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MASTER THESIS

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Biographical and Feminist Analysis of Louisa May Alcott's *Little Women*

A Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree in Literature

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Dedication

I truly thank Allah, the Merciful, for providing me with such a strength and energy to accomplish
this humble work.

I dedicate this humble work to my little family, parents, sisters and children.

I also want to thank my dear friend, Bellebcir Halima, for her insightful remarks and help.

All regard and thanks are granted to those who were a reason of my success from close or far.

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Declaration

I, **Aicha HABCHI**, hereby declare that the content of this dissertation is purely the result of my research, and that appropriate references or acknowledgements to the work of other researchers are made where required.

Signature

Abstract

The present study examines the autobiographical novel "Little Women" by Louisa May Alcott. This dissertation is deemed a humble attempt to trace back some of Alcott's life aspects in Josephine's life, looking for any resembling signs of feminist tendencies between Josephine and the author. The study tries to answer one main question of to what extent Josephine and Louisa resemble each other in their vision to their patriarchal societies and how the narrative reflects the life Louisa May Alcott to establish the desired aim of the study; both biographical and feminist approaches were applied. After the application of the approaches, the study resulted in the following: First, the story of "Little Women" is a partial autobiography. Both Louisa and Jo are parallel in their way of life, talent and rebellious spirit towards the patriarchal society and social norms. Despite Jo's wedding at the end compared to Louisa, still "Jo" could make her voice heard through her talent.

Key words: Autobiographical Novel, Biographical Approach, Feminism, Little Women, Louisa May Alcott.

Table of content

Dedication.....	I
Acknowledgment.....	II
Abstract.....	III
Table of Content.....	IV
 General Introduction	
General Introduction.....	2
Rationale of the Study.....	3
Statement of the Problem.....	4
Research Question.....	4
Sub Questions.....	4
Research Methodology.....	4
Objectives of the Study.....	5
Scope and Limitations.....	5
Chapters Demarcation.....	5
 Chapter One: Biographical, Autobiographical and Feminist Approaches and Their Applications	
Introduction.....	10
1.1 Biographical Literary Criticism and its Application.....	10
1.2 Definition and Background of Autobiography.....	11

1.3 Feminist Theory.....	13
1.4 Application of the Feminist theory.....	14
1.5 Types of Feminism.....	14
1.5.1 Liberal	15
Feminism:.....	15
1.5.2 Radical feminism:.....	16
1.5.3 Marxist and Socialist Feminism.....	17
1.5.4 Black Womanist Feminism.....	17
1.5.5 Eco-feminism.....	18
1.5.6 Postmodern Feminism.....	18
1.6 Waves of Feminism.....	19
1.6.1. The First-Wave Feminism 1830.....	19
1.6.2. The Second-Wave Feminism (1960 - 1990).....	20
1.6.3. The Third-Wave Feminism (1990-2000).....	22
Conclusion.....	23

Chapter Two: Cultural and Contextual Framework

Introduction.....	27
2.1 Synopsis on Nineteenth Century Literature.....	27
2.1.1 American Romanticism.....	28
2.1.2 Transcendentalism.....	28
2.3 Male Versus Female Writers of the Nineteenth Century.....	29
2.4 Social and Intellectual Status of Women in the American Society.....	31
2.5 Synopsis on Louisa May Alcott's Life.....	32

2.5.1 Early Life and Education.....	32
2.5.2 Authorship.....	34
2.5.3 Famous Literary Works.....	35
2.5.4 An Overview on the Novel of "Little Woman".....	36
2.5.5 Plot Summary of the Novel.....	37
2.5.6 Themes of "Little Women".....	38
2.5.7 Setting.....	39
2.5.8 Style.....	39
Conclusion.....	40

Chapter Three: Biographical and Feminist Analysis of "Little Women"

3.1 Introduction.....	45
3.1 Biographical Analysis of "Little Women".....	45
3.2 Reflections of Louisa May Alcott's Personal Life in her Protagonist's Characterization.....	47
3.3 Feminist Analysis of "Little Women".....	48
3.3.1 Image of Liberal feminism:.....	49
3.3.2 Image of Radical Feminism.....	50
3.3.3 Image of Marxist Feminism.....	51
3.4 Social System.....	52
3.5 Challenging Gender Norms and Seeking Equality: The Character of Jo in Louisa May Alcott's 'Little Women' :.....	53
3.5 The Rebellious Spirit of Josephine.....	56
3.7 Conclusion.....	57

General Conclusion.....59
Works Cited.....62
Appendices.....66
ملخص.....

General Introduction

Introduction

Women before and after the nineteenth century continued to struggle with the social assigned roles to them. Although, it seems that women were submissive to the patriarchal masculine societies they were lived in, still other women were rebellious and tried to make their voices heard and find their true selves. As women were assigned to roles such as giving birth to children, cleaning, cooing and taking care of the whole family, men were able to flourish and show their talents. Men, in this case, were praised for such talents, but women were not appreciated for the least of activities. This bitter truth raised the hatred of women towards men because they felt the un equality that is rooted in the social system.

On the other hand, intellectuals took the responsibility to be the heard voice of silenced women and to unveil the truths about these societies, and Louisa May Alcott is one of them. Louisa grew up in an educated family, her father was a lecturer and her mother was educated. May was fueled by philosophical spirit based on her Transcendentalist background she gained from the father. Although, she, herself, did not live in injustice atmosphere inside her family, but she lived in it inside her society. And since she was talented, she wanted to prove to her society that a woman's role is bigger than the one that her society assigned her with. This theme is found in many of Louisa's novels, especially "Little women". The latter is confirmed by many scholars to be an autobiographical novel with feminist tendencies.

Her novel is deemed a masterpiece due to its rational examination of the masculine American society. Its genius artistic examinations of the atrocities of the American society towards women, shows her logical stand between the society's demands and demands of women. Little Women is a story of an ordinary family composed of four sisters, all of them are talented. They lived in harmony with each other, the only difference is Josephine. Josephine is rebellious and considers herself a boy. Alcott's piece and charming "Little Women" occupied a unique position within the classical

western literature; it conveyed valuable messages that were advocated.

It is true that the theme of subjugating women in patriarchal societies has been discourse thoroughly in the novel, but the researcher's contribution focuses on the writer's un radical stand towards men. To put it simply, the researcher was motivated by the idea that despite her feminist view, the author did not call for radical reform of social system; instead she called for some modifications that would allow women to be more than just annex to men. Louisa's call for equality is stamped from her intellectual background she obtained from her father. Compared to Radical feminists, Alcott called for humble rights that she saw them essential for any human being because at the end, she sees that each individual is, in nature, an individual, but they complete each other.

We are going to examine the role that Alcott played in her society as a reformer and as a feminist advancer, she appealed for rights for women within the internal system of family or outside as a sturdy member in society. Louisa May Alcott's perspective reflect in her novel 'Little Women ' through attempting to create a democratic field in which both sexes could work side by side in which they could collaborate in political and social life as they could be both, man and woman, partners sharing in their hold house duties in raising and educating their children.

Rationale of the Study

The main reason behind the researcher's choice of "Little Women" is the logical view of Louisa Alcott towards her patriarchal society. The story explores the vision of a feminist, yet an intellectual activist who seeks for reformation rather than destruction of the social system. Compared to radical view of feminism, Alcott, intellectual, tries to modify the social system that denies the crucial role of women in society to what suits women demands. She, and others, sought to break with the traditional view by providing the flaws of the existing social system that may destroy the society and produce suppresses, passive and weak women, who are supposed to be the second half of any society. In her novel, she does not deny the important of men, but it increases the value of women role as well. After

all, both men and women are alike.

Statement of the Problem

Before being a writer, Louisa May Alcott after all is a woman that chooses to defend women's rights. Her novel that is entitled "Little Women" is a mere reflection in her novel of her own feminist tendencies and biography. To give her narrative more validity and credibility, May decides to narrate the story based on her own real life in the American society; this is why "Little Women" is deemed an autobiography of Alcott's life. Louisa chooses to portray "Josephine" as the projection of her own character. By applying the biographical and feminist approaches, the researcher wants to examination of places of similarities in the novel between the characters and if Josephine is as rebellious as Alcott. Besides, the researcher tries to find out the reasons behind adopting an autobiography by Louisa May Alcott.

Research Question

To what extent did "Little Women" reflect the feminist vision of Louisa May Alcott life?

Subquestions

1. What is the contextual framework of Louisa May Alcott's novel?
2. How the biographical and feminist criticisms are applied in literary works?
3. How does Louisa May Alcott's biography reflect the story of the novel?

Research Methodology

The study is descriptive qualitative, and analytical in nature, in which data are obtained were from Louisa May Alcott's biography, and her autobiographical novel "Little Women". The data were found by carefully reading both the biography and the novel and after applying biographical and feminist approaches. The core reason behind the use of the biographical approach is because the narrative in an autobiography while the feminist approach is used to follow the traces of feminist attitudes of the Alcott that are projected in her protagonist "Jo".

Objectives of the Study

- Exploring the nineteenth century's literary features and principles.
- Examining profoundly women issues and concerns within the nineteenth century America.
- Tracing back patterns of biographical similarities between Louisa Alcott and Josephine, in reference to "Little Women"
- Explaining the reasons behind the intervening Louisa's personal life into a fictional work, of course, in reference to feminist criticism.

Scope and Limitations of the Study

The character "Jo" in the story stands as an independent distinctive feminine voice in the story. It represents a model of a successful talented married woman, who can do multiple tasks at one. This idea defies the superiority of men and alters the roles between the two genders. Also, "Little Women" provide new concepts of masculinity and femininity and tries to liberate women from the restricted assigned roles. The story is a celebration of the womanism in the whole world. The novel is worth of reading, but due to health and family issues, it was hard to give it due time and energy as it should be. Also it was hard to finish the work on time. The time that was allocated to the writing of the thesis was too short, this, why the work lacks certain important elements. Finally, the research lacks balance between chapters.

Chapters Demarcations

The dissertation is divided into three chapters. The first one was devoted to the understanding of both the biographical and feminist approaches. The researcher provides definitions of three approaches, their essential terminology and concepts, and finally, their applications in literary works. The second chapter was devoted to the contextualization of the novel "Little Women". The researcher starts by providing details about nineteenth century American literature, social American system, and the status of women in American. Finally, the first chapter concludes with the biography of May Alcott,

the plot of the story, setting, and characters. The last third chapter includes the analysis of "Little Women" in the feminist context. The researcher moves from finding biographical similarities between Alcott and her protagonist, Jo and their feminist tendencies in the story.

**Chapter One: Biographical,
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Introduction.....	10
1.1 Biographical Literary Criticism and its Application.....	10
1.2 Definition and Background of Autobiography.....	11
1.3 Feminist Theory.....	13
1.4 Application of the Feminist theory.....	14
1.5 Types of Feminism.....	14
1.5.1 Liberal Feminism:.....	15
1.5.2 Radical feminism:.....	16
1.5.3 Marxist and Socialist Feminism.....	17
1.5.4 Black Womanist Feminism.....	17
1.5.5Eco-feminism.....	18
1.5.6 Postmodern Feminism.....	18
1.6 Waves of Feminism.....	19
1.6.1. The First-Wave Feminism 1830.....	19
1.6.2. The Second-Wave Feminism (1960 - 1990).....	20
1.6.3. The Third-Wave Feminism (1990-2000).....	22
Conclusion.....	23

Introduction

This chapter is devoted to the theories that will be applied by the author to answer the main question of the study. This chapter is more or less a chapter related to the methodology of the study, in which both biographical and feminist approaches are examined for better understanding of their nature. The real motive that drove the researcher to pick up these two approaches is related to the angles in which she wants to conduct her study. And since the researcher is dealing with Louisa May Alcott's novel "Little Women", precisely, the author's tendency, it is seen that these two approaches serve the main goal of the study.

1.1 Biographical Approach and its Application

According to Webster's dictionary definition, biography is "the written history of a person's life". This definition is close to Oxford English Dictionary's definition that says; "A written record of the life of an individual". The OED defines biography as "the history of the lives of individual men, as a branch of literature," but this definition excluded women and focused only on the branch of literature. This is why, Smith viewed that the appropriate definition of biography is "life writing comes with many genres: portraits, profiles, memoirs, life stories, life histories, case studies, autobiographies, journals, diaries and so on" (Smith 2).

Smith also asserted that the debate about the proper definition of biography is continued till today. According to Smith, Hoener's suggested a more recent perspective about the biography's essence, in her work Radcliffe biography series. "In which she viewed that "fine biography give us both a glimpse of ourselves and reflection on of the human spirit - biography illuminates history, inspires by example and feeds the imagination to life's possibility. Good biography can create lifelong models for us" (16). Some social scientists argue that biography should move beyond narration and storytelling of the particular into more abstract conceptualizations, interpretations and explanations.

Biography, strongly, is related to Anthropologists, mostly, under the principles of “life histories” and “cultural and personality“ (Smith 18). When the researcher tends to interpret the biography, s/he should follow such methodologies and steps. Robert Redfield (1955), argued that, there are three chapters, fundamentally, important in interpretation the biography: A typical biography, a kind of person, an outlook on life (18).

1.2 Definition and Background of Autobiography

Autobiography, as a term, is originated from the Greek word, which is basically a combination of three parts; “auto”, “bio” and “graphia”. Each one of them has a meaning; “graphia” means "the art of narration", “bios” means "the individual human life" and “auto” means "by the individual himself". Scholars come up with various definitions of autobiography. According to Oxford English Dictionary's definition, an autobiography is “a story of a person’s life written by that person” (Mukherjee 1). To put it simply, an autobiographical novel or short story is a mere reflection of the author's life in a work of fiction. Sometimes, the author reflects his or her life with no modifications of the setting or events and sometimes, the real events are mixed with the fictional events, and in this case, the work is labeled partial autobiography.

In her work entitled *How to interpret Autobiographies*, Marta Cuesta assumed that autobiography is a kind of life storytelling that combines the influence of the independent person and the universalism of the life experience. It is an effective tool for comprehending the diversity of people and society and is based on true facts connected to fictitious features. Understanding the writing process of autobiographies plays an essential role since they tend to distort reality and present it from a variety of perceptions (7).

Autobiography, as an approach, is a distinctive and appealing piece of writing that may retain its historical significance as a first person narrative, while offering a particular identity of the author, in literary studies. Autobiographical works are, by nature, subjective. The subjectivity of the author in

an autobiography, however, cannot be separated from the power of his personality. According to Mukherje, George Misch argued that autobiography has a "philosophical dignity" and "is the highest and most interactive form in which the understanding of life comes before" (1). These definitions seem to be uncompleted and miss a part of it., According to Roy Pascal (201), in his book *Design and Truth in Autobiography*, gave more elaborative definition of autobiography by saying that:

These distinctions have led us a good way towards a definition of autobiography proper. It involves the reconstruction of movement of life, in the actual circumstances in which it was lived. Its center of interest is the self, not the outside world, though necessarily the outside world must appear so that, it gives, and takes with it, the personality finds its peculiar shape.

According to Mukherje, for centuries, autobiography has been a widespread literary genre. Its initial use was during the eighteenth century, regarded to Robert Folkenflik's view, that the first use of the word autobiography was during "the eighteenth century in several forms" (1). Saint Augustine of Hippo's *Confessions* was regarded as the first autobiography, nearly between 39 and 40 CE (Reece 3). The English female autobiography occupied a place in English literature, in which we find *The Book of Margery Kempe*, written in 1438 by an English Christian Mystic. It is the earliest known autobiography in English. English language literature's early history has been enriched by autobiography as: "Lord Herbert of Cherbury's "1764 memoirs, John Bunyan's *Grace Abounding to the Chief of Sinners* in 1666 Jarena Lee's *The Life and Religious Experience of Jarena Lee*, which is the first autobiography of an African American woman. In addition, the philosopher Jean-Jacques Rousseau's published "Confessions" in 1782, which paved the way for more dignified centered autobiography.

Autobiography as a genre in literature rose a few years later, when British scholar William Taylor first utilized the term to describe a self-written biography. For Saqche and Roysrivastava, in 1809, English Romantic poet Robert Southey used the term more seriously to describe self-written

biographies. In the earliest of twentieth century, Anne Frank's *The Diary of a Young Girl* was the most well-known autobiography. Autobiography of the Twenty first century are many, such as Ernest Hemingway's "A Moveable Feast", Mark Twain's "The Autobiography of Mark Twain", Agatha Christie, s"Agatha Christie: An Autobiography" and Maatma Gandhi, Gandhi: "An Autobiography" and others (1).

1.3 Feminism as Theory and Movement

Throughout history, males dominated society; however, women have fought to earn respect, equality and having the same rights as men. The aim to establish equality with the existence of a masculine society was a challenge in itself. Most of Western societies were patriarchal in nature, in which power, dominance and superiority were given to men over women. Women were nothing but annexes to men. This meant that the females had no any kind of rights and usually they were neglected by males. With the coming of the feminism view, the whole vision of females was twisted. Feminism established a theoretical ground, in which women had to enjoy wrights of voting, education, ect as men do. This ground was realized on the real ground, when women fought in the streets and sheered of their own rights. Nowadays, women are not only assigned to household duties, but also they are prime ministers, teachers, lawyers and so o and so forth.

Feminism is a western concept. As a term, Ahmed Raina said that feminism was derived from Latin word 'femina', meaning 'woman'. The Oxford English Dictionary defined it as "the principle that women should have political rights and equal to those of men" (6). Political rights are the first Ahmed Raina, in his work about feminism, quotes Simon de Bouvoir's saying "the terms, masculine and feminine are both used symmetrically only as a matter of form on the legal papers"(6). Ahmed agrees with the idea of Simon that concepts of masculine and feminine are needed only in political papers. The meaning of feminism is that women have to respect themselves in front of the male beliefs (7). Self-respect is needed for women in order to gain respect from men.

Feminism, as a movement, is originated with the women's rights movement in the mid nineteenth century. It was inspired by the abolition of slavery in America (Paglia 4). According to Bell Hooks, feminism defined as "a movement to end exist oppression enables women and men, girls and boys, to participate equally in revolution- Ary struggle" (67-68). According to Emma Watson, the character of Harry Potter's movie, feminism is "a belief that men and women should have equal rights" (Ogletree, et al., 5).

1.4 Application of Feminism in Literary Works

For MohajanHardhan, feminism as whole includes number of sociological, cultural and political movements, theories, moral philosophies in term of gender inequalities and same rights for women. In 1880, feminism began as a socio-political movement in France, and then it spread to United State in 1910. It is based on the Franch" word 'féminisme' that was coined by Charles Fourier in his 1792 work *'The Declaration of the Right of Women and Female Citizens* (6). Feminist traces are dated back to the time of Plato, the Greek philosopher. He stated that "women possess natural capacities equal to men". Even at that time, women were seen as passive, followers, and agentless. Betty Friedan, the first president of the "Feminism Mystique", in 1963, advocating for women to have equal employment opportunities outside of domestic area to entire the public life.

1.5 Types of Feminism:

Although feminism, as a movement, defends the equality of women to men all over the world, yet women in different parts of the world defend this right in addition to other rights related to their race, such as liberal, black, Marxist and social feminisms. Generally, feminists differ in their perspectives toward feminism because of their religious, cultural, social and political background that makes feminism has many different interpretations, not only one fixed definition.

1.5.1 Liberal Feminism:

It is linked to 'first wave of women's movement. In nineteenth century, liberal feminism was considered as an extension to other emancipator movements (Tanwar 16). Basically, liberal feminism defends the core principal of the movement. In other words, this type of feminism calls for total equality between women and men and freedom without limits. Raicha Tanwar added that liberal feminists criticized the negative using of men power against women, obtainable, the segregation practices. According to liberal feminists, people should use their own powers and democratic systems to advance gender equality in society and law as well. In order to achieve this goal, women must be united into greater parties, those who can speak with more authority, advance laws and increase recognitions of issues.

The famous liberal feminist writer is Wollstone Craft (1759-1797), who wrote her book *Vindication of the Rights of Women*. Craft's book was published in 1792. It discussed the central idea of that women should be equal to men, especially at work employment (17). Another liberal feminist figure is John Stuart Mill (1806-1873), who wrote 'The Subject of Women' in 1869. Jhon Stuart Mill was a philosopher. Miller claimed the necessity of equality between the two sexes, including the right to vote, thus women are not inferior to men.

The liberal feminists view that society gender construction, education and marriage are the significant aspects in women lives, that are grasping them back (Tanwer18). For Ghorfari Medini, The main liberal feminism point of view is that women have to decide their social role hand in hand with men and neglecting the early vision of patriarchal structure's law, which neglected women civil rights. Liberalists called, strongly, for the equality of women in all the domains such as; law, education, marriage, property rights, unequal divorce, equal pay for equal work, protection from rap, violence against woman at home, freedom for all dehumanizing forces (9). In fact, the reformation that liberalists called for are judicial, institutional, political and social as well.

1.5.2 Radical feminism:

Haradhan Kumar Mohajan said that radical feminism emerged with the second wave in 1960s. It is a perspective within feminism that is appealing for radical reordering of society, in which the male dominated over all social, economic contexts. It sought to remove the patriarchy by challenging existing social norms and laws. Radical feminists believe that patriarchy cause gender inequality. They sought to fundamentally, restructure society to eliminate patriarchy. According to Millet, the main cause of discrimination is the dominance of patriarchy (15). Close to Millet's assumption, Nachescu argued that oppression of women is a result of patriarchy and sexism. For Nachescu "Patriarchy based on psychological and biological factors, which rooted in the society" (15). According to Nachescu, the community, in which people live is, enacts such oppressing and discriminating laws to women. These laws were inherited from one generation to another, until they were taken for granted.

Johanson confirmed that the French author and philosopher Simon De Beauvoir (1908-1986) published her book "The Second Sex" in 1949, which is considered as the Bible of classic feminism and feminism as whole. De Beauvoir established the idea that men must be put first and above all. De Beauvoir states her famous expression "One is not born but rather becomes a woman". For her, femininity and domesticity are fake manifestations that limit women freedom. Another radical feminist writer is Shulamith Firestone, who wrote her book entitled "The Dialectic of Sex" in 1970. She analyzed the nature of sexual oppression and its origins and arguing the possibility of feminist revolution and how this can be achieved (100).

1.5.3 Marxist and Socialist Feminism:

Marxist and socialist feminism posits that women's subordination is primarily a result of class-based societies. They view class relations as the root cause of coercive power and various forms of oppression, including sexual oppression. According to this perspective, patriarchy functions as a system of oppression and exploitation, where women's labor and bodies are

subjugated within the social relations of production. Marxists attribute women's oppression to capitalism and advocate for its replacement with a socialist system. They argue that capitalism focuses on individual classes and disregards the holistic human experience. One of the pioneers of Marxist feminism, Friedrich Engels, argued in his book "The Origin of the Family, Private Property and the State" (1894) that early tribal societies functioned as large households, with men, women, and children living together and producing for their own use rather than for exchange. Elizabeth Armstrong, in her book "Marxist and Socialist Feminism," explores the unpaid reproductive work performed by women as an essential aspect of envisioning an anti-capitalist future. This approach highlights the impacts of imperialism, primitive accumulation of land and resources, and the exploitation of women's unpaid labor (Armstrong). Maria Mies, a German scholar, feminist, and activist, aligns with the Marxist perspective. Her book "Patriarchy and Accumulation on a World Scale" (1986) emerged from the struggles of autonomous women's organizations. Mies's work supports the views of Marxists and emphasizes the interconnectedness of patriarchy, capitalism, and global exploitation (Tanwar 26).

1.5.4 Black Womanist Feminism:

When it comes to Black women, their movement was called Black Womanist Feminism or Black Feminism. According to PasqueWimmer, Black Feminism related indirectly with the civil rights movement. It emerged to represent African descendent women in United States, those who faced a number of issues which were not represented by the previous white feminist movements (19). Alice Walker (1944) is a famous Afro-American author, who is known for her book "The Color Purple". It was published in 1982. By writing her book, she hoped to raise the voice of black women calling for equality, and diminishing all dominations. She called for the equality to all genders of all races. The activists of this movement called for the rights of the African American women who suffer from double oppression; a combination of racism, classism, sexism and heterosexism (19). For the advocate of such

a movement, black women suffer a double burden; first being a woman, and second being a black woman in a white society.

1.5.5 Eco-feminism:

For eco-feminism, it is the branch of feminism that bases its theory and practices on environmental awareness, the inter-relationship of women and environment, also the relationship between human and nature. According to this theory, all the sexes and genders of the world should collaborate and work together for earth protection. Laila Fariha Zein, in her overview of eco-feminism (2017), believed that the oppression of women is an image of oppression of the nature, and both of women and nature are valuable gifts that must be protected and treated respectfully (2). Laila depended of her claim on the view of the French writer Françoise's Eaubonne.

Francois is the one who coined name of eco-feminism. She wrote "Le feminism ou la Mort" in 1974. Regarded to her point of view, colonization, exploitation, oppression and dominance by western patriarchal societies have directly resulted in catastrophic environmental damage. She called for prohibiting all the images of social injustice, not only for women, but also of the environment. In the context of eco-feminism, influential texts spread as "Women and Nature" that was written by Susan Griffin in 1978. Also, Carolyn wrote "The Death of Nature". These Writings concentrated on the domination of man on women and the domination of culture on nature (Zein3).

1.5.6 Postmodern Feminism:

Postmodern Feminism is another branch within feminism. It emerged out of the third wave of feminism. Its activists criticized the formation of society and its domination system in particular, patriarchal aspects. Olson considered that females are put in a zone of the 'Other'. The Feminist writing, in that period, were affected by postmodern ideas, in terms of plurality rather than unity. Most Postmodern writers were Lacan, Jack Derrida, and Foucault. The main issues that were discussed and addressed were difference and diversity in race, culture, and class.

1.6 Waves of Feminism

During its long history, feminism changed and went through waves, each of them was characterized by specific features and carried new demands. The feminist movement is divided into three distinct waves, as defined by feminists and scholars. The first wave primarily focuses on women's suffrage and advocating for their right to vote. The second wave encompasses the theories and activities related to women's liberation, addressing issues such as gender inequality, reproductive rights, and workplace discrimination. The third wave emerges as a continuation of and response to the achievements and shortcomings of the second wave. It aims to address intersectionality and expand the feminist agenda to include a broader range of issues, such as race, sexuality, and social justice.

The First Wave 1830:

Johnson claimed that the First Wave started around 1830. It refers to the emergence of feminist collective movements, from mid-nineteenth to the early of 20th century. It is characterized by calling for women's rights, particularly, suffrage and abolishing slavery. This wave started with Seneca Falls convention in Baltimore, after that in United Kingdom and later in Ireland (Johnson 6). According to Pasque and Wimmer, the main concern of the first wave was finding space where women can be equal to men, in addition to ending the authority of males as father and the husbands, besides to having access to higher education and workers rights. Feminist activists had international vision and lauding to all women, to develop connections with movements to support each other to reach their goals (Pasque, Wimmer 11). After the first wave, the vision was more elaborative and it expanded by adding other principals to the feminist vision. The new vision of feminism was fueled by new literary works, and it became known as Second Wave Feminism.

This wave of feminism primarily focused on advocating for women's political rights and challenging the unjust treatment of women in society (Ouggad 12). One prominent figure during this time was Mary Wollstonecraft, an English writer and a passionate advocate for women's educational and social equality.

In her seminal work, "A Vindication of the Rights of Woman" published in 1792, Wollstonecraft eloquently articulated her values and presented one of the most influential texts in the history of women's rights. She emphasized that the beliefs and social norms prevalent in society, which influence the behavior and expectations of both men and women, needed to undergo significant transformation. Wollstonecraft argued that each era is characterized by a prevailing public opinion that shapes the values and norms of the time, giving the century a distinct character. She concluded that meaningful progress in education and women's rights would be limited until society as a whole underwent restructuring and embraced more egalitarian principles. Wollstonecraft's ideas challenged the prevailing gender norms of her time and laid the foundation for the First-Wave Feminist movement. Her work sparked important conversations about the importance of education, the need for women's political agency, and the role of societal reform in achieving gender equality. Her writings continue to be recognized as a significant contribution to feminist theory and have inspired generations of activists and thinkers in their pursuit of women's rights (Wollstonecraft 31).

The Second Wave (1960-1990):

Both Penny Pasque and Brenton Wimmer said that the Second Wave started around 1960 and continued for thirty years. It was in the context of the anti-war, and civil rights movement. The designed goal was to raise the consciousness of some people over the world and increase the feminist awareness. The New Left was on the rise also. This wave was radical in nature. According to Rampton (2008), 'The Second Wave differed from the First Wave in that it "drew in women of color and developing

nations, seeking sisterhood and solidarity and claiming 'women's struggle as class struggle' (12). Feminists insisted on calling for women's liberation and changing their realities. In addition to that, they focused on issues of sexuality, reproductive rights, the most significant events of this phase were: passing the Equal Rights Amendment to the Constitution and ensuring the social equality far from sex. In 1966, Betty Friedan and other women founded The National Organizations for Women. After that, the American Black Feminist Organization was formed in 1973(12). Mary Wollstonecraft, in her groundbreaking book "A Vindication of the Rights of Women," boldly argues against the prevailing societal belief that women are passive victims of a misguided and deceptive ideology. She challenges the notion that women should confine themselves to domestic roles and argues for their active engagement in society.

Despite women's persistent demands for enfranchisement and equal rights, many critics at the time maintained that female subjugation was an inherent and accepted outcome that should not be resisted. These critics viewed women's submission as a natural and unchangeable condition, rooted in traditional gender roles and societal expectations. They argued that women's primary role should be limited to the domestic sphere, where their responsibilities revolved around homemaking, child-rearing, and supporting their husbands.

However, Wollstonecraft staunchly rejected these views. She advocated for women's intellectual and political emancipation, asserting that they should be active participants in shaping their own destinies. Wollstonecraft challenged the prevailing assumption that women were inherently inferior to men and argued that denying women their rights and agency was not only unjust but also detrimental to society as a whole.

Her ideas were revolutionary for their time and laid the groundwork for future feminist movements. Wollstonecraft's work inspired generations of women to question the status quo, demand their rights, and challenge the deeply ingrained beliefs and systems that perpetuated female subjugation.

Her arguments continue to resonate today as a reminder of the ongoing struggle for gender equality and the importance of questioning societal norms and expectations.

The Third Wave (1990-2000):

Anastasia Flouli talked about Third Wave Feminism in her research entitled 'Gender Studies. She said that this wave came as a reaction to failure of the Second Wave. The major issues that appeared were the recognition of the variety of 'women' and focusing on identity, sexual identities, gender, social order and choice, race, alteration to gender stereotypes, representations in the press and using the language that determines the women (11). According to Johnson, this wave becomes known by the decade of difference 'and sweeping new thoughts and theories as: Black feminists, lesbian, gay, bisexual, transgender, etc (17).

Colored feminist scholars, especially those from the third world, critique mainstream feminism for its insufficient attention to race and ethnicity (Ouggad). They argue that previous waves of feminism have often neglected the intersecting experiences of women of color. This recognition of the intersectionality of gender, race, and ethnicity is a key characteristic that distinguishes third-wave feminism from its predecessors.

Critics also express frustration with the narrow association of feminism with specific historical periods and political movements. They argue that feminism should not be confined to these particular moments, as male dominance and resistance to it have existed throughout various cultures and throughout history. Feminism, they argue, should encompass a broader understanding of gender equality and recognize the diverse experiences of women across different cultural and historical contexts.

The women's movement, in its attempt to challenge patriarchal culture, has sought to disrupt societal norms that perpetuate gender inequality and sexist dominance. It aims to assert a belief in gender equality and advocate for an end to sexist power structures. However, critics argue

that this fight for equality should be inclusive of the experiences of women from diverse backgrounds, acknowledging the ways in which gender intersects with race, ethnicity, and other social categories.

The recognition of these critiques and the emphasis on intersectionality within third-wave feminism has led to a more inclusive and diverse movement. It has prompted a broader understanding of gender equality that considers the unique challenges faced by women of different races, ethnicities, and backgrounds. This ongoing dialogue and expansion of feminist discourse contribute to the continued evolution of the movement and its commitment to addressing multiple forms of oppression.

Conclusion

According to the principles of the biographical and feminist approaches, it turned out that they work perfectly to answer the main question. The biographical approach will provide a background of the resemblances between the creator of the text and the main character. Based on the data that the biographical approach will provide, the feminist will trace some resemblances in political feminist views between the author and one or two characters in the story. Thus, biographical serves as a basis for the feminist approach.

Chapter Two: Cultural and Contextual Framework

Chapter Two: Cultural and Contextual Framework

Introduction.....	27
2.1 Synopsis on Nineteenth Century Literature.....	27
2.1.1 American Romanticism.....	28
2.1.2 Transcendentalism.....	28
2.3 Male Versus Female Writers of the Nineteenth Century.....	29
2.4 Social and Intellectual Status of Women in the American Society.....	31
2.5 Synopsis on Louisa May Alcott's Life.....	32
2.5.1 Early Life and Education.....	32
2.5.2 Authorship.....	34
2.5.3 Famous Literary Works.....	35
2.5.4 An Overview on the Novel of "Little Woman".....	36
2.5.5 Plot Summery of the Novel.....	37
2.5.6 Themes of "Little Women".....	38
2.5.7 Setting.....	39
2.5.8 Style.....	39
Conclusion.....	40

Introduction

Nineteenth century literature is characterized by its astonishing writing style and artistic beauty. Most of writers wrote masterpieces at that time. In America, the body of literature that was written at that time was characterized by its enlightenment thoughts. Famous novels were written back then, and "Little Women" is one of them. Being a women writing a master piece at that time, was miraculous. However, as her father, the novelist, Louisa May Alcott, was self-taught as her father, and very talented. It is believed that the novel is an autobiography of the writer herself. All in all, the chapter is devoted to dig into the American literature during the Nineteenth century and its characteristics, and have synopsis on "Little Women", Louisa May Alcott, the plot, setting, and all the related aspects of the narrative.

2.1 Synopsis on Nineteenth Century Literature

According to khadija, American literature is the heart of literary texts that were generated in the English language in the United States. Since the literature is seen as a mirror of the human life, it reflects many socio- cultural-political and economic fields. By the coming of the American Revolution, the literary products started increasing. Among the well-known American thinkers and authors of that time, we find: William Cullen Bryant , Washington Irving , James Fennimore Cooper and Ealgar Allan Poe (Saeed 3).

The nineteenth century American literature was characterized by various features, particularly, the emergence of an influential and intellectual movements, which made a huge impact on several elements of literary productions. In this era, the classical American literary works is divided into three genres: prose (novels, tales and short stories), drama and poetry. This era is known by the emerging of the American Renaissance, Transcendentalism, Romantic Movement, and Realism movement, Realistic movement that testified different genres and flourished with peerless literary icons, who contributed in enriching the library of American literature.

2.1.1 American Renaissance

For Ralph, the most splendid era in the history of American literature is American Renaissance (1830 -1865), which was specialized by great figures such as Ralph Waldo Emerson, Henry David Thoreau Walt Whitman, Herman Melville, Nathaniel Hawthorne, Edgar Allan Poe and Emily Dickinson. They were known as what we called optimistic authors (Emerson, Thoreau and Whitman), and gloomy authors (Poe, Hawthorn and Melville), and concerning the female writer, we find: Emily Dickinson. Dickinson's style was characterized as between gloomy and optimistic (Reynolds 1). Here are some themes optimistic themes that are discussed during that period,

The nature's miraculous beauty, the primacy of the poetic imagination, the spiritual truths behind the physical world, and the potential divinity of each individual "are countered as optimistic themes , this in hand one other side, there were a optimistic themes, this in hand, on other side, there were optimistic themes like "hunted minds, doubt , ambiguity criminal impulses (Reynolds 1).

The period saw shifts in interpretation, including myth and symbol criticism, feminism, gender studies, psychoanalytic approaches, New Historicism, the cultural biography, and so on and so forth (1).

2.1.2 Transcendentalism

Catherine suggested that all of Emerson, Thoreau, Hawthorn, Amos Bronson Alcott (the father of Louisa), as well as other writers like Fuller, and Channing were drawn to Concord during the transcendentalist era, which was a reaction against 1th century nationalism and the 19th century Huminitarism. They contracted on individual differences (Vanspanckeren 28). The founding father of transcendentalism was Ralph Waldo Emerson, who created American individualism that was inspired by nature. His work "Self-reliance" carries the principles of transcendentalism. The second book that held Transcendentalist principles was "Walden", or living in the woods that was written by Henry

David Thoreau. The book was published in 1854, in which it offers a self-discovery perspective. Walt Whitman, also, is the author of *Crossing Brooklyn Ferrwhen Lilacs last in the Dooryard Boomd*. Khadija also asserted that the well-known female reformer in this period was Margaret Fuller. Margaret is regarded as a feminist reformer. Through her writings that consist of articles on literature and art, she talked about women's treatment of the 19th century. Finally, John Greenleaf Whittier wrote "Ichabod" that discussed anti-slavery (Saeed 4).

According to Khadija, the American Renaissance that started in 1820 and lasted to 1860. The period after 1860 witnessed the emerging of the Romantic Movement, in which writers and poets created as well. This phase was followed by Realism in (1860-1914). The thinkers and writers of this period based their writing on reality (4). Mark Twain is the pioneers of this period, who was known by his masterpiece "Huckleberry Finn". Also, Ambrose Bierce, and Henry James are amongst those who put their touch in this period by their realistic works. Naturalism is interested in depicting lower class citizens. Naturalists, on the other hand, as Stephen Crane (1871-1900) who wrote "Maggie A girl of Streets", and Jack London and others, used realism in order to connect the individual to society (4).

2.3 Male Writers Versus Female Writers

According to John O'Hagan, Nathaniel Hawthorn (1804–1864), like many New Englanders of this era, is best known for his novel "The Scarlet Letter". He came from an affluent family and had a variety of occupations, including writing to publications. One of the first mass-produced books in America is The Scarlet Letter.; over than 2,500 copies were sold in the first two weeks. Herman Melville (1819–1891) is a significant novelist of this time, who was known for his book Moby Dick. Mervillewas significantly influenced by Hawthorne's works. He led a challenging existence and looked for work in a variety of places, including at sea on a whaling ship. He also regularly contributed reviews and other writings to a literary newspaper. He was also a native of New England and the

surrounding region (Saeed 4).

When it comes to female writers, Catherine Vanspanckeren said that there is Emily Dickinson (1830-1886), who was a radical individualist from Amherst, Massachusetts, who lived in an unconventional life filled with inner intensity and love for nature. She was a recluse due to her sensitive psyche and could write about one poem a day. Dickinson was the most solitary literary figure of her time, but her knowledge of the Bible, William Shakespeare, and classical mythology was invaluable. Her terse, often imagistic style, which combined concrete things with abstract ideas, was more modern and innovative than Whitman's. Her poems often mock current sentimentality and were sometimes heretical (Vanspanckeren 35).

For Catherine, Dickinson's poetry exhibited great intelligence and evoked the paradox of the limits of human consciousness trapped in time. Her range of subjects and treatment was impressively wide. Her 1,775 poems continue to intrigue critics, with some showcasing her mystical side, sensitivity to nature, and odd, exotic appeal. Her clean, clear, and chiseled poems are some of the most fascinating and challenging in American literature (35).

American women faced inequalities in the 19th century, including voting, education, and property ownership. Despite these obstacles, a strong women's network emerged, promoting social change through letters, friendships, and books. Intellectual women drew parallels with slaves and demanded fundamental reforms, including abolition of slavery and women's suffrage. Their works were the vanguard of intellectual expression in the women's literary tradition (42). The text discusses the impact of women's rights and the struggles for women's equality. It highlights the work of abolitionist Lydia Child (1802-1880), who emphasized the need for racial and religious tolerance in society. Child founded a private girls' school, edited the first newspaper for children, and published the first anti-slavery tract, *An Appeal in Favor of that Class of Americans Called Africans* in 1833. She also argued for women's equality by pointing to their historical achievements.

Angelina Grimké (1805-1879) and Sarah Grimké (1792-1873) were the first women to publicly lecture to audiences, drawing parallels between racism and sexism.

rights activist, organized the Seneca Convention for Women's rights and drafted its Declaration of Sentiments. She campaigned for women's rights, formed the anti-slavery Women's Loyal National League and the National Woman Suffrage Association, and co-edited the weekly newspaper *Revolution*. Cady Stanton's book "The Woman's Bible" (1895) revealed a deep-seated anti-female bias in Judaeo-Christian tradition (Vanspanckeren 43).

2.4 The Social Status of Women During the Nineteenth Century

According to Delphine Laire, homes evolved along with American culture. In nineteenth century American society, the woman typically cared for the household and the family while the father worked outside the home. Men were given complete control over the household under the old English Common Laws. This implied that men were the only guardians of the children and the proprietors of the personal property of their spouses (Laire 6). Because they were totally dependent on their father or husband, women became the victims of this patriarchal society. However, that would alter. Female organizations were quickly created as a result of women challenging male authority in religion. New roles for women became feasible as a result of these civilizations. In 1848, a Woman's Right Convention at Seneca Falls, New York was arranged (6), in which daughters were subject to their father's legal authority until women won the right to vote. They may be, it seemed, object to their daughter's choice of spouse.

Delphine asserted that the majority of American families were progressive, nevertheless, and women frequently had the freedom to select the partners they wanted, as long as their parents approved. In the 1830s, women did obtain property and spousal rights, despite the fact that they were denied the ability to vote and hence had no meaningful legal rights. Divorce liberalization quickly

followed, although it remained extremely uncommon. Women were permitted to work, but this was perceived or felt as a temporary break before marriage because the household goal was still marriage. Marriage was the only career that was respectable and actually possible (Laire7).

2.5 Synopsis on Louisa May Alcott's Life

Since the researcher chooses Louisa May Alcott's "Little Women" ,as a case study, it becomes necessary to dig into the author's life and search aspects that would later help in the analysis of her novel.

2.5.1 Early Life and Education

According to the research (“ Amos Bronson Alcott- Poems”) we can determine that Louisa May Alcott is one of the American female writers, known by her domestic tales. She was born in German town, Pennsylvania on November 29th, 1832. Her father, Amos Bronson Alcott (1799-1888), was the illiterate farmer’s son. He was self-taught yet went on to become a well-known lecturer, writer, philosopher, reformer, and educator. He was a pioneer in developing new ways of interacting with students, based on conversational method far from traditional punishment. Amos aimed to perfect spirit of human, he was an advocator for Women’s rights. During the early stages of his career, he received only a rudimentary formal education. Although his time in school was limited, he eventually settled in Boston, where he established the Temple School in 1834.

In his Lectures, Ashton Nichols says that Amos Alcott and his closest companions Ralph Waldo Emerson and Henry David Thoreau are the fathers of the Transcendentalist movement during what was called the American Renaissance. He argued that this movement influenced, powerfully, the American life, in addition to its contributions to American politics and society. In 1840, Amos Bronson gave title to the Transcendental Club’s journal, The Dial, and contributed his ‘Orphic Sayings’ (Ashton Nichols 37). According to Harriet Reisen, the mother of Alcott, Abigail May Alcott was called “Abba”. She was a renowned Boston ancestor. She had forward thinking. The Alcott's' were a very progressive

family. They were linked to the abolitionist group. They helped runaway slaves via the Underground Railroad, and supported John Brown. They called for ending slavery (Reisen 22). According to the research (“Little women - Wikipedia”) we can determine that Alcott has three sisters: Anna Bronson Alcott was the eldest; Elizabeth Sewall Alcott and Abigail May Alcott were the two youngest sisters. In her childhood, Louisa May Alcott was a tomboy, preferring boys’ games .

Karen Ann said that although later they received some advice from Emerson and Thoreau, Louisa and her sisters received practically all of their education at home from their father (Takizawa 6). According to Harriet Reisen, her mother supported her husband and took over a lot of his responsibilities (22).

Her mother protected them, especially during the economic crisis when the family was only permitted to eat only what the earth produced; no meat, milk, or eggs were permitted. Because cotton business abused slaves in the South, the Alcott's family could only wear linen. At the commune, Louisa and her sisters were encouraged to play, have picnics, and wander around the fields. Besides to that, they were genius girls, each one of them has her artistic domain; Anna loves acting on stages, Elizabeth likes music ,in particular, playing on piano, and the youngest sister May perfects painting, eventually, she became a famous artist at that time. When her husband’s income wasn’t enough at one point, Abba became one of the nation’s first social workers and moved to Boston. She also oversaw a placement service for women working as domestic help and formerly owned a boarding home. She entered the world of working at a time when genteel women did not work.

Both parents encouraged their daughters’ intellectual development and provided whatever stimulation they could. Belle Moses claimed that Abba established a post office in her home and Bronson kept a diary recording the growth and development of each of her four daughters. Louisa May was talented by nature, her mother predicted her to be a great writer by saying “Louisa would become a second Shakespeare. And indeed from this time the little girl’s many thoughts took shape in vers”

(Reisen 14). Based the talent that Louisa possessed, her mother prophesized to May to be a writer, and indeed she became one of well-known writers of her time.

Alcott ingested the progressive values of her values. She volunteered as a nurse and had a strong commitment to abolition during the Civil War. Jean asserted that the rights of women had been promoted by her mother at workplace, in a marriage, and at a polling place. Being the first woman voter in a local election made Alcott proud of women's suffrage. Concord had a vote for its school board in 1880 (Gallogly 2). Louisa supported her family with her writings portraying nineteenth century domestic middle class life realistically. She also wrote plays, poetry, reviews, short stories and novels (2-3). Her books depicted nineteenth century domestic middle class life realistically and included themes such as self-reliance, duty, charity, self-sacrifice and patience. She also wrote plays, poetry, reviews, short stories and novels (1). Alcott remained writing despite her health was down. She was treated for the symptoms of typhoid, and then she passed away from the effect of mercury poisoning incurred while her serving in the Civil War. She died only two days after her father's death on 6 March 1888. She was buried in Sleep Hollow Center in Concord.

2.5.2 Authorship

For Beverly Lyon Clark, throughout Louisa May Alcott's literary journey, Alcott created various genres as: prose, poetry, novels, letters ,journals, young adult and children fiction. In 1848, Alcott influenced by 'Declaration of Sentiments' by Seneca Falls convention on women's rights. At age of 22, she published her first book "Flower Fables" in 1855, which reprinted in 1887 (Clark 23). Endhar D. Cheney said that this book is a collection of imaginative stories for children, particularly, for Ellen, the daughter of Ralph Waldo Emerson, by depicting adventures in nature and consisting themes of love, kindness and responsibility (66).

2.5.3 Literary Works

Alcott wrote "Hospital sketches" which was the turning point in the development of her creative

career (Clark 23). It was truthfully an account of her service as a nurse in the Civil War in Washington. It inspired by those letters she wrote to her family. Later, it was revised and published in Commonwealth under a collection named 'Moods' in 1864 which was edited in 1882 Beblio.com. In 1868, at age of 35 years old, she was asked by her publisher Thomas Niles to write stories for girls. Here, she wrote her master piece of 'Little Women' of 492 pages. Its first part was written in 3 months in Orchard's House. This intellectual novel is based on her real life with her 3 sisters and their childhood experiences, which actually took place in Orchard House.

"Little Women" series' consists of 3 novels "Little Women", "Little Men" and "Jo's Boys". This trilogy shares the same style of writing, theme and idea of nothing is impossible whatever the person's backgrounds. "Little Women" had a great success at that time and it is still popular, that's why it is adapted for plays, films, series of children and even opera. The secret of its success is that the main character "Jo", the heroine is characterized by her individuality and challenging. Alcott literary career freshens the American library with more than 30 books, we mention some of them:

Louise wrote "An Old Fashioned Girl" in 1870 and she tended to give a lesson and moral values through it. She enjoyed expounding on the merits of pure innocence unlike the corrupting consequences of high society and vanity.

"Eight Cousins" (The Aun_Hill) of 1875 addresses a strong moral message of encouraging both boys and girls to follow healthy activities and having positive activities in their lives. This novel followed by a sequel "Rose in Bloom". The novel "Rose in Bloom" of 1876 came as continuity to the previous story. It illustrates courtship, marriage, poverty, charity, transcendental, poverty, illness, and death. In addition to these books, we find *The Mysterious Key and What it Opened*, "The Candy Country", "Silver pitcher and Independence", "Three Unpublished Poems", "Good Wives", "Jack and Jill", " Under The Lilacs", "The Brown and The Princess", " Lulu's Library" vol 2, " A Garland For Girls", "The Blue Castle" and many others.

2.6 A Synopsis on "Little Women"

For Jennifer Koroleva, "Little Women" is a feminist novel, despite the fact that, some readers could view it as a simple tale. In a traditional, patriarchal society, it sheds light on how women strive and forget their identities. At the start of the book, the March daughters are filled with ambition. Joesphine, the second daughter, for instance, wants to be a writer. The youngest daughter, Amy, aspires to be an artist, and Beth, who is unwell and has a limited musical range, also exhibits amazing musical aptitude. When the girls become adults, patriarchal expectations for young women increase, and they are forced to put their goals on hold in favor of what life may have been like (Sundgren 5).

The author's life and experiences are woven into the tale that is presented in the book. Alcott had desired to be a writer and, like Jo, was the second daughter in her family. Alcott and Jo share more similarities than that, though. According to Harriet Reisen, Jo March most closely resembles her creator, in that she has an abundant imagination. For Reisen, both ladies had vivid imaginations that allowed them to weave together stories from bits of violence and treachery one minute and fairy tales and heartfelt poems the next. Jo, however, chooses to start a family at the end of the book, which may be rewritten as a remark that Alcott, who was a prolific, committed, and successful author, stayed single (6).

According to Cheever, most people concur that Jo, who grew up in Concord, Massachusetts, along with three of Alcott's sisters, could have lived a life similar to hers. It's also important to point out that "Little Women" helped Alcott become one of the most well-known and esteemed writers of her era. Alcott's publisher, Thomas Niles, recommended that she pen a book for young girls. Jennifer Koroleva Sundgren believed that Alcott consequently chose to write about a subject that was close to her heart, like her relationship with her sisters. She was pleased with the straightforward and sincere book that took ten weeks to write. Alcott claimed that she and her sisters experienced the majority of the incidents and experiences described in the book (Sundgren 6).

2.6.1 Plot Summary of the Novel

The story started by four sisters' (Meg, Jo, Beth and Amy) conversation just before Christmas, they complaining for being poor and couldn't be offered gifts as usually. "Christmas won't be Christmas without any present", Jo said, Meg added "It's so awful to be poor!" They were unpleasant on their situation but later they realize that they have the most valuable gift that is their father and their love for each others. Beth said, "we've got father and mother, and each other"(Alcott 4).

The four little women begun their day with preparing their breakfast and brought it to their poor neighbor, at that moment their wealthy neighbor, Mister Laurence was following them, and at the evening party, he offered them flowers and ice-cream as an appreciation for their gentleness. This was the beginning for opening the door for a great friendship between the four sisters and Mister Laurence and his grandson Laurie. Once, Jo and Meg attend a dancing party, they met Laurie, coincidentally. Jo, as her tomboyish attitude, hiding far from the dancing in which she discovered Laurie, they talk and became close friend. This friendship refreshes the four sisters, because they don't have brother.

The girls visited Mr. Laurence's castle, in which Jo was attracted to his library due to her love to writing and reading while Meg loves taking care to conservatory among all the kind of flowers. Finally, Beth, the angel of the March house, likes music, particularly playing on piano; and Amy attracts to drawing. When Marmee, their mother, received telegram, that her husband is ill, she immediately goes with Mr. Brook, the teacher of Laurie. Marmee left her daughters at home with Hannah. During the absence of the mother, Beth contracts scarlet fever from caring for the poor neighbor 'Hummel's' baby. She became extremely ill. The fever breaks her, and her health never be well. Later she died.

Mr. Brook talked openly to Mr. and Mrs. March about his feeling towards Meg, he demanded her for marriage, they accepted his demand, but waiting until Meg be older, while he prepares himself financially.

The couple gets married three years later. Jo works on a new novel. Aunt Carol plans a journey

to Europe and takes Amy as a companion, in which she (Amy) has the chance to study art of painting. At this time, Jo goes to New York, where she started working as a governess, during that period, she meets Professor Bhaer. He is very charming, wise, clever, but poor. He almost loves Jo. When she returns back home, she found Laurie waiting for her to confesses his love to her, but she refuses him and tells that she loves him as a brother. Laurie decides to go to Europe with his grandfather. There, he is able to comfort Amy, when Beth died. After a considerable time, Amy and Laurie get married and then, return back from Europe. Jo and Professor Bhaer also marry. Jo inherits a huge home, Plumfield from her Great Aunt March. She and her husband move there found their school and establish their own family with their children.

2.6.2 Themes of "Little Women"

According to Silfi Dwi Agustin et al., the novel is full of moral values, in which the reader finds in each chapter such lessons in several aspects of life, especially those related to morality and how to behave ethically towards others. Additionally, "Little Women" educates women to be independent and strong in front of critical economical situations. This book offers a plot with human and selfless principles, whether within the March's family or with other characters (4).

The author Louisa Alcott asserted that, for instance, the four girls, in Christmas, give their breakfast to their poor neighbors and help them as they can, particularly, Beth. In one hand, Beth, happily, heals and follows the baby who suffers from the scarlet fever. On the other hand, her sister "Jo", gladly, cuts her hair, and sold it to a hairdresser, in order to gain money, to help her mother goes to take care of her ill father in the hospital (Augustin et all 156).

2.6.3 Setting

The one who has read or looked on Louisa May Alcott's life and then read or watch the movie of "Little Women", feels like watching Louisa May Alcott life in front of his eyes. Pardi-Oláh said that her writing of her novel, typically, was inspired by her real life and experiences and printed. When

it comes to the setting of the novel, almost all events are drawn from the same place and even time. Roberta Pardi-Oláh said, in her work, argued that “The novel based on the author’s own family experiences. The four March girls lived in Concord, Massachusetts with their mother and father in familiar environment like skating on Walden pond, walking in the woods or having picnic in the field around Concord” (Pardi-Oláh 14).

The events of "Little Women" reflect the time and space of the authour Louisa May Alcott. The events of the novel occured during the Civil War, in which the father is serving as a priest by the side of the soldiers. At the time of Mr. March absence, the four daughters learnt how to live respectively, and to rely on themselves, without the need for outsider help. The mother is the captain of the little women’s life journey, during that period.

2.6.4 Style

Silfi Dwi Agustin and Drs. Siswo Harsono, M. Hum stated that novel is regarded as children’s literature, which touched, in initial, the issue of family's life. It is written in didactic style, according to Burhan Nurgiyantoro. Louisa May Alcotts’s writings are clearly influenced by her educational and cultural background, since she is a daughter of a philosopher. She writes balanced, complex sentences with using a simple language with clear meaningful words to make it easier to understand (4).

Conclusion

It is believed that every literary movement is reflected in the works of literature of that time, and "Little Women" is one of them. Louisa May Alcott reflects her own claims and contradictions to the nineteenth century America. She concentrates in her novel on the concept "women" from her own stand. As if, she stands the term to refer to other tasks that the woman can do besides household tasks. Although, little sisters in the story got married, yet Alcott could stand in opposition to the assigned roles of women. She does not nullify the fact that women can do their tasks besides other activities, such as painting. Being an artist does not undermine from woman's value, in fact, a woman can work inside the house and outside it. Thus, May Alcott takes a middle stand.

**Chapter Three: Biographical
and Feminist Analysis of
"Little Women"**

Chapter Three: Biographical and Feminist Analysis of "Little Women"

3. 1 Introduction.....	45
3.1 Biographical Analysis of "Little Women".....	45
3.2 Reflections of Louisa May Alcott's Personal Life in her Protagonist's Characterization.....	47
3.3 Feminist Analysis of "Little Women".....	48
3.3.1 Image of Liberal feminism:.....	49
3.3.2 Image of Radical Feminism.....	50
3.3.3 Image of Marxist Feminism.....	51
3.4 Social System.....	52
3.5 Challenging Gender Norms and Seeking Equality: The Character of Jo in Louisa May Alcott's 'Little Women' :.....	53
3.5 The Rebellious Spirit of Josephine.....	56
3.7 Conclusion.....	57

Introduction

The researcher tries in this chapter to look for traces of rebellious thoughts and actions of the protagonist "Josephine" in reference to May Alcott. By providing similarities in the way of life, political tendencies and social life of the two characters, the researcher will hopefully project these similarities to what suits the purpose of the study. All in all, the analysis of "Little Women" by Louisa May Alcott provides some insights of the eighteenth century American society, its dominant thoughts, its social life and the status of women in that society. Josephine, the main character of the story, provides information of the existing mindset of her society, in comparison to her own mindset. She analyzes how the patriarchal society works and she expects from her society. Also, Josephine wants to make some changes in her society's way of thinking towards women and their role in the society. Thus, Jo projects totally the same idea of Louisa May Alcott.

3.1 Biographical Analysis of "Little Women"

The novel basically is an autobiography of Louisa May Alcott. The events and the characters, even the setting are inspired by her real life and experiences with her three sisters. The oldest sister, whose name Margaret, and called Meg, is the reflected image of the author's oldest sister 'Anna'. Meg the oldest March sisters, she is depicted as the model daughter of 19th century. She is characterized by the Anna characteristics; she is elegant, feminist, romantic and well-behaved in addition to the appearance the same as Anna.

Jo is the second daughter of March family, the heroine of 'Little Women', reflects Louisa May Alcott herself. Jo falls in love with books, reading, writing poems, stories, play wrights, etc. She is imaginative and realistic at the same time, independent and active, ambitious. She looks like a tomboy more than girl, because of her desire to be boy instead of a girl. The same as in Louisa May Alcott, both of them, the author and her protagonist, have the same character, attitude and appearance. Jo is the mirror of Louisa May Alcott.

Based on the real life of Louisa May Alcott, her mother Mrs. Alcott made for her daughters an office at home, in which Louisa and her sisters act and play playwrights, either what Louisa wrote or of other writers, especially of Charles Dickens, the same thing as in the "Little Women". Alcott said, "They learned their words", i.e.s the March sisters, "and had worked to make strange and wonderful clothes for all different characters in the play"(14). The sisters in the story act passionately towards the other characters in the novel. Both Jo and Alcott hold close relations with their fathers.

Despite the feminist tendencies of the protagonist and the author, their fathers are the only men that are special for them. Josephine' and Louisa' admirations to their fathers is stamped in the fact that their fathers are talented and encourage female advancement, compared to the societies they live in. The writer and her protagonist, both have the tendency of be boys instead of being girls, as she explained herself through her main character "Jo". Jo is the abbreviation for "Josephine", because the name 'Jo' sounds more boyish than girlish. This is apparent in the story when she says; "I hate my name, too, so sentimental! I wish everyone would say Jo instead" (Alcott 28). Alcott, in her some journals, says that she never likes girls but she likes boys, and never knows girls just her sisters, and she wrote this novel just as a response to her publisher, and only, to pleasant her readers.

Louisa May Alcott and Jo, both want go to fight during the Civil War. Jo says; "I'm dying to go and fight with papa"(Alcott 6).Louisa in one of her letters to Whitman(her friend), says; "I can't fight; I will content myself with working with those who can" (Cheney 112). Both Jo and Louise, the writer, are rebellious and like to decide individually to their own future. Beth is the third sister, her full name is Elizabeth. She is tactful speaker, quiet and loves music, especially when it comes to playing piano. Unfortunately, she contracted scarlet fever, and her health became worse and died. Beth was named the angel of the house by Louisa. She looked like Louisa's third sister Elizabeth, who is called Lizzie. Louisa inspired the character of Lizzie in her novel as she aims to make her soul eternal, even if after her death, since Lizzie also died in an early age as Beth.

Lizzie was the closest sister to Louisa as she portrayed in the novel. Beth is the closest sister to Jo. Beth admired Jo's personality, perhaps for something in Jo that she (Beth) wished to possess, but she hadn't as audacity of Jo.

Amy is the youngest of her family. She is ambitious and elegant. She is unlike Jo, in manner of acting, but both of them have the tendency of being something special, both are courageous and both reached their dreams and made them, eventually, true. Amy is the mirror of May, the youngest sister of Louisa May Alcott. Amy is a talented painter, the same thing to May. Marmee is Mrs. March, and she is the mother of the little women. She modeled the mother of the author Abigail May Alcott, Mrs Alcott. Marmee is characterized by the same characteristics of Abigail. Robert March is the father of the little women. He reflects Louisa May Alcott's father.

3.2 Reflections of Louisa May Alcott's Personal Life in her Protagonist's Characterization

- **As a daughter of her father**

Since Louisa May Alcott was very close to her father, she, strongly, influenced by his thoughts, Alcott portrays her protagonist as a model of her personality. In the other side, Jo is very attached to her father, she tries her best to be as good as he thinks, as her saying: "I'll try and be what he loves to call me, "a little woman" and not be rough and wild; but do my duty" (Alcott 11) chapter One.

- **As a working woman**

Alcott is a working woman seeking to hide herself amidst a classic society, that puts women in the patriarchal mold. Unlike her peers, she held several posts. This point was reflected in her main character, Josephine, who sought to realize herself as an independent, self-reliant woman to help her family and achieve her own financial sufficiency. As Jo's saying :

"I shall write more, and he's going to get the next paid for, and I am so happy

for intime. I maybe able to support my self and help the girls". (Alcott 151) chapter fourteen.

- **The unshared point of Louisa May Alcott and her protagonist:**

However both have the same idea of not marrying as Jo said "I don't believe I will ever marry. I'm happy as I am, and love my liberty too well to be in any hurry to give it up".(Alcott 340),Chapter thirty-five.By the end of the story Jo marrying Professor Bhaer,unlike Louisa May Alcott didn't marry ever till she died. The idea of being different in this point is,that Louisa May Alcott doesn't want disappoint her readers,since that relate the happy ending with the marriage of the protagonist.So she made the protagonist marry in sake of her readers satisfaction, only.

3.3 Feminist Analysis of "Little Women"

As "Little Women" is a feminist creation, it has a feminist touch and represents feminist visions, particularly, those which related to the women rights of education, and employment.Through her protagonist, Louisa May Alcott attempts to laud the sound of the woman as an independent member in society, who has the same rights of man. Jo March decides to go against the traditions of her time, and explores her talents and abilities also reach her ambitions and dreams. Jo reveals her rebellious nature, immediately, at the beginning of the novel, particularly, at her dream to be a great and well-known author.

3.3.1 Image of Liberal feminism:

Through the reading of the novel, it becomes evident that Louisa May Alcott places significant emphasis on the struggle for gender equality, which starts within the realm of the family and extends to the call for political rights. This perspective aligns with Shai Rudin's assertion that Alcott's focus is on the liberation of women starting at home, recognizing that the fight for equality in the political sphere cannot be separated from women challenging and transforming the traditional order within their own households (130).

One illustrative example in the novel occurs when the girls intend to buy a Christmas present for their mother using their own money. Jo, one of the main characters, asserts, "Mother didn't say anything about our money, and she won't wish us to give up everything. Let's each buy what we want and have a little fun; I'm sure we work hard enough to earn it" (Alcott 4). This quotation aligns with the principles of liberal feminism, which aims to liberate women from repressive gender norms by promoting gender equality. Liberal feminism seeks improvements in economic opportunities, equal distribution of opportunities, civil rights, and individual achievements (Desmawati 94).

In this context, Jo's statement reflects her autonomy and agency. She works diligently to meet her own needs and is free to pursue her own passions. It highlights her belief in economic independence and the right for women to enjoy the fruits of their labor. Jo's desire to have fun and make individual choices underscores the importance of self-fulfillment and personal agency in the feminist struggle for equality.

Alcott's portrayal of Jo's character exemplifies her commitment to exploring themes of gender equality and challenging societal norms. By depicting Jo as an independent and assertive young woman, Alcott champions the ideals of liberal feminism, emphasizing the importance of women's autonomy, economic empowerment, and the pursuit of personal aspirations. Through such

narrative choices, Alcott contributes to the larger discourse on gender equality and the transformative potential of feminism.

3.3.2 Image of Radical Feminism

In the March family, a conversational and nurturing approach is evident in their interactions with their daughters, particularly when it comes to their education. They strive to create an environment of love and non-violence, where the girls feel safe to freely express themselves without fear. The absence of their father due to the Civil War places the responsibility on Mrs. March to meet her daughters' needs. In this role, she adamantly opposes any form of oppression against her daughters, as demonstrated when she criticizes Mr. Davis, Amy's teacher, for his aggressive approach to teaching. Mrs. March firmly states, "I don't approve of corporal punishment, especially for girls. I dislike Mr. Davis' manner of teaching" (Alcott 68).

This viewpoint of the mother reflects her belief that male authority should not supersede the nature of her daughters' education (Rudin 119). She refuses to accept the harsh treatment inflicted upon her daughter and asserts that the male authority often overlooks the unique nature of girls and how they should be treated. Mrs. March reclaims the rights of her daughters as females, rejecting the notion of weakness or acquiescence.

Her stand against oppressive teaching methods exemplifies her commitment to empowering her daughters and ensuring their education is conducted in a nurturing and respectful manner. By challenging the prevailing male-dominated educational practices of the time, Mrs. March disrupts the patriarchal norms that repress and limit the potential of girls. Her refusal to accept the status quo demonstrates her belief in the importance of recognizing and valuing the female nature and abilities.

Through Mrs. March's actions, Louisa May Alcott highlights the significance of female empowerment and challenges the notion that male authority should automatically dictate the

education and treatment of girls. The character of Mrs. March serves as a powerful representation of a mother who actively resists oppression and advocates for her daughters' rights, emphasizing the need for equality and respect within the family unit. Her refusal to accept oppressive practices reflects a broader call for gender equity and the recognition of the unique contributions and capabilities of women.

3.3.3 Image of Marxist Feminism

The quotation, "I'm the oldest," began Meg, but Jo cut in with a decided, 'I'm the man of the family now Papa is away'" (Alcott 6), aligns with the principles of Marxist feminism. Marxist feminism argues that a woman's conception or existence is a product of her social existence, largely influenced by the type of labor she performs (Desmawati 94). In this context, Jo's words reflect her understanding of the family dynamics and her willingness to step into a traditionally male role in her father's absence.

Jo's tomboyish attitude plays a significant role in her assumption of the provider position within the family. She works hard and actively contributes to her mother's efforts in earning money, supporting the family financially. Jo's determination and resilience stem from her belief that she can fill the void left by her father's absence. She embraces the idea that her labor, both in terms of household chores and financial contributions, can compensate for her father's absence and help sustain the family.

By asserting herself as the "man of the family," Jo challenges traditional gender roles and the assumption that only men can be the breadwinners or providers. Her willingness to take on these responsibilities demonstrates her rejection of the limitations imposed by societal expectations based on gender. It highlights the notion that one's ability to fulfill certain roles and responsibilities should not be determined by gender but rather by one's capabilities and willingness to contribute to the family's well-being.

Jo's actions and attitude align with the principles of Marxist feminism, as she challenges the conventional understanding of labor divisions based on gender. Her belief in her ability to fill the role typically assigned to a male figure reflects the underlying Marxist feminist critique of the gendered division of labor and the social constructs that determine women's roles within the family. Jo's determination to support her family financially showcases her agency and her pursuit of economic independence, contributing to the larger discourse on the reimagining of gender roles and the pursuit of gender equality.

3.4 Social System

The American system gives superiority to men over women. All women are the same and identical and they all have a definite and limited role as housewives. According to this system, there is no room for advancements for women. Women were not allowed to think outside the box. In fact, they are caged in their gendered roles that their societies assigned them. Talent, and anything related to adventures and new experiences is prohibited in the American society. The four girls, opposingly, were talented and their parents push them to be advanced women. There was an opposition between the girls' motives and their societies' radical attitudes.

3.5 Challenging Gender Norms and Seeking Equality: The Character of Jo in Louisa May

Alcott's 'Little Women' :

The concept of feminism aims to address the disparities between men and women, including societal rules, norms, and principles that perpetuate inequality. This theme of equality is prominently depicted in Louisa May Alcott's novel "Little Women." Through the character of Jo, the author challenges the normative expectations and stereotypes imposed on women in society, as illustrated in the following passage:

"...'Jo does use such slang words!' observed Amy, with a reproving look at the long figure stretched

on the rug. Jo immediately sat up, put her hands in her pockets, and began to whistle. 'Don't, Jo. It's so boyish!' 'That's why I do it.' 'I detest rude, unladylike girls!' 'I hate affected, niminy-piminy chits!' (Alcott 5,6)

These quotes highlight Jo's character, which exhibits qualities traditionally associated with men. Jo's unconventional style and use of slang words defy societal expectations of how women should behave. By adopting language and mannerisms typically attributed to men, Jo challenges the prevailing image of women in Victorian society.

Jo's use of slang words signifies her refusal to conform to societal expectations of femininity. In the Victorian era, women were expected to exhibit certain attitudes and graceful behavior. Jo's utilization of slang words, typically associated with men, disrupts the societal image of women and challenges the established norms. The phrase "Jo does use such slang words!" implies that during the Victorian period, women were expected to possess a certain attitude and gracefulness. Jo's use of slang words, resembling a man's way of speaking, challenges the societal perception of women and breaks the mold.

Furthermore, Jo's use of slang words demonstrates her desire for gender equality. When Jo states, "That's why I do it," she emphasizes that there should be no exceptions in using certain words or expressions based on gender. Jo strives for a similarity between men and women, as evident in the line "I hate affected, niminy-piminy chits!" This phrase further supports Jo's rebellion against the societal expectations imposed on women during that time. It illustrates Jo's refusal to conform to the typical feminine characteristics prevalent in that period and her aspiration to be more like a man, who can freely engage in activities based on personal choice and identity.

In addition to challenging gender norms in speech, Jo's character defies traditional gender roles through her actions. For instance, Jo examines the heels of her shoes in a manner typically associated with men. This action demonstrates her inclination towards masculine behaviors and her

desire to follow in the footsteps of men. By emulating male behavior, Jo challenges the boundaries imposed on women and strives for equality.

Jo's resistance to conforming to societal expectations extends beyond her behavior and mannerisms. She expresses her aversion towards conforming to the societal norm of becoming a "Miss March," wearing long gowns, and adhering to prim and proper manners. Jo voices her disappointment in being a girl, as she enjoys activities typically associated with boys, such as playing games and engaging in work and mannerisms different from traditional feminine roles. Her desire to fight alongside her father in the Civil War, as expressed in the passage, represents her longing for equality. However, societal restrictions, such as laws forbidding women from joining the fight, prevent her from realizing this aspiration.

Additionally, Jo's choice of attire reflects her pursuit of equality. While her sister Meg wears elaborate, feminine garments, Jo's clothing consists of a maroon dress with a stiff, gentlemanly linen collar and minimalistic ornaments. Jo's distinct style challenges social norms and demonstrates her desire to be treated as an equal to men. Her refusal to conform to the traditional expectation of women's fashion reveals her quest for equality and the freedom to choose her own style.

Furthermore, Jo's longing to join a group of boys engaged in skating highlights her desire for equality. Despite knowing that skating is traditionally considered a male activity, Jo expresses a strong interest in participating. Her wish to engage in conversations about a game primarily associated with boys reflects her aspiration for equality and her rejection of gender stereotypes. However, societal pressure and her sister's disapproval prevent Jo from pursuing this desire, underscoring the constraints imposed on women by societal norms.

Jo's struggle for equality also encompasses her desire to pursue higher education. She expresses her longing to attend college, an opportunity typically limited to men and denied to her due to financial constraints and societal restrictions on women. In contrast, her boyfriend, Laurie, enjoys the freedom

of education due to his gender and background. Jo's wish to pursue a college education reflects her yearning for equal opportunities and access to knowledge. Her inability to pursue formal education due to economic constraints emphasizes the limited educational opportunities available to women during that time.

Additionally, Jo's daily activities at home, including working, maintaining the household, and striving to be a good person, become her means of gaining knowledge and education. Despite the barriers she faces, Jo and her sisters work diligently to support their family amidst poverty, war, and everyday challenges. Their commitment to personal growth and self-education through their daily experiences and interactions with their mother, Marmee, underscores their determination to seek knowledge and strive for equality.

In summary, the theme of equality in Louisa May Alcott's "Little Women" is prominent through the character of Jo. Jo's defiance of societal norms, her rejection of traditional gender roles, and her pursuit of education and personal growth reflect her desire for gender equality. Through Jo's character, Alcott challenges the prevailing stereotypes and restrictions imposed on women, advocating for equal opportunities and freedoms.

3.6 The Rebellious Spirit of Josephine

Josephine represents the undesired girl for several reasons. First, she is rebellious in several ways. Instead of her real name that her society assigned her with based on her gender, we find that she refers a more boyish name "Jo". This was her first step towards rebellion. Second, Josephine travels around the world, in order to flourish her talent in writing and to get new inspirations. Since Josephine is influenced by transcendentalism, naturalism and romanticism, she holds universal spirit that is wild and free all the time. Jo sees herself as a human being first, then a woman. For her, there is no room for categorization based on sexes, but based on good or bad deeds. Jo also wants to serve in the civil

war, the task that is assigned to men because of its hardships and physical challenges. Finally, Jo's talent is challenging to her society. It is not tolerated and appreciated.

Conclusion

The analysis of "Little Women" reveals it as an autobiographical novel by Louisa May Alcott, drawing parallels between her own life and that of the protagonist. Alcott emphasizes the character of Josephine, reflecting her rebellious spirit and challenging societal norms. Jo becomes a voice for Alcott's beliefs and ideals, demonstrating that women can be both mothers and successful writers. Despite societal prejudice, Jo accepts traditional female roles while pursuing her ambitions, showcasing Alcott's belief in women's ability to balance multiple aspects of their lives and overcome societal limitations.

General Conclusion

General Conclusion

Literature has been always used as a means to achieve certain goals; sometimes to instruct and educate, to say openly the hidden truth, and sometimes to raise the awareness of the population and the reader. Each literary period was a mere projection of social, economic and political situations, whether naturalists, romanticists, and even feminists. Louisa May Alcott was one of the writers who used her literary works to speak out the truth.

Louisa May Alcott is not the first writer who writes an autobiography. Autobiography, as a mode of writing, reflects the hopes, aspirations and disappointments of writers as well as society. Autobiographies are deeply rooted in society and are believed to be the mouth of readers towards reformations and criticism, and feminist writers are one of them. One of the instruments that feminist writers use to confront their patriarchal societies and to claim for their rights is literature. They wrote and are still writing in order to be heard. They expressed all kinds of feelings, anger, disappointment, hatred, and injustice. For them, literature was the refugee from social life's injustices. Indeed, literature could fulfill the goal it is assigned to and could bring equality to women all over the world.

Louisa, as eighteenth century writer, is deemed one of those who held feminist views. She shares with her readers the unfair treatment that her society uses towards women, by justifying their actions under the name of supremacy. As many of feminist reformists and activists, Louisa tends to use her voice women using her literature. She uses the talent that her society wants to deny her from to cover what is hidden. Louisa wrote many works that discuss themes of injustice, amongst them is "Little Women". Despite its feminist tendency, yet it treats the theme of inequality between men and women logically.

Louisa, basically, wrote an autobiographical novel that resembles her own life with her sisters. For more exploration of the novel, the researcher sought to dig deep in the novel. Based on the needs of the study, the researcher divided the dissertation into three chapters; each chapter elaborates some

aspects of study. The first chapter was devoted to the contextualization of the novel. The second chapter is devoted to the literary approaches that were used in the analysis of "Little Women". Finally, the practical chapter was concerned mainly with the analysis of the novel by Louisa May Alcott.

Concerning the first chapter, the researcher tends to provide a cultural overview on the nineteenth century literature, characteristics, settings and even the literary movements that flourished in that period. There were Transcendentalists, Romantists, and Naturalists. All of these movements influenced Louisa Alcott when she was writing her literary works. The second part of the chapter was devoted to give an overview to "Little Women", moving from plot summary, themes, setting and characters. Also, the chapter explores aspects from Alcott's life.

Chapter two was given the title "Biographical and Feminist Approaches". As the title indicates, this chapter was devoted to understand the nature of the biographical and feminist approaches, and their way of application in literary works, in addition to, knowing some terminology related to the two approaches.

The last chapter was devoted to the analysis of "Little Women" and the application of both biographical and feminist approaches. The approach resulted in the following: the story of "Little Women" is the reflection of May Alcott's life. The setting, characters and even events are the same as the life of Alcott. When it comes to Jo, she is similar to Louisa Alcott. She is feminist in her views, rebellious, talented, writer, but Jo marries at the end the love of her life.

Feminist analysis brought upon the injustice females suffer under masculine patriarchal societies, despite enlightenment and education that was spread that time. Little sisters were not assigned fixed gendered roles to do as house wives, but also they have to fight a fixed corrupted social system and try to uproot it. This was not an easy task to do in front of talented girls. Leaving in a masculine society taught them to be strong not obedient and submissive and to talk freely their minds.

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[_wJ3Its8&redir_esc=y#v=onepage&q&f=true](https://books.google.dz/books?hl=ar&lr=&id=DwOIAwAAQBAJ&oi=fnd&pg=PA1&dq=info:HgNwrD0uuEQJ:scholar.google.com/&ots=-C7A5ABpTr&sig=uJgrxKRb-BrVF5dCpaQ_wJ3Its8&redir_esc=y#v=onepage&q&f=true). Accessed 26 June 2023.

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Appendices

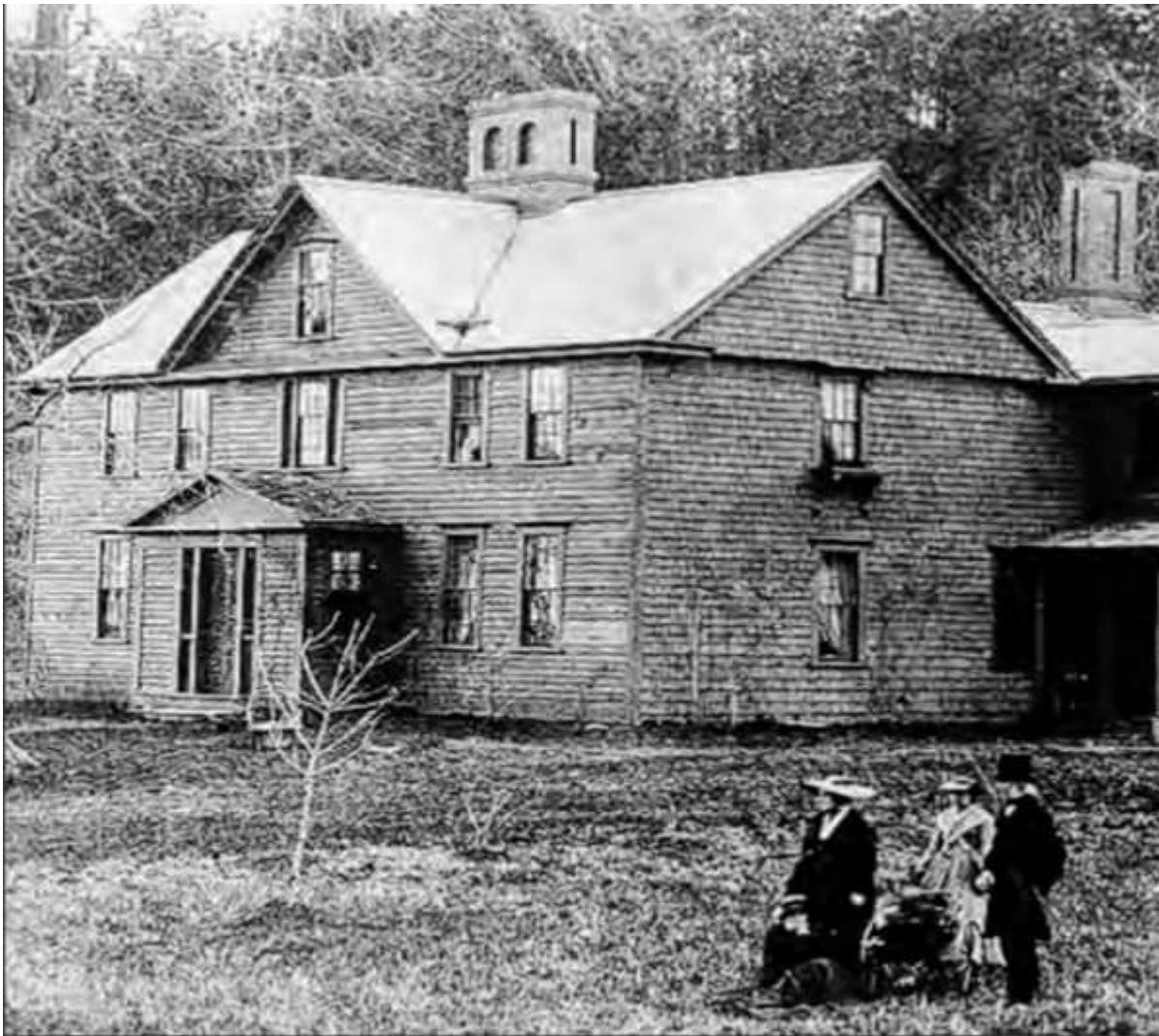
Appendix A: A Picture of the author Louisa May ALCOTT



Louisa May Alcott (1832–88) at age twenty-five

Image 1: Reizen, Harriet *Louisa Ma ALCOTT: The Woman Behind Little Women*. P.26

Appendix B: The Orchard House of Louisa May Alcott



Orchard House, Concord, MA

Image 2: The Orchard House of Louisa May Alcott Reizen, Harriet *Louisa Ma ALCOTT: The Woman Behind Little Women*. P.27

Appendix C: The Front Page of "Little Women"

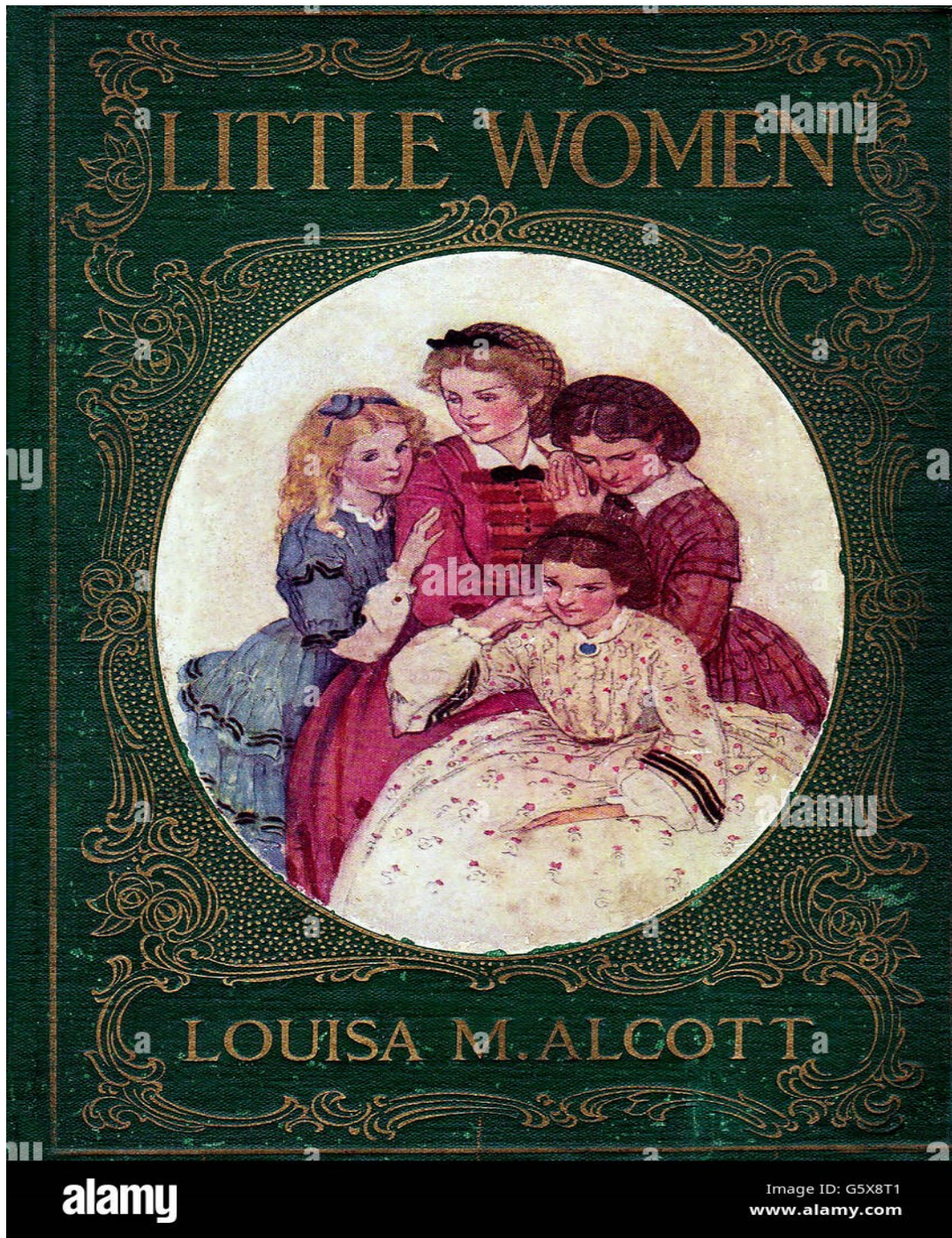


Image 3: The Front Page of "Little Women" (www. Alamy.com)

ملخص

تهدف الدراسة الحالية الى دراسة السيرة الذاتية بعنوان "نساء صغيرات" للكاتبة لويزا ماي الكوت. هذه المذكرة تعبر محاولة متواضعة لتتبع اجزاء من حياة الكاتبة المنعكسة في حياة جوزيفين, بحثا عن اي علامات لتوجهات نسوية متشابهة بين جوزيفين و الكاتبة. تحاول الدراسة الاجابة عن التساؤل الرئيسي: لأي مدى تتشابه نظرة جوزيفين و لويزا للمجتمع الذكوري، و كيف تعكس القصة الطويلة حياة لويزا ماي الكوت للوصول الى الهدف المنشود للدراسة، تم تطبيق منهجي السيرة الذاتية و النسوي. بعد تطبيق المنهجين، توصلت الدراسة للنتائج التالية اولا، قصة " نساء صغيرات" هي عبارة عن شبه سيرة ذاتية للكاتبة لويزا ماي الكوت. ثانيا، كل من لويزا و جوزيفين لديهما نفس نمط الحياة و طريقة العيش، الموهبة و كذلك الروح المتمردة اتجاه المجتمع الذكوري و القواعد الاجتماعية اخيرا، بالرغم من زواج جو في نهاية القصة ، مقارنة بلويزا ماي الكوت، الا انها استطاعت جعل صوتها مسموعا من خلال موهبتها.

الكلمات المفتاحية: كتاب السيرة الذاتية، المنهج النسوي، السيرة الذاتية، نساء صغيرات، لويزا ماي الكوت.