and give content to the specific objectives and help to give them the necessary support.

3.5 Data Collection Instruments

Previously, it was mentioned the importance of instruments to collect the essential data for a research. In this investigation, tables of analysis will be used to bring out accurate answers. These instruments were selected, since they are keys to find the correct solutions for the problems that will be studied throughout the research; they will help meeting the expectations provided before, and to reach

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its purpose. The instruments that will cover the social and economic issues of the Victorian Era are: Gender inequality, Revolution in England, and Karl Marx's theory of Class Struggle.

The analysis charts will help to interpret quotes and other thoughts and feelings provided by Dickens in the book. It is important to decode the meaning of these thoughts because it will bring answers to the questions implied before; it will support the theories of the professionals and experts that are used in this research to give a solution to the question(s) that can arise through the same investigation. Analysis charts make easier the collection of verbal data that can be useful to the investigation. This method will be used mainly to give the necessary interpretation in order to understand the Victorian Era in a deep and vivid way.

A chart containing theories/aspects, quotes of the book and its interpretation will be found below.

Marxist Approach. Theories or Aspects.	Quotes	Interpretation
Industrialization of England	<ol style="list-style-type: none">1. "You may get cheated, robbed and murdered, in London. But there are plenty of people that do that for you". – Mr. Wemmick, pg150.2. "Ours was the marsh country, down by the river, within, as the	<ol style="list-style-type: none">1. At this time, England was going through the industrialization; though, it brought employment to the cities, it was a chaos with a large amount of crimes going around.2. With the

	<p>rivers wound, twenty miles of the sea. My first most vivid and broad impression of the identity of things seems to me to have been gained on a memorable raw afternoon towards evening. At such a time I found out for certain that this bleak place overgrown with nettles was the churchyard”. –Pip, pg 5.</p>	<p>industrialization, labors in villages, such as agriculture were mainly made with machines, so workers had a wage that was not enough for them to provide to their family. Pip’s description of the work place of his class is perfect to make clear that it was really difficult for people to become part of the high class, and that it was going to be hard for them to have a good future.</p>
<p>Gender inequality</p>	<p>1. “I may truly say that I’ve never had this apron of mine off, since born you were. It’s bad enough to be a blacksmith’s wife (and</p>	<p>1. It can be seen that women were expected to be mothers, even if they did not want to. Mrs. Joe had to take care of Pip, though she</p>

	<p>him a Gargery), without being your mother”. –Mrs. Joe, pg 11.</p> <p>2. “And sometimes, when her moods were so many and so contradictory of one another than I was puzzled what to say or do, Miss Havisham would embrace her with lavish fondness, murmuring something in her ear that sounded like, “Break their hearts, my pride and hope, break their hearts and have no mercy!” –Miss Havisham, pg 85.</p>	<p>did not want to. This leaves clear one of the roles of women in society: motherhood.</p> <p>2. Miss Havisham was abandoned in the altar; hence, she started to hate men. She has taught Estella how to break a man’s heart, and she guided Estella on how to break Pip’s heart, since he was a common boy, as well. Estella must marry a man from the high class. This shows another goal of a woman: to be a wife. If a woman was single, she was no woman at all, as she was not achieving the role designed for her.</p>
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<p>Class Struggle</p>	<p>1. "I thought how Joe and my sister were then sitting in the kitchen, and how I had come up to bed from the kitchen, and how Miss Havisham and Estella never sat in a kitchen, but were far above the level of such common doings". –Pip, pg 65.</p> <p>2. "I wanted to make Joe less ignorant and common, that he might be worthier of my society and less open to Estella's reproach." –Pip, pg 97.</p>	<p>1. Here, Pip realizes how common they are. He now knows that something as simple as sitting is for low class only. In the upper class, only the servants go to the kitchen, their masters await upstairs or in the living room.</p> <p>2. Pip makes clear the division in society, and he emphasizes the division of the classes. He was ashamed of Joe because Estella did not like someone as common as he. He also makes clear his ambition of being part of the high class, and his thought that everyone wanted the same as him.</p>
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Table 1 shows quotations and its interpretation to reflect on theories.

Source: Researcher's own creation.

3.6 Collection data process and data analysis

The collection of the data of this investigation was made through a schedule. Investigation takes its time, especially when it is about an age one was not part of. There was constant research, the schedule will be below.

Date	Time
January 5 th	Approximately 2 to 3 hours.
January 6 th	Approximately 2 to 3 hours.
January 7 th	Approximately 2 to 3 hours.
January 10 th	Approximately 2 to 3 hours.
January 14 th	Approximately 2 to 3 hours.
January 16 th	Approximately 2 to 3 hours.
January 18 th	Approximately 2 to 3 hours.
January 20 th	Approximately 2 to 3 hours.
January 21 st	Approximately 2 to 3 hours.
February 1 st	Approximately 2 to 3 hours.
February 4 th	Approximately 2 to 3 hours.
February 6 th	Approximately 2 to 3 hours.
February 8 th	Approximately 2 to 3 hours.

February 9 th	Approximately 2 to 3 hours.
February 11 th	Approximately 2 to 3 hours.
February 14 th	Approximately 2 to 3 hours.
February 18 th	Approximately 2 to 3 hours.
February 22 nd	Approximately 2 to 3 hours.

Table 2 shows the schedule for the collection of data.

Source: Researcher's own creation.

The data was collected mainly by browsing. Keywords were used to have results that were going to be useful for the research; for example, Marxism and Charles Dickens were used constantly to find information related to both, and to find works made on Dickens from the Marxist Approach. There were many results regarding Karl Marx, which made easier the search regarding that specific topic.

Regarding the difficulties, the most relevant one was that there was not enough information on literary analysis using the Marxist Approach. It was hard to find references and helpful websites or books that could explain better this approach, its importance, and usage. There were few results on literary analysis with the Marxist Approach on *Great Expectations*, so this made difficult the researching part of the problem statement. The creation of ideas has been difficult as well, because though there were concepts, information, and sources, it was hard to put them all together in a way that had sense and coherence. There were a lot of ideas, but the hardest part was to break them down and organize them where they belonged. Furthermore, there were some concepts that were not that clear, so there were some mistakes or misunderstandings in the research, but they were overcome with the support of information provided by the tutor and other sources of information. This research had difficulties; nonetheless, it was rich in information that helped in the development of the work.

Chapter IV

Data Analysis

4.1 Approaches to the Investigation

An approach is used to read, analyze, interpret, and evaluate a literary work. According to Moran, researcher-writer for the Biblical Botanical Gardens Society, an approach is the methods, techniques, and choices that a writer uses to create a literary work. In this work, as it has been mentioned before, the Marxist Approach will be used. The Marxist approach is concerned with the analysis of the socio-economic problematic of the classes in a society, especially the bourgeoisie (the high class) and the proletariat (the working class).

Great Expectations is a book that belongs to the social novel genre, which is also known as social-problem novel. According to Carney, a member of the University of London, a social-problem novel is a “Mid-19th-century fictions concerned with the condition of the working classes in the new industrial age” (*Social-Problem Novel*,2017).*Great Expectations*’ major thematic goes around the socio-economic problem of Victorian England,-the struggle of social classes, and the role women had. This makes it perfect to be analyzed through the Marxist approach, as Dickens himself was a social critic. The purpose of the Marxist approach is to find the struggle that society is going through in a text to bring to the surface how capitalism has domination over the working class. In *Great Expectations*, it can be seen that class people (such as Miss Havisham) are able to judge and make fun of the working and low classes (such as Pip).

The Executive Editorial Director of Encyclopaedia Britannica, J.E. Luebering, defines a social-problem novel as a “Work of fiction in which a prevailing social problem such as gender, race, or class

prejudice, is dramatized through its effect on the characters of a novel” (*Social Problem Novel*, n.d.). This definition is accurate, as the characters’ in *Great Expectations* greatly represent the reality lived in the Victorian England. Pip is the a vivid image of orphan kids, who lived in poverty; Joe is the representation of the working class that could not have an education; Mrs. Joe is the image of the women who had to take care of the family without having a say in anything, and so on with the rest of the characters that later will be analyzed in this chapter. The characters in *Great Expectations* are of great importance as they represent each social class and give sense to the book; moreover, it cannot be forgotten that this is one of Dickens’ most biographical books. Due to this, the Marxist approach is ideal for its analysis, as it will give more sense and meaning to the book and the social criticism that Dickens wanted to convey through the story of Pip and his desire of being part of the high class.

The problem social novel cannot be confused with the proletarian novel, which is a kind of novel centered in the working class. Mullen, in his article *Proletarian Literature* for Oxford Bibliographies (2013), defines the proletarian novel as “Literary writing by or about working-class people with anticapitalist or prosocialist themes.” This type of novel emerged after the Russian Revolution; hence, its major emphasis is revolution. On the other hand, the social problem novel makes emphasis on social change, which is the ideology of Marxism. Marx believed that in order to have equality, social change must happen and capitalism must decay.

4.2 Theories vs Literary Work

In this part, selected parts of the literary work will be analyzed. This selected part will be backed up with the literary theories that were previously mentioned on Chapter II and Chapter III. Moreover, as mentioned before, according to the Class Struggle Theory, Marx believed that the working class should have a better pay, as they are doing the hard work, and that capitalism had the power over workers. There were economic differentiations and there were not a lot of capitalists, but there were a lot of workers; hence, many had the power under a few.

Theory	Quote from the book	Interpretation
<p>Class Struggle Theory by Karl Marx</p>	<p>“I wished Joe had been rather more genteelly brought up, and then I should have been so too”. –Pip, Chapter 8.</p>	<p>After meeting Miss Havishman and seeing how rich she was, Pip started to wish he was rich, as well. He even wished that Joe was rich, because as he lived with him and Mrs. Joe, if Joe was rich then Pip would have been a gentleman and he could be with Estella. Pip started to see the upper class with admiration and started to forget how simple things made him happy.</p> <p>At that time, in England, only people from the high class were respected and treated well. The working class was looked at badly and therefore, they were treated badly by society.</p>

Table 3 shows how the Class Struggle Theory is reflected on the book.

Source: Researcher's own creation.

In the theory of Economic Development, Marx believed that capitalists exploited the workers. The economic development had five stages; two of them include capitalism and slavery. In the capitalism stage, capitalists exploited their workers and they were given a fixed wage. In the slavery stage, the workers were in total control of the owners of the land where they were working.

Theory	Quote from the book	Interpretation
<p>Theory of Economic Development by Karl Marx</p>	<p>“I had got on so fast of late, that I had even started a boy in boots,--top boots,-in bondage and slavery to whom I might have been said to pass my days. For, after I had made the monster (out of the refuse of my washerwoman's family), and had clothed him with a blue coat, canary waistcoat, white cravat, creamy breeches, and the boots already mentioned, I had to find him a little to do and a great deal to eat; and with</p>	<p>After becoming a gentleman, Pip hired a servant because people of the upper class should not step on the kitchen or do the cleaning, as that was the work of servants. Servants were told what to do and when to do it. They were basically slaves and their salary was not that good. Even though, they had to look well dressed, depending on their master, the treatment could be bad. Here, Pip used the statement “and slavery”</p>

	<p>both of those horrible requirements he haunted my existence”. –Pip, Chapter 26.</p>	<p>because he was aware that this was the literal meaning of a servant.</p>
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Table 4 shows how the theory of Economic Development is reflected on the book.

Source: Researcher’s own creation.

In the theory of Social Change, Marx believed that social struggle would always exist until there were not social distinctions, until there were changes where people would fight and obtain equality. Economic power can help on gaining other powers, but equality in society would bring economic power, which leads to a growing a society.

Theory	Quote from the book	Interpretation
<p>Theory of Social Change by Karl Marx</p>	<p>“You and me is not two figures to be together in London; nor yet anywheres else but what is private, and beknown, an understood among friends. It ain't that I am proud, but that I want to be right, as you shall never</p>	<p>Joe was aware that the working class and the upper class could not get along; moreover, Pip had made it very clear to him from the moment he pushed Joe away. Joe knew that a simple worker like him did not belong in</p>

	<p>see me no more in these clothes. I'm wrong in these clothes. I'm wrong out of the forge, the kitchen, or off th'meshes. You won't find half so much fault in me if you think of me in my forge dress, with my hammer in my hand, or even my pipe”.</p> <p>–Joe, Chapter 27</p>	<p>London, as people most likely would look at him with disgust. He knew about the distinction that there was between social classes and knew that until that changed, he and Pip could not be in the same place.</p>
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Table 5 shows how the theory of Social Change is reflected on the book.

Source: Researcher’s own creation.

In the theory of Social Stratification, Marx explains that social stratification is the belief of being superior to others, which leads to hierarchy in social classes. Social stratification is a form of inequality that happens due to the inherit differences between human beings that can be determined by gender, race, age, and economic class.

Theory	Quote from the book	Interpretation
<p>Theory of Social Stratification by Karl Marx</p>	<p>“I had heard of Miss Havisham up town—everybody for miles round, had heard of Miss Havisham up town—as an</p>	<p>Pip lived in the village and Miss Havisham lived “up town.” Miss Havisham saw herself as superior from others, as at the end of the</p>

	<p>immensely rich and grim lady who lived in a large and dismal house barricaded against robbers, and who led a life of seclusion". –Pip, Chapter 7</p>	<p>day, no one had the fortune she had, and no one had the power she had. There was visible distinction between the wealthy and the poor people. This was noticeable in the gate that was in front of the Satis House. Miss Havisham was at the top of the hierarchy in <i>Great Expectations</i>.</p>
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Table 6 shows how the theory of Social Stratification is reflected on the book.

Source: Researcher’s own creation.

Thanks to these theories, it is easier to understand and analyze the quotes and thoughts of the characters in the book *Great Expectations*. As seen, capitalism had a great influence on the Victorian era, and Dickens made sure to explain that in the book.

4.3 Themes, Motifs, and Symbols

As mentioned in Chapter II, themes, motifs, and symbols are literary devices that help understand a literary analysis. In this section, 3 to 5 examples of each literary device will be taken from the literary work and they will be explained and analyzed. The examples will be represented in the tables below. A theme is the topic of the text, as they give meaning to the story. In order to get the themes of book, one has to ask the question: what is the message that the author wants to give? Books can have more than one theme, which is the case of *Great Expectations*.

Theme	Example	Explanation
<p style="text-align: center;">Social Class and Ambition</p>	<p>Pip wants to be a gentleman</p>	<p>After going to Miss Havisham’s house, Pip wanted to become a gentleman; he wanted to be part of the high class. The lower and middle class wanted to be part of the high class, they wanted to rise. On the other hand, the members of the high class wanted to remain powerful. This is the main theme of the book, the class struggle and the distinctions that exist between the lower class and the high class and its privileges.</p>
<p style="text-align: center;">Revenge</p>	<p>Miss Havisham’s “training” on Estella to break men’s heart.</p>	<p>Since the moment Pip met Estella, she treated him badly, as she attempted to break his heart. Pip heard Miss Havisham when she told Estella to break men’s</p>

		<p>hearts. However, he was still in love with Estella.</p> <p>Miss Havisham suffered from a heartbreak, since she was left alone in the altar.</p> <p>Therefore, sought for revenge and tried to make it through Estella. She successfully did so.</p>
<p>Oppression of women</p>	<p>Mrs Joe role as a housewife and Miss Havisham's failure of being one and her reflection on Estella.</p>	<p>As any other women in the Victorian era, Mrs. Joe was the housewife of her house. She cooked, washed the clothes, took care of Pip (even though, it was not in a good way), and did all the cleaning. This was the real role of the woman, she had to stay at home to take care of the children and the house; meanwhile, the man worked to sustain the family. Women did not have many rights and they</p>

		<p>were not allowed to work or make decisions.</p> <p>On the other hand, Miss Havisham was left at the altar, so she could not fulfill the goal of a woman, that is to be housewife; she failed at being the perfect mold of a woman. Due to this, she started to train Estella to do whatever she wanted her to do and imposed on Estella her wishes and ideas.</p> <p>Women were oppressed by society and the pressure of being perfect.</p>
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Table 7 shows the themes reflected on the book

Source: Researcher's own creation.

A motif can appear as an image, sound, object, or action. It is a literary device that repeats itself throughout the text. The motif gives clues about the themes of the story or is used to emphasize the meaning that the author wants to convey in the text. Below, some examples of motifs in *Great Expectations* can be found.

Motif	Example	Explanation
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<p>Imprisonment</p>	<p>Miss Havisham spends her life at Satis House, and Pip's inability to become the gentleman he wants to be</p>	<p>Miss Havisham did not let herself out of the Satis House. Even though, she had the wealth and power to do so, she opposed herself to see the real world and how everything was changing. She stopped living from the moment she was left by the groom in her wedding day.</p> <p>Regarding Pip, even though, he was giving the opportunity to be a gentleman, it did not last long, as he continued to be what he was: a common boy. This motif is present in the book, as it does not matter what they did, or the advantages they had, they could not their obtain</p>
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		freedom.
Rich vs Poor	Gentleman Pip replacing common Pip, Estella is like a queen compared to Biddy	<p>This example makes it obvious that in <i>Great Expectations</i>, the rich people conquered the poor people, they were better and had more advantages than the common ones. Pip changed a lot as he saw himself as top over the others; he even changed his attitude towards Joe, who had always treated him well. Biddy was sweet and caring, but Pip fell in love with Estella who always treated him badly.</p> <p><i>Great Expectations</i> lets people to know about the gap between the rich and the poor and how having money gives people opportunities that they</p>

		would never have by being poor.
Change	People's change of attitude when Pip became a gentleman	Mr. Pumblechook was always trying to find defects and imperfections in Pip; however, when Pip became a gentleman, he started to treat him differently, as he no longer searched for his imperfections. Also, when Pip received his wealth, he changed, and he started to despise what he was before his fortune. This motif lets readers to know that even though a lot of events can cause change, money will always be one of the main factors of change either for good or bad.

Table 8 shows the motifs reflected on the book

Source: Researcher's own creation.

Literary Analysis

A symbol is a literary device that contains many meanings; it goes beyond its literal connotation. Sometimes symbols need to be analyzed to decipher its meaning. Symbols can be represented as people, colors, objects, actions, or a situation. Some of examples of symbols in the book will be explained below.

Symbol	Example	Explanation
The Satis House	Miss Havisham's death at Satis House.	The Satis House is a representation of death. All the clocks are stopped at the same time, the furniture is always in the same position with no cleaning, the wedding cake remains on the table, and ironically, the Satis House hosts Miss Havisham's death. Emotionally, Miss Havisham died a long time ago and the Satis House is a reminder of this. After an accident, she dies in the Satis House, which is symbolic, as she never changed her attitude, and the Satis House never

		<p>changed either. The Satis House was deteriorating just as Miss Havisham and Estella, who lived there.</p>
<p>Joe Gargery</p>	<p>Joe was always caring, good and kind towards the people he cared about.</p>	<p>Joe never said anything towards Mrs. Joe abuse. He treated Pip the same way, even though Pip put him aside and started to treat him bad. Joe is the symbol of kindness, caring, and good. He never changed, even if the world was bad, and dark.</p>
<p>Statue</p>	<p>When Pip kisses Estella's cheeks, he says they feel like statues.</p>	<p>Statues are cold. They represent Estella, since she has never shown any emotion. Miss Havisham trained her to be heart-colded and she had success on this. Estella was always bad to people, especially to Pip. She is incapable of having feelings and all she</p>

		<p>does is to make people feel bad about themselves.</p> <p>Estella is like a statue, she is pretty, but with no feelings.</p>
<p>Bentley Drummle</p>	<p>Drummle treats people from the working class bad, and he abuses Estella</p>	<p>Bentley Drummle is the perfect representation of wealthy men supremacy.</p> <p>He is rude and cruel to the people he feels are beneath him, as he does not care about anything but himself. He defends Estella just to abuse her later, which represents the reality of many women in the Victorian Era; this because they had no rights to defend themselves from men; they had to be quiet about it, just as Estella did.</p> <p>Drummle shows that it does not matter to have morals, as long as money</p>

Literary Analysis

		is a current factor.
The stopped clocks	All the clocks are stopped at ten past ten	<p>The clocks represent Miss Havisham desperation to freeze time and her unwillingness to change.</p> <p>Ten past ten is the time she realized her fiancé had run off with her money, so at this time she stopped living and time froze for her; however, time kept going, but she wanted to ignore this. She became a bitter person, as well as everything around her.</p> <p>When bad things happen, people want to freeze time instead of facing what happened to move on. The clocks are a representation of actions that some people take, just like Miss Havisham.</p>

Table 9 shows the symbols reflected on the book

Source: Researcher's own creation.

As it has been proven, the data analysis is important in an investigation, as it is what gives meaning to the research and the reasons why the investigation had to start. The data analysis gives the opportunity to answer questions such as why, when, how, and what. This chapter is all about giving meaning and explanation to the theories applied to the literary analysis and the themes, symbols, and motifs used to help bring out the meaning that the author wanted to give to the book. In this chapter, all these elements took place to give meaning to the analysis of *Great Expectations* by Charles Dickens from the perspective of the Marxist Approach.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

The conclusion gives the wrap up of an investigation by giving the most important information of the paper. It will give. It provides the reader with a closure that reminds the importance of the investigation and its contents. The conclusion reinstates the main ideas, objectives, arguments, and thesis statement of the work, it will not introduce new ideas, but it will clarify the intent of the research. Also, the conclusion presents the how the objectives set at the beginning were accomplished.

5.2 Conclusion

5.2.1 To determine the role of the woman in the society of the Victorian Age

With this investigation, it is possible to state that women did not have a say in the Victorian era or rights. The role of the woman in this era was to be a housewife; she must take care of the children and the house. As mentioned in the previous chapters, Mrs. Joe had no option, but to take care of Pip even if she did not want to. She married Joe because she had to, not because she had an opinion. Estella is also a clear example of what a woman had to be, she was abused by her husband, but she had to stay quiet because she was only a woman who had to look pretty and obey her husband's orders. By analyzing Estella, Mrs. Joe and Miss Havisham characters, the information of the role of the woman was easy to get. Their thoughts and their behaviors were clear factors of the oppression that women lived in the Victorian era. One has to take into consideration that the reason why Pip wanted to become a gentleman was Estella because she was beautiful and fell in love with her, or rather the idea of her. Also, women were considered weaker than men, but stronger morally;

hence, their job was domestic. Women's only desire must be marriage; they were expected to be pure and great mothers. When a woman got married, all she owned was her husband's.

5.2.2 To compare the different economic conditions during the Victorian era

During the Victorian era, the economic conditions were pretty different. The poor were meant to work in jobs such as blacksmith (like Joe). The Victorian era was marked by poverty and unemployment where the capitalists had the power. Great Britain became one of the richest countries in the world; however, this was a reality due to the working class that worked under harsh conditions. Economy was really important in this era; the economic condition of a person would define its future. For example, if it were not for Magwitch, Pip's future would have been to work at the forge and become a blacksmith just like Joe; he would have never become a gentleman (even though it did not last long). On the other hand, people like Miss Havisham that were wealthy, did not have to worry about surviving and working under horrible conditions in order to sustain their families. The rich people with success lived in London while the poor lived in the marshes, and even though Miss Havisham lived near Pip, she had the Satis House which was enough to make clear her economic power. It was possible to identify these economic conditions through the analysis of the behaviors and thoughts of the wealthy had towards the poor, and the poor towards the rich.

5.2.3 To identify the effects of the socio-economic climate upon the conditions of the society

All actions have consequences and in the same way the socio-economic climate of a country will have effects on its society. The people of the Victorian suffered abuse, oppression, mistreatment, and poor living conditions due to the pressure they had with their economic and social status. Even though Britain was going through great changes and development due to the Industrial Revolution, the working class was being affected badly,

even young children were forced to work in factories, mines, and workhouses. Rich people on the other hand, were able to afford fancy clothes, holidays. Also, children were not allowed to complain, shout, or disagree with anyone, they had to obey whatever they were told and be quiet all the time. This can be confirmed with Pip in *Great Expectations*, in the first chapter he obeyed what Magwitch told him, he got everything he asked for without complaining.

With the Marxist Approach it is important to analyze carefully the behaviors of the characters and the living conditions of people; thanks to this, it was possible to determine the effects that the socio-economic climate had under the society. The way children behave towards adults, and the conditions the working-class had to live in comparison to the rich let's readers know that in the Victorian era the only ones that had a good life and future were the bourgeoisie, the proletariat did not have other option, but to get used to the rules that society imposed to them.

5.3 Restatement of the Research Question

The research question that began the analysis of this book is: how can the reader perceive the effects of social role of women and the socio-economic situation of the Victorian England through a Marxist analysis of *Great Expectations*? This question will be answered with the reason that will be stated below:

5.3.1 The oppression that women lived every day. Women did not have a voice; they had to obey what the society had imposed to them: Be pretty, but be quiet. The only way that women could be a little respected if they did not get married was to be rich, such as the case of Miss Havisham. On the other hand, women that did not belong to the bourgeois part of the society had to get married because it was their duty to take care of the children and their

husbands, such as the case of Mrs Joe. Even though she mistreated Joe, she knew that she had no option but to be a wife and mother. The proletariat part of the society did not have rights, women were meant to be at home and nothing else, their only purpose was to marry a man and do as the man said so. Women could not do what a man does, they cannot work, and they cannot have an opinion. These elements caused women to believe that they would never be able to do other things like art, writing, and so. In the case of Estella, she lived oppression as she believed that her only purpose was to marry a wealthy man and break other men's hearts. Even though Miss Havisham was the one to put the latter in her mind, it is needed to understand that Miss Havisham is part of the society and that even women judged each other if they did not accomplish these "goals" that are input to them since birth.

5.3.2 The Victorian era was marked by unemployment and poverty. Most part of the society did not have a good education or were not part of a good family which led to a big amount of poverty. This is well described in *Great Expectation* as Pip himself was born in the poor part of England and as most of people, he aspired to become wealthy or as he said, a gentleman. Even though he accomplished his dream, he changed and was no longer the innocent and kind child that was introduced at the beginning of the book, he started to despise the lower class and he was even ashamed where he came from. This only confirms that social transitions have a big impact in the attitude and behavior of people; it either makes them humble or egocentric.

5.3.3 The socio-economic problematic lived in the Victorian England pressured people to submit to exploitation in order to try to survive and support their families. In this case, one example of this is the servants that the wealthy people had. Servants were like slaves as they had to obey their master in everything, some were even punished and treated badly if

they did not do their work done; however, they had to wear expensive clothes to preserve a good appearance even though they were living hell. Servants were objects for the wealthy, so they can keep their appearance of superiority.

5.4 Unexpected Results

An unexpected result faced was that there is not a lot of information in the Marxist Approach in comparison to approaches like the psychological one. It was necessary to make deep dives to find certain information. So, the lack of the same was something that affected the investigation which also takes it to the other unexpected result which was timing. Since it was a little difficult to find information, a lot of time was invested; moreover, studying and working at the same time also makes timing difficult.

5.5 Recommendations

There are a few recommendations for this analysis:

- 1) Time management is really important for a good and successful research. Analysis takes time and is essential to make deep dives, so it is important to make a schedule to investigate carefully the aspects that want to be covered in an analysis that studies the society such as this one.
- 2) Great Expectations is a book that has many characters with different behaviors, but with similarities as well. All the characters are important as they are part of the society and they are symbols and clues to understand the book. Characters are a key to make a Marxist Approach since it is focused on the behaviors and the difficulties presented in the era were the book is based on.
- 3) Since the role of the woman was also studied, feminism should be taken into consideration. The Feminist Approach could have been used as well for this objective; for example, the

book A **Vindication of the Rights of Woman** written by Mary Wollstonecraft which talks about the people of the 18th century that did not believe that women should have an education, she argues that women must have education. This book could have been used to express and study better the role of the woman. Due to this, if someone wants to apply a Marxist approach and study women as well, it would be smart to use the Feminist Approach or certain aspects of it to better understand women in the era that wants to be studied.

- 4) Since one of the main themes of the book is social struggle, many other theories besides the one made by Marx, could have been used. There are many authors that have interesting points of view on social classes that can be used to analyze this book.

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