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Feminism Consciousness in Charlotte Bronte's *Jane Eyre*

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Presented by: Nour elhouda Yasmine Hachani **Supervisor:** Dr. Fatima Yahia
Aicha Bouhafs

Board of Examiners:

Dr. Kantaoui Mohamed	President	KMU- Ouargla
Dr. Fatima Yahia	Supervisor	University of Ghardaia
Dr.Nafnouf	Examiner	KMU- Ouargla

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Dedication

*I dedicate this dissertation to my loving precious parents,
A special feeling of gratitude, to my brothers and my sisters one by one,
To those who ensured light in my darkness, and a particular dedication is to the ones
who helped and encouraged me
Thank you all for being with me.*

Yasmine

Dedication

I dedicate this work to my parents, sisters and all my loved ones.

Aicha

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Abstract

The present study deals with feminism consciousness in Charlotte Bronte's *Jane Eyre*. It raises the problem of which literary techniques the author used to convey the theme of feminism in her novel. It aims at analyzing the style of this famous feminist author to introduce the theme of feminism via embodying her own experiences with the patriarchal society and the Victorian's gender norms, represented in her protagonist Jane Eyre. The study is based on a descriptive, analytical type of research, with a qualitative/feminist literary approach for analyzing the novel. The results reveal that Charlotte Bronte uses symbolism and metaphor frequently to portray the challenges of Jane to achieve her independence and self-reliance from her childhood till adulthood.

Keywords: feminism consciousness, feminist literature, gender; *Jane Eyre*, the Victorian age.

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General Introduction

1. Background of the Study

Through decades, women have suffered in their lives in many fields of society. Seeking to ensure the women's rights and equality has been an important issue throughout the history as represented in the Victorian age. The marginalization of women in this period was a common policy according to the patriarchal and traditional gender norms, and society bounds. The social system of the Victorian period was regimental, oppressed, and hierarchical.

In other words, the system was based on the social classes and the distinction between them. At that time, women were marginalized, unless they were from the upper class. As a result, to express their emotions, point of view, and voice and to defend them when claiming their lost rights, they chose literature to express their voice either explicitly or implicitly. In the light of this, Feminism movement appeared in the Victorian age to prevent the oppression of women from the patriarchal society.

Charlotte Bronte is one of the writers who experienced the social, political, and economic reality of this period: *Jane Eyre*, a feminist literary work, was written by her under the name of a man, Curer Bell. In this regard, one can notice the difficulties of expressing the women's rights in the Victorian age throughout the 19th century. The novel embodied the different problems that women struggled for in their life and the challenges they made to achieve their objectives. So, this present study tackles the topic of Charlotte Bronte's role in raising the readers feminism consciousness through her famous novel, *Jane Eyre*.

So, Feminism movement emerged in literature to support women to obtain their equal civil, political, economic, and social rights. Literature has been one of the main means that enables women to express their thoughts and oppressions. *Jane Eyre* novel is one of the literary works from the Victorian Literature where the author Charlotte Bronte sought to highlight the feminist beliefs in the mid and late 19th century: women's work, love, and marriage are the main issues discussed in the novel.

2. Rationale

Our rationale behind choosing this topic is to have background about women's situation in the Victorian period. In addition, we seek to reveal the role of literature in transmitting the message of women rights at all levels of society. Also, we try to highlight the relationship between civilization or historical periods and the themes tackled in the different literary works of each literary era.

3. Statement of the Problem

The main problem that this dissertation deals with is as follows:

What are the literary techniques that Charlotte Bronte used to raise the readers' consciousness of feminism in her novel *Jane Eyre*?

4. Research Questions

1. How did the feminist literature emerge?
2. What was the position of women in the Victorian age, especially in literary texts?
3. What is the significance of symbolism in *Jane Eyre*?

Hypotheses

For the main problem in this study, we hypothesize that the special style of Charlotte Bronte plays an effective role in raising the readers' consciousness of feminism.

The following hypotheses are also suggested for the sub-questions above:

1. Feminist literature might be emerged due to the women's social conditions at that time.
2. In the Victorian age, women might use literature to ensure their rights.
3. Symbolism can help the author to present feminism implicitly.

Aims of the Study

This study includes many aims. First, it explores the literary side of feminism in the Victorian era. Second, it studies the issue of about gender in Victorian age through highlighting the main themes of Charlotte Bronte's *Jane Eyre*. Third, it clarifies the contribution of literature in enabling the women authors to express their rights of social, political, and civil equality. Fourth, it clarifies the role of the authors style (using symbolism and metaphor) in reinforcing the meaning of feminism in literary texts.

Methodology

This research is based on a descriptive, analytical type of research; it explores the feminism consciousness and women's position in the novel, using feminism theory to study the women's rights and gender equality. Throughout extracts from the novel, Charlotte Bronte's attitude towards gender and women in society is interpreted and analyzed in the light of the qualitative approach.

Research Design

The dissertation is divided into three chapters. The first chapter highlights the history and literary eras of English literature. It focuses on the Victorian age with all its characteristics and the meaning of the gothic novel. The second chapter is dedicated to give additional information about social criticism and feminism theory. Also, it sheds light on the bildungsroman in the novel, *Jane Eyre*, and some specific elements of figurative language definitions, especially symbolism and metaphor because they are most used in this novel. The third chapter deals with the analysis of Charlotte Brontë's style in *Jane Eyre* via clarifying the novel structure and language in the light of feminism theory.

Chapter One

The Victorian Era in the English Literature History: Overview

Introduction

To obtain their rights, Women have suffered a lot over decades. They could not be self-confident since they were not able to freely express their ideas like men; even if they did, their voice would be rejected. In the Victorian era, men and women were not equal at the level of educational, economic, and political rights. Literature has played an important role in transmitting women's voice.

The beauty of literature lies in its universality as it is the mirror of society. That is to say, literature context is already found in any social setting. As Eagleton (1983) declared: *"Literature, we are told, is vitally engaged with the living situations of men and women: it is concrete rather than abstract, displays life in all its rich viciousness, and rejects barren conceptual inquiry for the feel and taste of what it is to be alive."*(Eagleton,1983,186).

Literature in the Victorian period has been more progressive where many female writers produced different literary works to speak about the oppressed women. Here, Eagleton(1983) believed that, in this period, there were indeed Marxist and feminist theories of literature which are more valuable (ibid,178).

Literature was the only solution that made women express their thoughts and oppressions where many authors appeared at that time, like Jane Austen and Charlotte Bronte, to defend women's rights. The novel *Jane Eyre* by Charlotte Bronte, for example, deals with the living conditions and the women's situation at that period: the author intended to describe the woman of the Victorian era through this novel.

In this chapter, the focus will be on an overview about the literary eras and movements, particularly, romanticism and realism (the Victorian era) movements and the involvement of women in the literary works. In addition, we will deal with the Gothic novel, *Jane Eyre* as a sample, and the characteristics of Charlotte Bronte's writings during the Victorian age. We have provided the learners with a general overview about the periods of the English literature in order to enable them to understand carefully the Victorian era characteristics through comparing them with the previous and coming movements.

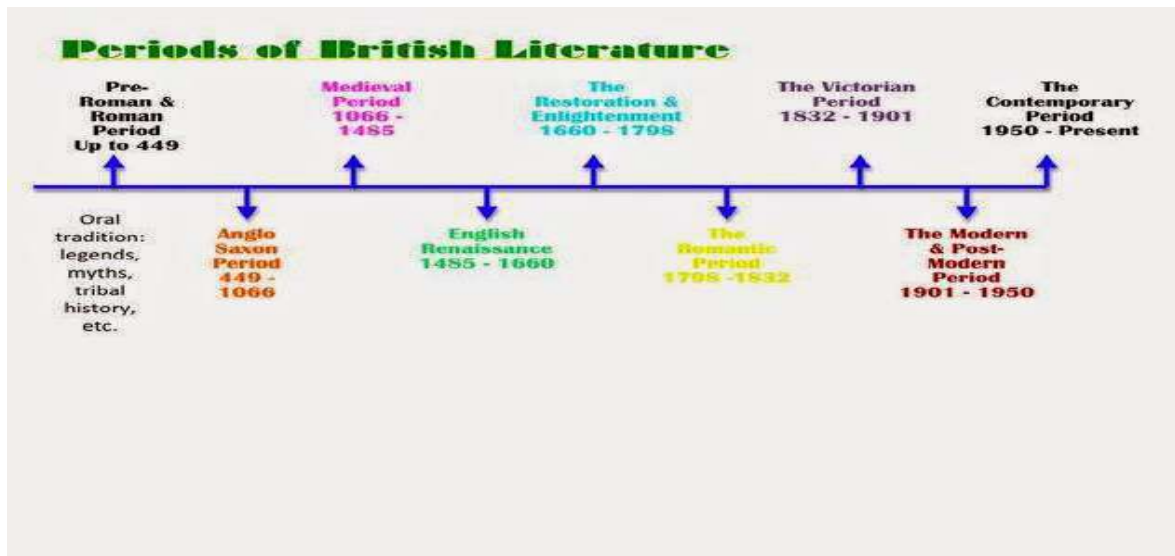
1.1 The History of English Literature

The evolution of English literature has seen many periods. It is the earliest form of the English literature itself, written in the English language. It started spreading in the United Kingdom. The English language spread throughout the world with the development of the British empire. Also, since literature is a mirror of society, they used it as a reflection of the social issues in their writings.

Old English is the term associated with 5th century Britain, consisted of the seven kingdoms, and with dialects as varied as West Saxon and Mercian. Norman invasions between the 9th and 10th centuries defined and altered the linguistic and cultural structure of the Island (Parmod and Nayar, 2009,14).

When we focus on the English literature, we realize that the evolution has seen many periods. Particularly, it spread over eight main different eras, and each period is named after a central literary figure and each phase or movement has its own characteristics. The diagram below clarifies these main literary periods.

Figure 1.1: periods of British Literature



1.1.1 The Anglo-Saxon Period (450-1066)

The period of the Anglo Saxon or the old English literature is the first movement that appeared in 450 and ended in 1066. The period continued during 600 years, from the mid 15th century to the Norman conquest in 1066. The period is highly important since it has been a milestone in terms of the creation of literature. Many of the era are pagan, particularly *Widsith* and *Beowulf*. *Beowulf* is the first English epic (poem), the epic gives an interesting picture of life and practices of old days. At the beginning of the period, literature was in the oral form. The prose during that time was a translation of something. The most important features of the Anglo Saxon literature are: the responsiveness to nature, strong religious conviction, belief in *wyrd* and fate, reference for womanhood, and devotion to glory as a motive (Alexander, 2013, 45).

In an Anglo-Saxon Chronicle entry for the year 755, King Cynewulf of Wessex battles with Prince Cyneheard. Cynewulf had deprived Cyneheard's brother Sebright of most of his kingdom "for unrighteous deeds," and apparently Cyneheard took exception! Hearing that Cynewulf has gone, thinly protected, on a trip to the small town of Merton to

visit a certain lady; Cyneheard marshals his forces and rides out, surrounding Merton without the King's attendants becoming aware of this. Cynewulf, once he grasps his predicament, will rush out alone to confront his enemies. As events unfold, this story highlights an aspect of Anglo-Saxon culture wherein loyalty to one's lord is paramount, taking precedence even over loyalty to one's kin: the chronicler implies that *both* sides members of whom who are related to one another make the right decision (Charles T. Onions, 1959, 2-3)

1.1.2 Middle English Literature (1066/1500)

After the Norman conquest of England in 1066, the written form of the Anglo-Saxon language became less common. Under the influence of the new aristocracy, French became the standard language of courts, parliament, and polite society. As the invaders integrated, their language and literature mingled with that of the natives, and the Norman dialects of the ruling classes became Anglo-Norman. From then until the 12th century, Anglo-Saxon underwent a gradual transition into Middle English. Political power was no longer in English hands, so that the West Saxon literary language had no more influence than any other dialect and Middle English literature was written in many dialects that corresponded to the region, history, culture, and background of individual writers (Baugh and Cable, 2002,79–81).

During this period, peasantry classes spoke only English and the Normans used French. But the ones who spread out of the country learned English of necessity. Many French words were blend into the English language. By the end 14th century, English language become the dominant language but in a new different and developed form. In other words, the form is very different from the Anglo sexton old English (ibid).

Literature in England was being written in various languages, including Latin, Norman-French, and English: the multilingual nature of the audience for literature in the 14th century is illustrated by the example of John Gower (c. 1330–1408). A contemporary of William Langland and a personal friend of Chaucer, Gower is remembered primarily for three major works: *the Mirror de l'Omme* , *Vox Clamantis*, and *Confessio Amantis*, three long poems written in Anglo-Norman, Latin and Middle English respectively, which are united by common moral and political themes(Gower, 1900,72).

1.1.3 English Renaissance (1500/1660)

It is a period from 14th to the end of 17th century . It started in Italy as cultural, scholar movement and then spread in europe. The movement made very important changes, especially in the way man thought, with new style and ivesions. The rise of humanism, individualism and hellinism were the most characteristics of the movement. The growth of trade and commerce between the east and the west set the stage in the renaicasse era and the invention of printing press too (Day, 2008,112) .

This tradition of literature written in English vernacular largely began with the protestant reformation's call to let people interpret the bible for themselves instead of accepting the catholic church's interpretation. Discussions on how to translate the bible so that it could be understood by laymen but still do justice to god's word became contentious, with people arguing how much license could be taken to impart the correct meaning without sacrificing its eloquence. The desire to let people read the bible for themselves led william tyndale to publish his own translation in 1526. This would become a predecessor to the king james version of the bible, and his works' influence on the vernacular contributed more to english than even Shakespeare (ibid,122).

Another early proponent of literature in the vernacular was Roger Ascham, who was tutor to princess Elizabeth during her teenage years, and is now often called the “father of English prose” he proposed that speech was the greatest gift to man from God and to speak or write poorly was an affront (Day, 2008, 128).

The peak of English drama and theatre is said to be the Elizabethan Age; a golden age in English history where the arts, drama and creative work flourished. Morality plays emerged as a distinct dramatic form around 1400 and flourished in the early Elizabethan era in England. By the time of Elizabethan literature, a vigorous literary culture in both drama and poetry included poets such as Edmund Spenser, whose verse epic *The Faerie Queen* had a strong influence on English literature but was eventually overshadowed by the lyrics of William Shakespeare, Thomas Wyatt and others. Typically, the works of these playwrights and poets circulated in manuscript form for some time before they were published, and above all the plays of English Renaissance theatre were the outstanding legacy of the period. The works of this period are also affected by Henry VIII's declaration of independence from the Catholic Church and technological advances in sailing and cartography, which are reflected in the generally nonreligious themes and various shipwreck adventures of Shakespeare (Judkins, 2015, 01).

1.1.4 Revolution and Restoration Age (1660–1700)

The era appeared in 1660 and duration lasted in 1700: a lot of changes happened at that period as revolutionary change in social life and literature. The period has its own characteristics, for example, at the time, the rise of the neo-classicism was one of the era's features.

The term “Neoclassical” was not invented until the mid-19th century, and at the time, the style was described by such terms as “the true style,” “reformed,” and “revival;” what was

regarded as being revived varying considerably. Ancient models were certainly very much involved, but the style could also be regarded as a revival of the Renaissance, and especially in France as a return to the more austere and noble Baroque of the age of Louis XIV, for which a considerable nostalgia had developed as France's dominant military and political position started a serious decline (Honour,1968,23-25)

The period has know it's chief feature, the imitation of the ancient masters and the imitation of the frensh master . Also, make a big diffrenet on the restoration literature . Also, at that period the king charles 2 demended that poetry and drama shoulf fellow the frensh style .the frensh influence is seen on the roughness of the restoration comedy of manners . Jhon Dryden, Jhon Bunyan and the sir William Temple are the most three important , famous leading writers in the restorage era . To be specific, the authors at the time were fellow the ancient's literary works , thinking that they were very excellent on the field .so, by the appearance of the neo-classicism , they start focus on the slavish imitation of rules and principles , not on the importance of the subject matter . (ibid).

1.1.5 Enlightenment and Classicism (1700-1798)

Enlightenment and classicism are two philosophical intellectual and cultural movements that emerged in different historical periods but related to each other in some ways. Enlightenment was a philosophical intelectual movement , that emerge and stand out in 17th and 18th centuries in europ. It focuses on rationality, to pursuit knowledge , in another words, to understand and improve the world. Enlightenment leading thinkers attempted to challange traditions authority, suprestition and dogma by uplift scientific inquiry, individual liberity and the idea of progress. They were supported and defendeddemocracy and human rights. The enlightnment influenced deeply on the mofern western societies and laid the ground work for some concepts ,such as, secularism, religion

tolerance and the belief on the human reason. The leading philosophers of the period are: John Locke, Voltaire, Jean-Jacques Rousseau and Immanuel Kant. Their writings include several important themes that made a touch in many fields as politics, ethics, science and literature (Gillie, 1975,95).

Classicism arose in the 16th century and continued into the 18th century. The movement was an inspiration for the Greek and the Roman civilization because it was a cultural and artistic movement. It influenced their art, literature and philosophy. Classicism attempt to emphasize and focus on the rules and standards clarity and simplicity and the use of fixed literary forms, such as, epic. It aims at encouraging the sense of universality and timeless beauty in art and literature. The famous works of the period are : the Homer's works, Plato and Virgil's works too (ibid).

These movements interfere in some ways , particularly , in the admiration of the ancient Greek and Roman civilization.

1.1.6 Romanticism (1798–1837)/ the Turn of the 18th and 19th Century

Romanticism era is a literary movement appeared in Europe, the romantic period duration extended from 1790, the late of the 18th century, till 1850, the middle of the 19th century.

To say the word Romanticism is to say modern art - that is, intimacy, spirituality, color, aspiration towards the infinite, expressed by every means available to the arts (Baudelaire,1995,02).

Romantic literature is a form of writing taken from medieval literature genres (romance) in an attempt to go back beyond the refinements of neoclassical literature. The term "Romanticism" does not stem directly from the concept of love, but rather from the

French word *romant* (a romantic story told in verse). Romanticism focuses on emotions and the inner life of the writer, and often used autobiographical materials to inform the work or even provide a template for it, unlike traditional literature at the time. Romanticism celebrated the primitive and elevated “regular people” as being deserving of celebration, which was an innovation at the time. Romanticism also fixated on nature as a primordial force and encouraged the concept of isolation as necessary for spiritual and artistic development (Jeffrey,2019,18).

During the Romantic period, major transitions took place in society, as dissatisfied intellectuals and artists challenged the Establishment. In England, the Romantic poets were at the very heart of this movement. They were inspired by a desire for liberty, and they denounced the exploitation of the poor. There was an emphasis on the importance of the individual; a conviction that people should follow ideals rather than imposed conventions and rules. The Romantics renounced the rationalism and order associated with the preceding Enlightenment era, stressing the importance of expressing authentic personal feelings. They had a real sense of responsibility to their fellow men: they felt it was their duty to use their poetry to inform and inspire others and to change society(Forward,2014).

It had significant and complex effects on the politics because the romantic thinking influence and make changes on the liberalism and nationalism, conservatism and radicalism. Emphasizing on emotion and individualism clandestine literature and paganism is one of the romantic literature features. The main characteristics that romanticism movement focuses on are: the celebration of nature and the common man, the celebration of isolation, romanticism and it focus also on the idealization of women. In this regard, Herbert (1988) stated:

“Art for art’s sake” was an invention of the romantic era in France. They looked towards a mythical past in which the “natural” person could cultivate self-expression, free of the claims of social utility. This fantasized past had an anti-industrial character. Work was despised because the growing industrial revolution was separating it from inventiveness, originality, and individualism.[...]

(Herbert, 1988, 304–06)

Romanticism is no sign of powerful instincts, but, on the contrary, of a weak, self-detesting intellect. They are all infantile, these Romantics; men who remain children too long (or forever), without the strength to criticize themselves, but with perpetual inhibitions arising from the obscure awareness of their own personal weakness; who are impelled by the morbid idea of reforming society, which is to them too masculine, too healthy, too sober. These same everlasting “youths” are with us again today, immature, destitute of the slightest experience or even real desire for experience, but writing and talking away about politics, fired by uniforms and badges, and clinging fantastically to some theory or other (Spengler, 1933).

There is social romanticism of sentimental Communists, a political Romanticism which regards election figures and the intoxication of mass-meeting oratory as deeds, and an economic Romanticism which trickles out from behind the gold theories of sick minds that know nothing of the inner forms of modern economics. They can only feel in the mass, where they can deaden the dull sense of their weakness by multiplying themselves. And this they call the Overcoming of Individualism (ibid).

The famous figures associated with romanticism include poets, such as, William Wordsworth, Samuel Taylor Coleridge, John Keats, Lord Byron, Percy Bysshe Shelley, and William Blake. The great melodist or composers are: Ludwig Van Beethoven, Frédéric Chopin, and Franz Schubert.

The romantic era was a movement that made big differences in the sense of emotions, imagination, individualism and living a lasting impact on literature, art, music and cultural traces.

1.1.7 Victorian Literature (1837–1901)/the Mid and Late 19th Century

1.1.7.1 Social Background

This period refers to the English literature during the reign of Queen Victoria (1837/1901). The 19th century was the golden age of English literature especially on the British novels. The Victorian Age was the age of compromise or an age that looked for balance among conflicting forces and divergent tendencies. The Victorians found a compromise between the employer and employees, between Monarchy and Democracy, between Science and religion and between Romanticism and Classicism (Neela, 2018,01).

Victorian literature is one of the most remarkable periods in the history of English (the age of compromise). It refers to the major transformation in many aspects of English life at that time; such as, in the technological advances that make a brief change in the class structure and the role of religion in society. The novelists of the Victorian age reacted furiously to the quick-paced development of England; some celebrated the progress while others felt that it was gained at a terrible price by abandoning the traditional rhythm of life. Furthermore, Victorian writers attempted to achieve their commitment, though expressing the spirit of the age with all resources of imagination, feeling and thought, and spotting light on the condition of England question (Pollard, 1983,IX).

If there is one transcending aspect to Victorian England life and society, that aspect is change – or, more accurately, upheaval. Everything that the previous centuries had held as sacred and indisputable truth came under assault during the middle and latter parts of the

nineteenth century. Nearly every institution of society was shaken by rapid and unpredictable change. Improvements to steam engine technology led to increased factory production. More manufacturing required more coal to be mined from the ground. The economies of Europe expanded and accelerated, as the foundations of a completely global economy were laid (Rahn, 2018,01).

Huge amounts of wealth were created, and the spirit of the times discouraged the regulation of business practices. Today, this is called *laissez-faire* economics. This generation of wealth was to the sole benefit of the newly risen “middle class,” an urbane, entrepreneurial segment of society which saw itself as the natural successor to the noble’s former position of influence. At the same time, scientific advancements were undermining the position of the Church in daily life (ibid).

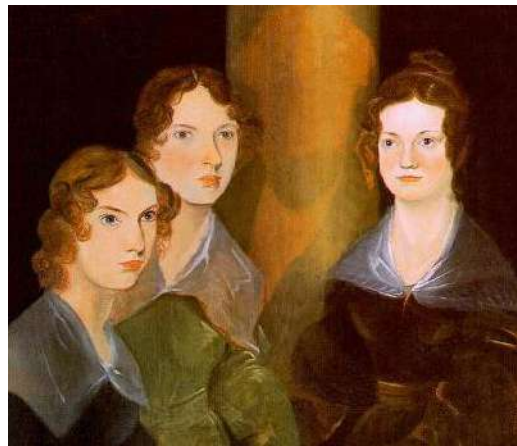
1.1.7.2 The Evolution of Victorian Literature

The Victorian age is known as the age of fiction and novel: the novel has got a rapid progress during the age, not only in terms of production, but in terms of versatilities of themes as well. It has passed through many phase reached its climax in terms of themes and production. The Victorian novels were realistic where they sought to represent a large and comprehensive social world, with a variety of social classes. The Victorian age is the age of the rise of the middle class because of the increasing trends of freedom and liberty among people. The Victorian novel was more than effective genre: it was a tool to question the burning issue of the English society of the time. They had given significance to characters as compared to action (Peck and Coyle, 2013,168).

The early Victorian novels had lost their plot settings because they were formless and written for entertainment. Later, it had turned into social criticism. After that, it turned into the realistic picture of the Victorian society. Writers at that period aimed at describing and

representing the social, economic and political conditions of the time in the name of realism. Many others used their works to criticize various social issues and themes like poverty, class inequality and the social classes struggles, industrialization, and gender role (ibid).

Figure 1.2: The Bronte sisters (https://en.wikipedia.org/wiki/Victorian_literature)



The Victorian literature had a moralistic tone, authors attempted to convey moral lessons and support moral values. So, the Victorian literature is characterized by the moral purpose. Also, industrialization and technology was a main feature of the period's literature in which writers portrayed and explored the consequences of industrialization on society, the compressions between traditions and progress, and the effects of scientific discoveries. They used the idealization of the past as an inspiration from historical period referring to the industrialization period. Authors start to serialize their novels and divide their novels into chapters, and that was a new literary form that made literature more accessible. The novels were lengthy and characterized by their details and the use of complex plots and symbols. The Victorian movement saw the expansion of the literary forms of poetry, drama and non-fiction essays. What made it more special is the use of the gothic elements in order to explore psychological and emotional states of the characters (Sanders, 1994,192).

1.1.7.3 Famous Literary Works and Authors

Charles Dickens is considered as a great Victorian novelist; he wrote *Oliver Twist*, *A Tale of Two Cities*, *Great Expectations*, and *David Copperfield*. Thomas Hardy, George Eliot, Oscar Wilde, Robert Browning, Alfred Lord Tennyson, Elizabeth Gaskell, Lewis Carroll, and the Brontë sisters, Emily and Charlotte, also are notable authors of that time. *Jane Eyre* was written by Charlotte Brontë, the greatest novel that tackles many themes, such as social classes, feminism, and morality.

Figure 1.3: Carlyle and Tennyson talked and smoked together.

(https://en.wikipedia.org/wiki/Victorian_literature)



1.1.8 Modernism (the 20th Century)

The movement had emerged in the late 19th century and continued to the mid-20th century; it emphasizes traditional artistic and literary forms. Modernist literary innovations included abstract art, the stream of consciousness novel, montage cinema, atonal and

twelve-tone music, diversionist painting and modern architecture. Modernism explicitly rejected the ideology of realism (Gerald, 1975,318). It made use of the works of the past by the employment of reprise, incorporation, rewriting, recapitulation, revision and parody (Childs, 2000,17).

Modernism also rejected the certainty of Enlightenment thinking, and many modernists rejected religious belief (Pericles,2000,38–39). A notable characteristic of modernism is self-consciousness concerning artistic and social traditions, which often led to experimentation with form, along with the use of techniques that drew attention to the processes and materials used in creating works of art (ibid).

1.2 The Gothic Novel: *Jane Eyre* as a Sample

The word “gothic” describes something of horror, mystery and gloom. It is an art or a literary style that belongs to the end of the 18th century and the beginning of the 19th century. This style describes fantastic tales dealing with horror, dark, medieval and supernatural actions. The gothic literature was named for the visible influence of the dark gothic architecture of the period on the genre. It wasn't so different from other genres in form as it was in content, it focus on the weird aspects of life.

The Gothic fiction is a combination between horror and romance. It is characterized by some romantic elements, such as, individuality and emotions in addition to the horror, death, and fear. It was coined by the English author Horace Walpole in his novel *Castle of Otranto* for the first time in 1765 (Patrick, 2021,06).

Gothic literature developed during the Romantic period in Britain. The first mention of “Gothic,” as pertaining to literature, was in the subtitle of Horace Walpole's 1765 story, *The Castle of Otranto: a Gothic Story* which was supposed to have been meant by the

author as a subtle joke—“*When he used the word it meant something like ‘barbarous,’ as well as ‘deriving from the Middle Ages.’*”(ibid).In the book, it’s purported that the story was an ancient one, then recently discovered, but that is just part of the tale.

The supernatural elements in the story, though, launched a whole new genre, which took off in Europe. Then, America’s Edgar Allen Poe got a hold of it in the mid-1800s and succeeded like no one else. In Gothic literature, he found a place to explore psychological trauma, the evils of man, and mental illness. Any modern-day zombie story, detective story, or Stephen King novel owes a debt to Poe. There may have been successful Gothic writers before and after him, but no one perfected the genre quite like Poe (Patrick,2021,08).

European Romantic pseudo and medieval fiction have a prevailing atmosphere of mystery and terror. Its heyday was the 1790s, but it underwent frequent revivals in subsequent centuries. It is called Gothic because its imaginative impulse was drawn from medieval buildings and ruins, such novels commonly used such settings as castles or monasteries equipped with subterranean passages, dark battlements, hidden panels, and trapdoors. The vogue was initiated in England by Horace Walpole’s immensely successful *Castle of Otranto* (1765). His most respectable follower was Ann Radcliffe, whose *Mysteries of Udolpho* (1794) and *Italian* (1797) are among the famous examples of the genre. A more sensational type of Gothic romance exploiting horror and violence flourished in Germany and was introduced to England by Matthew Gregory Lewis with *The Monk* (1796). Other landmarks of Gothic fiction are William Beckford’s Oriental romance *Vathek* (1786) and Charles Robert Maturin’s story of an Irish Faust, *Melmoth the Wanderer* (1820). The classic horror stories *Frankenstein* (1818), by Mary Wollstonecraft Shelley, and *Dracula* (1897), by Bram Stoker, are in the Gothic

tradition but introduce the existential nature of humankind as its definitive mystery and terror (Britannica, 2022,06).

So, “gothic” is a literary genre that is connected to the dark and horrific. It became popular in the late Victorian Era, following the success of Horace Walpole’s *The Castle of Otranto*, in 1764. Since that time, gothic literature has become a widespread influence. Some elements that are typically gothic include ancient prophecies, mystery and suspense, supernatural events, dreams and visions, violence, and a gloomy and desolate setting (Stevens,2005,01).

Charlotte Bronte, the author of *Jane Eyre*, was greatly influenced by the gothic movement. This is obvious to anyone who has read her work. *Jane Eyre*, in particular, falls into the tradition of the late 18th and 19th century gothic novels.

Jane Eyre is considered as a gothic novel because of the supernatural, mysterious, madness and isolation themes that the novel explores. The novel is a set of mysterious environments; in another words , the house in Thornfield represents the gothic architechter symbols and the red room symbolizes Jane’s imprisonment, which make it gothic too. There are many horror scenes, such as , the night time fire Jane’s room and the strange laughter that she hears in the mid nights. All of those scenes represent the gothic and creepy atmosphere that Jane Eyre lived in . Also, gothic is obvious on the novel’s characters like the mysterious Mr. Rochester that display complex characteristics and his insane wife Bertha, the sinister and Jane’s dead uncle . Those are the gothic elements that make the novel to be considered as a gothic fiction (ibid,04-05).

"Wide Sargasso Sea" (1966) by Jean Rhys: "Wide Sargasso Sea" is a prequel and reimagining of the events and characters in "Jane Eyre." The novel focuses on the character of Antoinette Cosway, a Creole woman who becomes Bertha Mason, Mr. Rochester's first

wife. It delves into Antoinette's childhood in Jamaica, her marriage to Rochester, and the circumstances that lead to her confinement in the attic. The novel explores themes of racial and cultural identity, postcolonialism, and the effects of marginalization and oppression (O'cclaghan,date unknown,01).

1.3 Charlotte Bronte Writings in the Victorian Age

Charlotte Bronte , the English novelist, is known by her famous works. Her novels and literary works tackle several themes, such as, realism and psychological depth: here, the characters portray depth and describe their inner struggles and conflicts and delving into human emotions and psychology complexities. We can notice that in her novel *Jane Eyre* and *Villette* (Stromberg, 1968,69).

She uses social criticism and criticizes the Victorian society by addressing social issues and treatment of women in the name of feminism, for example ,*Jane Eyre* is a girl that seeks to improve herself, her freedom, and self independence. The heroine fights to get equality to man. Charlotte Bronte's novels contain feminist themes through portraying the protagonist as a strong, independent women who challenge the social rules and expectations. In addition, Bronte represents the themes of education system , the treatment of orphans , and the position of the women . We can say that the novel is a platform of the social commentary (ibid,72).

She uses the bildungsroman of the protagonist by addressing the development of the heroine's life from childhood till adulthood . Her works were in the victorian age period. So, they are considered as realistic literary works but the containment of the romanticism elements, made a combination between the two movements. Moreover, symbolism, introspection and interiority, and using the gothic elements are important characteristics that made her works special(Gillie, 1975,161).

Charlotte Brontë's writings include *Jane Eyre* (1847), *Shirely* (1849), *Villette* (1853), *the Professor* (1857). Without forgetting her collaboration with her sisters, Emily, Anne Brontë to a collection of poetry titled *Poems by Currer, Ellis and Acton Bell* in 1846 under their pseudonyms Currer, Ellis and Acton Bell.

Conclusion

This chapter represents an overview of the history of English literature, focusing on the Romantic movement and the Victorian era. One can deduce that each period of them is related to the other in particular elements. In addition, the term "Gothic novel" is explained deeply in the first chapter since *Jane Eyre* includes this type of writing that belongs to the Romantic era. *Jane Eyre* is a combination of the two movements, which made it one of the famous works of the Victorian age. The Victorian age had been exposed to various changes that affected the writers and their literary works' style and themes at the time. However, Charlotte Brontë treated these themes in a different way where she was fighting to create equality among social classes and put the hegemonic masculinity down. This idea will be explained in details in the next chapter.

Chapter two

Feminism and Social Criticism in Charlotte Bronte's *Jane Eyre*

Introduction

Charlotte Bronte adopts a Victorian style in her novel *Jane Eyre*. The work was introduced in the Victorian era in the 19th century. It reveals many life sides that touch the personal life of the writer Charlotte Bronte and any woman in the world as gender inequality that was so common topic in this period.

In terms of social issues, men were superior to women. The novel includes very serious themes like social class and women's issues . Hence, in this chapter, we will focus on the themes of social criticism and feminism, as literary theories in the light of the novel main scenes. In addition, we will tackle the topics of religion and sexuality that appeared via the characters behavior.

2.1 Feminism: Definition and Emergence

Feminism is an ideological, theoretical movement that attempts to obtain the equality between the men and women in terms of social issues, political and economic rights. This movement is based on achieving the equality among social classes, gender, physical and mental abilities, sex, race and sexuality. It was represented by various institutions committed to activity for the sake of interest of women's rights and interests (Tyson, 2006,02).

According to Sivek (2020), "*Feminism is a movement that seeks equality for people of any gender. It is founded on the belief that people should be able to pursue any opportunity and demonstrate any characteristic regardless of gender.*" (Sivek, 2020,12).

Feminism is a diverse collection of social theories, political movements, and moral philosophies, largely motivated by or concerning the experiences of women. Most feminists are especially concerned with social, political, and economic inequality between men and women. This school of thought seeks to analyze and describe the ways in which literature portrays the narrative of male domination. Historians of feminism have identified three waves of feminist thought and activity (Tyson, 2006,04).

Charles Forier, a French philosopher, was the first one who used "feminism" in 1837. Over time, it spread in all over the world. Some of the academics decided that any movement that defends the women's rights should be considered as feminism .Others refused and argued that only modern feminism movement should be considered as feminism (Goldstein ,1982,92.).

Feminism movement particularly spread and emerged in Europe, in the north of America to be specific. Between the 19th and 20th centuries, the United States feminist women fought for the first time together to obtain their right to vote, that was the first political demand. In the 20th century, the movement has expended all over the world, in many different countries, challenging the gender based inequality. They fought to solve some social issues, such as, reproductive rights, violence against women, and the economic differences and that was in the mid of the 20th century, in Latin. As it is mentioned, the movement has emerged wild range; it continued to grow up in Asia countries such as, India, Japan, China and Korea, also, in African countries as South Africa, Nigeria and Kenya(ibid).

The movement has expanded wide domain of issues, for example, gender based violence, work place discrimination, access to education and healthcare, traditional gender norms. So, encouraging woman to advocate and achieve and get her right in all aspects of life is the main target of the feminist. It shaped by unique historical, cultural, social, and political context working toward the target (Tyson,2006,05).

Historians divide the history of feminism into three main waves and traditionally feminism is often divided into three main traditions usually called liberal, radical, and Marxist or social feminism. Each wave of feminism was the result of a social movement that focused on a particular issue throughout the history.

2.1.1The First Wave of Feminism (1848-1920)

The first wave of feminism began with the Seneca Falls Convention in the United States, New York during 1848. Elizabeth Cady, Seneca Falls, Lucretia Mott were three outstanding figures of the American feminist movement. This last focus on the legal issue and getting the equality from mainly legal perspectives, social reformation and the liberation from the oppression that the women had suffered of it, so the right to vote becomes the main goal of the movement.

The first wave of feminism was the beginning of the appearance of the other waves of feminism: *“Black women are often overlooked in people’s conversations about racism and sexism even though they face a unique combination of both of these forms of discrimination simultaneously.”*(Coles,2020,01).In other words, it set the stage to the waves which had more extended equality of the other section of society’s problems. Truth(1851) said: *“Man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into*

carriages, or over mud-puddles, or gives me any best place! And ain't I a woman?"(Truth,1851, 06).

The first wave of feminism was with no include of black women in the leadership roles; there was an extreme marginalization of the black women in the first wave movement and it can be seen in the second wave of feminism movement too(ibid).

2.1.2TheSecond Wave of Feminism (1963-1980)

The movement appeared in the early 1960s and lasted to 1980; after two decades, it spread in the western world. The second wave of feminism sought to achieve the equality for women by fellows the previous feminist's demands. It includes wider broad of social issues, such as, sexuality, family, domesticity and the legal inequalities. So, the movement has criticized the man domination.

"The Personal Is Political;" the words show how the second wave feminism introduced the individual expression for women at that period: they were anger about the domestic violence. The violence that women endured could not and would not be rationalized for any reason; however, it is worthy to note the sisterhood that women's writing of abuse yielded (Klugman,2021,01).

The term "second wave feminism" itself has brought into parlance by journalists Martha Lear in New York Time Magazine article in March 1968 titled, *The Second Feminist Wave: What Do the Women Want?* She wrote: *"Proponents call it the Second Feminist Wave, the first having ebbed after the glorious victory of suffrage and disappeared, finally, into the great sandbar of Togetherness."*(Lear,1968,92).Black women and the other women's color had still suffered and struggled from the marginalization of the white women.

As Betty Friedan's feminist classic *The Feminine Mystique* (1963) found its way into many bookshelves, Congress passed the Equal Pay Act of 1963. Activists lobbied successfully for an Equal Rights Amendment (1972), and the Supreme Court issued its *Roe v. Wade* decision (1973). However, the second wave of feminism coincided with the Civil Rights Movement (Masterclass, 2022,01).

2.1.3 The Third Wave of Feminism

The third feminist movement began in 1990s. The second wave feminists reached and achieved more equality and several rights of women. Hence, the third wave feminism movement focused more on finding solutions to the problems that still existed like sexual harassment in the work place.

The term "Third Wave" is credited to Rebecca Walker who responded to Thomas' appointments to the Supreme Court with an article in *MS* magazine, *Becoming the Third Wave*. She pointed out:

So I write this as a plea to all women, especially women of my generation: Let Thomas' confirmation serve to remind you, as it did me, that the fight is far from over. Let this dismissal of a woman's experience move you to anger. Turn that outrage into political power. Do not vote for them unless they work for us. Do not have sex with them, do not break bread with them, do not nurture them if they don't prioritize our freedom to control our bodies and our lives. I am not a post-feminism feminist. I am the Third Wave (Walker, 1992,03).

Race, gender and class terms were introduced by Kimberley Crenshaw in 1989 achieved their goals, focusing on the elimination of the gender role stereotype and expanding feminism to include women with diverse racial and culture identity. At the last

years of the movement's period, feminists came online. Pop music was a tool to address the social issues problems sexism, patriarchy, abuse, racism and rape.

2.2Feminism as a Literary Theory

Literary theory is the way of interpreting a work of art. When readers and scholars engage in literary criticism, which is the practice of evaluating literature, they often use literary theories to inform their ideas and opinions about a text. Though the terms "literary criticism" and "literary theory" are related, they are not interchangeable. Some scholars prefer to think of literary theories as eyeglasses or camera lenses through which they can examine and evaluate works of literature or other pieces of art. Then, what they see through each lens (each theory) becomes the focus of their literary criticism. Literary *criticism* is a research method or a kind of scholarly discourse that engages with literary *theory*(Masterclass, 2022,02).

The feminist literary theory is the practice of examining a book from a feminist perspective that is, with issues of gender inequities in mind. In the 1960s and 1970s, feminism, a political and social movement that advocated for women's rights, gathered momentum in America; this movement continues to inspire scholars to examine literature as a reflection of both society at large and of the political and social ideology of specific writers (ibid)

Traditionally, feminist literary criticism has sought to examine old texts through a new vision. Specific goals of feminist criticism include both the development and discovery of female tradition of writing, and rediscovering of old texts, while also interpreting symbolism of women's writing. As a result, it will not be lost or ignored by the male point of view and resisting sexism inherent in the majority of mainstream literature.

These goals, along with the intent to analyze women writers and their writings from a female perspective, increase the awareness of the sexual politics of language and style (Tuttle, 1986, 184).

The feminists focus on how the writers represent the women in their literary works. It considers literature as a reflection of society, and political and social ideology of the writers. Also, it examines how literary writings describe some author's marginalization of the women. In other words, the feminist critics believe that the writers do not need always to be males (ibid).

Feminist authors use several techniques in their literary works in order to introduce their message and explore the main feminist themes. Feminist literature clearly criticizes the hegemony of the men; in other words, it is against the patriarchal power. Authors show through their works the catastrophic effects of the patriarchal norms, unfair and unequal division of power. They used irony and satire as a technical tool to expose the patriarchal norms and gender inequalities through insert absurdities and contradictions within society's treatments of women. Feminist authors include intersectionality, embodying the intersectionality of gender with other aspects like race, class, and sexuality. They introduce many categories and layers of identity through shaping the challenges and the experiences that faced the women.

So, they use symbolism and metaphor to represent the oppression, resistance, liberation, and the women's struggles that they faced against the other gender and the subvert of traditional portrayal of the other gender. Writers use the subversion of the traditional gender roles to present the character of the heroine; they portray the protagonist imagery as a strong independent female protagonist who reject the gender norms and the masculine hegemony. Feminist writers aim to describe the women's image in several ways

with their own desires, ambitions, and flaws. In addition, they use fragmentation to break down traditional narratives. This can take the form of non-linear storytelling, shifting perspectives, or fragmented imagery. The fragmentation is a narrative technique; the stream of consciousness is the same as the fragmentation. Both techniques related to each other in reflecting the characters through prospection in a non-linear manners (ibid).

The empowerment of female and agency to portray the women as a strong independent woman who can control her lives , is one of the tools that the feminist authors used in their writings too . In general, the main target of the authors using those techniques is to raise awareness about traditional gender roles. And the use of the non-linear narratives, poetry, and the linguistic strategies to portray the feminist prospection help them in presenting their targets.

There are plenty of notable literary works that embodies the feminist themes as *The Awakening* by Kate Chopin (1899), *Jane Eyre* by Charlotte Bronte (1847), *The Color Purple* by Alice Walker (1982), *The Handmaid's Tale* by Margaret Atwood (1985), *Beloved* by Toni Morrison (1987) , *Persepolis* by Marjane Satrapi (2000) , *The Bell Jar* by Sylvia Plath (1963) , and *We Should Be All Feminist* by Chinamada Ngozi Adichie (2014).

2.3 Jane Eyre as a Bildungsroman Protagonist

“Bildungsroman” is to narrate both the psychological and the mental state of the heroine from childhood till adulthood. The term "Bildungsroman" was introduced to the critical vocabulary by the German philosopher and sociologist Wilhelm Dilthey (1833-1941), who first employed it in an 1870 biography of Friedrich Schleiermacher and then popularized it with the success of his 1906 study *Poetry and Experience* (Boes, date unknown, 231).

Jane Eyre was published under the name of a male; Charlotte Bronte took a male pseudonym to avoid the partiality of gender (male). The change was an important factor that plays an important role in the population of Charlotte Bronte's novel. *Jane Eyre* is a bildungsroman because it focuses on the moral and educational growth of the protagonist, Jane, from her childhood till adulthood. It incorporates identity, psychological evolution, and individual responsibilities which concert with the bildungsroman's patterns (Kukulj, 2019,01).

In the opening chapter of *Jane Eyre*, the heroine is an orphan abused child; her family is treating her badly so that she is affected psychologically, physically and emotionally. For the first time, Jane defends herself and stands for herself, when her cousin demands her to refer him as a master. Here, she uses her knowledge that she has learnt from books to defend her anger: "*You are like a murderer - you are like a slave-driver - you are like the Roman emperors!*" (Bronte, 1847,08). After all, she gets her punishment of course by locking her or in other words jailing her in the red room (the room that her uncle died in). Soon, she starts imagining her ghastly uncle. Analytically speaking, the red room symbolizes the difficult sad childhood that Jane has lived; they draw a limit to her freedom due to class and gender.

The red-room's importance as a symbol continues throughout the novel. It reappears as a memory whenever Jane makes a connection between her current situation and that first feeling of being ridiculed. Consequently, she recalls the room when she is humiliated at Lowood School. She also thinks of the room at the night that she decides to leave Thorn field after Rochester has tried to convince her to become an undignified mistress. Her destitute condition upon her departure from Thorn field also threatens emotional and intellectual imprisonment, as does St. John's marriage proposal. Only after Jane has

asserted herself, gained financial independence, and found a spiritual family—which turns out to be her real family—can she wed Rochester and find freedom in and through marriage(ibid).

Later, Jane attends an orphan school in Lowood to finish her education there. Jane becomes a governess. Later, she starts working in Thornfield Hall where she meets Mr. Rochester and falls in love with her employer. She struggles with strong inner conflicts. Love is a new experience for her, the strong feelings that Jane is unsure about which are shame and love made her stay away from her beloved and go to March End . Here, Jane said:

I tell you I must go...Do you think I can stay to become nothing to you? Do you think I am an automaton?-- a machine without feelings? And can bear to have my morsel of bread snatched from my lips, and my drop of living water dashed from my cup? Do you think, because I am poor, obscure, plain, and little, I am soulless and heartless? You think wrong(Bronte,1847,252).

She meets Mr. John Rivers who falls in love with her and asks her to marry him but she refuses strongly and come back to her love Mr. Rochester. However, she discovers that his mad wife has killed herself. Thus, she decides to follow her heart and marries him.

Mr. Rochester's wife, Bertha Mason, is a complex existence to Jane. She represents the problem that Jane Eyre faces and disturbs her happiness in order to get the life that she wants to live by marrying Mr. Rochester. Yet, Bertha can also be interpreted as a symbol. Some critics have read her as a statement about the way Britain feared and psychologically "locked away" the other cultures it encountered at the height of its imperialism. Others have seen her as a symbolic representation of the "trapped" Victorian wife, who is expected never to travel or work outside the house and becomes ever more frenzied as she

finds no outlet for her frustration and anxiety. Within the story, then, Bertha's insanity could serve as a warning to Jane of what complete surrender to Rochester could bring about (ibid).

The split chestnut tree in the orchard at Thorn field Hall symbolizes both the eventual breaking off of Jane and Rochester's marriage and the atypical nature of their relationship at the end of the novel. The large tree, which rests in an Eden-like grove, bears witness to Rochester's marriage proposal and Jane's acceptance only to be struck by lightning during a harsh storm later that same night. This destruction, along with the ominous mood that the wind and rain establish, suggests that the marriage is doomed to fail(Kukulj, 2019,02).

The idyllic quality of the orchard and the strength of the old tree, both of which represent the couple's hopes for their relationship, quickly disappear. Although the reader is unaware of Bertha Mason at this point in the novel, the fiery lightning strike even speaks to the role that her presence plays in the breaking off of their engagement. An alternative reading of the split chestnut tree suggests that it serves as a representation of the dramatic changes that will ultimately befall their relationship once Rochester loses his vision in Bertha's fire. Much like the tree, Jane and Rochester are very different individuals and have a new dynamic by the end of the novel(Stephens,2022,01).

Jane must fill the role of caretaker and provider to support her husband rather than the other way around. Rochester even goes so far as to compare himself to the tree, claiming in Chapter 37 that his disability renders him "no better than the old lightning-struck chestnut-tree in Thorn field orchard." The fact that this detail reoccurs so late in the novel speaks to its significance as a symbol for the myriad changes and challenges the couple will face (ibid).

In the light of this, Jane is the protagonist that faces many struggles and challenges in her life. She is called “a mad cat” in Mrs. Reed’s house, but she refuses that and begins to read and educate herself through books in order to develop her knowledge and build her personality. In the orphan school, she has the same experience that she has already lived with her aunt family. Miss Temple allows Jane to rebuild her identity because she makes her feel that she really trusts on her like nobody else did. She lives under her shadow. Later, when she falls in love, she decides to give up her independence and marry her beloved, Mr. Rochester (ibid,03).

Hence, the story introduces several symbols that represent many important elements in the novel. The story ends when Jane Eyre, the bildungsroman heroine, finishes her emotional maturation and develops her inner psyche and mind.

2.4 Social Criticism in *Jane Eyre*

2.4.1 Social Criticism and Literature

“Social criticism” is a method that focuses on the sociological issues. It refers to the first section of this chapter – arising from liberalism, Marxism and feminism. Many writers use literature to express social criticism talking about the problems that societies faced in a specific period like social classes, feminism, economic crises, etc. “Social criticism” is any utterance or mode of criticism that exposes and delineates sources of social evil or injustice. Often such works need to be placed within the historical context that produced them. Orwell’s *Animal Farm*, for example, seeks to expose the hypocrisy and failure of communism’s application in the 20th century, whereas Harriet Beecher Stowe’s *Uncle Tom’s Cabin* highlights the evils of mid-19th century American slavery (writer, 2020,01).

Social criticism can be evaluated in literary works through basing their relationship with society. “Marxist criticism” is one form of social criticism; it examines how a specific work of literature affirms or rejects oppression within class systems. Similarly, postcolonial criticism analyzes depictions of colonialism in literature, focusing on the control and exploitation of colonized people. In addition to evaluating existing literature through this lens, critical theorists also compose fictional works that explore social problems in a narrative form. Popular examples include dystopian novels like *Brave New World* by Aldous Huxley or *Animal Farm* by George Orwell, or historical fiction like *A Tale of Two Cities* by Charles Dickens and *The Jungle* by Upton Sinclair (ibid).

Social criticism shows the real secrets of the social life issues. In our study, *Jane Eyre* embodies the character of a strong woman who can express her voice and opinions; rejects the men hegemony; and refuses to be forced to do anything she does not believe in. So, she stands for her rights in as Charlotte Bronte describes her.

2.4.2 Social Classes in the Victorian Age

The term “social class” is often used interchangeably with SES, both by the general public and by sociologists alike. Very often when you hear it used, that is what it means. In a technical sense, however, social class is used to refer specifically to the characteristics that are less likely to change, or harder to change, than one’s economic status, which is potentially changeable over time. In such a case, social class refers to the socio-cultural aspects of one's life, namely the traits, behaviors, knowledge, and lifestyle that one is socialized into by one’s family. This is why class descriptors like "lower," "working," "upper or high" can have social as well as economic implications for how we understand the person described(Cole, 2021,96).

When someone uses "classy" as a descriptor, they are naming certain behaviors and lifestyle and framing them as superior to others. In this sense, social class is determined strongly by individuals' level of cultural capital, a concept developed by French sociologist Pierre Bourdieu (1930–2002) in his 1979 work *Distinction: a Social Critique of the Judgment of Taste*. Bourdieu (1979) said that levels of class are determined by the attainment of a specific set of knowledge, behaviors, and skills that allow a person to navigate in society (ibid).

In the 19th century, countries were governed by social classes: every single person holds and stays in the same class that he or she was born in. Charlotte Bronte examined the consequences of the class limits and boundaries in her novel; *Jane Eyre's* social class position was between classes. She interacts with people of every level. Social class of the class differences made a lot of problems, particularly, in her love relationship with Mr. Rochester. Bronte tried to clarify and explain in her feminist work how the personal morality is the best exponent of the personal character not the social classes differences.

2.5 Christian Morality

2.5.1 Morality

Men have faced many social problems over time. For avoiding those problems, they made principles; rules and codes to follow as solutions. The problem of conduct was permanent throughout history; it has taken the name "Morality." "*Morality is the attempt to discover and to live the good life which is the healthy, satisfactory, happy, or the full and abundant life. Morality is thus a part of the ever present will-to-live as it expresses itself on the human level.*" (Purinton, 1947,215).

"Victorian morality" is the distillation of the moral views of people living during the time of Queen Victoria's reign (1837-1901), the Victorian era, and of the moral climate of Great

Britain in the mid-19th century in general (Friedman and Benoit, 2023, 16). Quality of life and the inequality between men and the women are the most visible issue in the Victorian era. The quality of life for wealthy and poor individuals couldn't have been starker during the Victorian era.

The high class enjoyed luxurious homes and amenities, such as beautiful gardens and servants to cater to their every need. By contrast, poor people from this period experienced the opposite of luxury. Many less fortunate individuals were often forced to make do with living in a tiny room and going without windows, heat, or even running water. Many wealthy people did not need to work due to already having abundant resources. However, impoverished individuals were forced to work to put food on their tables. In many cases, the poor children of this era had to work with their parents. Less fortunate families who lacked homes and jobs usually lived in workhouses (ibid).

A middle class did exist, although in many regards, the middle class was considered part of the upper class, as they, too, lived comfortably, unlike the lower class. Middle-class men generally worked as attorneys, doctors, shopkeepers, bankers, merchants, and factory owners. Despite the stark quality of life between wealthy and impoverished Victorians, the former attempted to help the latter. During this era, upper class founded institutions known as Ragged Schools. Ragged Schools began in 1844 and were located in working-class communities. In addition to free education, many Ragged Schools offered shelter, food, and clothes for poor children. These institutions helped less fortunate young people learn reading, arithmetic, writing, and Biblical scriptures (Friedman and Benoit, 2023, 119).

The Biblical scriptures were important because religion and morality were closely linked in the Victorian Age. Moral behavior, in general, is often characterized by a basis in

religious belief, compared to ethical behavior, which is generally characterized by lived experience. However, some moral behaviors are not ethical, and vice versa(ibid).

2.5.2 Inequality Between Men and Women

Despite the lifestyle differences between rich and poor individuals in this period, upper-class men and women also lived wholly different lives. While Victorian boys attended the best schools and were groomed for various professions, Victorian girls were not. Instead, girls were often taught in their homes and expected to learn how to draw, play the piano, and sing. Moreover, marriage and serving as support systems for future families were firmly ingrained in girls and women(Friedman and Benoit, 2023,26).

Unfortunately, the monumental inequality between men and women is a significant part of the legacy of Victorian morality. This era regarded men as creatures of ambition, independence, action, reason, and aggression. Women, in contrast, were viewed as creatures of passivity, dependence, submission, weakness, and self-sacrifice. Therefore, men were free to select professions of their choosing, while women were expected to marry, submit to their husbands, bear children, care for the home, and provide instructions to servants (ibid).

Societal views and expectations are only one manner in which inequality between men and women existed during the Victorian era. The inequity also manifested in the rights granted to men, which women did not enjoy. Ultimately, women were regarded as the literal property of men. Unlike men, women could not vote, sue, or own property. Moreover, in the event of a divorce, women would lose all of their property to men. This strict moral code has led to the enduring myth of Victorian repression. While it's true that sexual expression was more limited than now, it is increasingly widely believed that

Victorian society was much more liberal than we generally give it credit for (Friedman and Benoit, 2023, 32).

Among primary documents left to us by the not-so-distant Victorian age, a relatively large trove of Victorian erotica also survives as a testament to their more modern humanity. In this regard, many Victorian era movements that arguably predate modern feminism, including the Women's Suffrage Movement, have their roots in Victorian times (ibid).

2.6 spirituality and Religion in *Jane Eyre*

Religion and spirituality are key factors in how characters develop in the novel. Jane matures partly because she learns to follow Christian lessons and resist temptation. Helen Burns introduces Jane to the New Testament, which becomes a moral guidepost for Jane throughout her life. As Jane develops her relationship with God, Mr. Rochester must also reform his pride, learn to pray, and become humble. Bronte depicts different forms of religion: Helen trusts in salvation; Eliza Reed becomes a French Catholic nun; and St. John preaches a gloomy Calvinist faith. The novel attempts to steer a middle course. In Jane, Bronte sketches a virtuous faith that does not consume her individual personality. Jane is self-respecting and religious, but also exercises her freedom to love and feel (Paul, 2013, 01).

Jane Eyre's struggle between wanting to be free and wanting to be loved evokes a lot of different emotions throughout the story. Each character shares similar qualities to her. Charlotte Bronte puts emphasizes on the sexual aspects of Jane's life by intertwining similar characteristics through Jane, Mr. Rochester, St. John and Bertha. The amount of

passion and desire conveyed through their relationships helps Jane grow into a blossoming woman in a freeing yet equal relationship(Edubirdie. 2022,02).

Both themes show the personal growth and the self-discovery and the inner self development of the protagonist Jane Eyre. Sexuality plays an important role in the development of the character. From childhood till adulthood, the protagonist portrays the image of an independent, strong woman who challenge the traditional gender roles and the society expectations. Her sexuality is drawn as an essential and natural thing in her personality and identity. Her love with Mr. Rochester challenges the Victorian societal expectation of gender role and sexual behaviors. Jane's wishes in being in a pathological romantic relationship and her sexual desires are embodied in her internal conflicts and in her choices that she decide to make such as , refusing to marry Mr. Rochester when she discover that he is already married with another woman , who is ' bertha mason' by emphasizing her own moral satisfactions and convictions (ibid).

However, including religion and sexuality to Jane Eyre made a great touch in charlotte Bronte's novel. It emphasizes the complexities of the human nature, societal expectations, and searching for the ego satisfaction and fulfillment. Bronte focuses on those themes on her novel to make the reader understand the protagonist state in the Victorian age through the protagonist's intersections of desire, faith, and societal norms (Paul, 2013,02).

2.7 Symbolism and Metaphor in *Jane Eyre*

2.7.1 Symbolism in literature: definition and Examples

Symbols have existed for centuries. They are related to culture. In ancient times, it could be seen in caves drawings. Those symbols may represent nature as animals or something

that is abstract or geometric. They might serve a magical function or they described a major pattern in people spirits (Fontana,1993,23).

The history shows that “*everything in the plant can be symbolic, such as animals, objects, men, moon, flowers, and circles.*”(Jung, 1964,229).Symbols and their meanings develop over the time. Understanding their meaning is combined with cultural context and with different branches. The meaning of some types of symbols .become constant and universal (ibid,21).

The examination of symbolism in literature can be subjective. Authors include symbolism in their literary works .Thus, it can represent various themes like love, death , freedom, power innocence, or spirituality. The readers may have different versions in understanding symbols. According to Yahia (2020), decoding symbols in literary texts involves the reader's ability to analyze different expressions according to their social and cultural contexts (Yahia,2020,1652).Hence, the complexities, depth, and the different meanings that symbolism makes in a literary work encourage the readers to analyze the literary works beyond its literal interpretation (Fontana,1993,24).

There are a lot of examples in literature that embodied symbolism as “the green light”(1925) in F.Scot Fitzgerald's novel, *The Green Gatsby*: it symbolizes the elusive and unalienable American dream. “The butterfly” in Toni Mason's *Beloved* (1987) symbolizes freedom, transformation, and rebirth. “The raven” in Edgar Allen Poe's poem *The Raven* (1845) symbolizes death, and the human psychology. And “The mirror” in SylviaPlath's poem *Mirror* (1961) symbolizes the search of identity self-reflection and the passage of time (ibid).

2.7.2 The Significance of Symbolism in *Jane Eyre*

Charlotte Bronte, the English novelist uses symbolism in her literary works in order to make it rich, deeper, complex, and to increase the emotional impact of her writings. She makes her works enduring classics of English literature. She explores several themes through the use of symbolism. She characterized symbolism using her techniques in many ways, for example, she introduces conscious images in her novels or her literary works. So, she uses her richly advocative description and represents the objects, settings, and characters with a symbolic meaning. Concerning the role of objects and events in symbolizing the author's themes, Yahia (2021) says, "*The short story can also be an effective atmosphere for language learning where the characters play authentically and symbolically, as individuals do in their daily life.*" (Yahia,2021,50).As we mentioned earlier, symbolism increases the emotional impact: if we drop the words on Charlotte Bronte's style, we notice that she often holds personal and emotional significance for her characters through describing the external and internal struggles by the use of symbols.

Charlotte makes a harmonic thematic structure by using multiple motifs of symbols, such as, identifying colors, nature, religious imagery, animals, and objects. Also, she includes dualistic symbolism by presenting fire and ice, light and darkness, freedom and confinement. This aim sat describing the conflicts that the protagonist had faced.

The use of "nature" as a symbol in *Jane Eyre* portray the heroine inner emotions and make the reader notice the connection to her own femininity and the struggles she faced against the other gender. Nature is barely related to passion and sensuality; it is notable in Jane's wishes and desires. Nature challenge the subversion of traditional gender role, the equality, and the liberation through paying attentions to her own desires to be independence and her refusal to be guided by the traditional gender norms. Bronte portray

her as a powerful protagonist and connected to natural world challenging traditions and refusing the idea of being a feminine it means that woman is weak or passive (ibid) .

2.7.3 Metaphor in Literature: Definition and Types

In the English language, metaphor is a figure of speech that is used in the literary work , it includes similarity by using “as” or “like.” It creates a clear image and makes the reader understand the complex idea in very special and reminiscent way. It describe emotions and ideas through the literary meaning of the words .also, it can be used to describe characters, settings, and events. Metaphors are involved in a language to portray the powerful meaning and imagery. Metaphorical expressions can be interpreted in relation with the culture of the text’s language: for Yahia (2017), “Culture is one of the aspects that a foreign literary text reflects (FL learners can learn various cultural features, thoughts, behavior, customs, and beliefs, of other societies through these texts)” (Yahia,2017,425).

It can be represented in many types like standard or implicit metaphors, mixed metaphors, extended metaphors, dead metaphors, implicit metaphors, visual and sensory metaphors, and absolute metaphors.

2.7.4 The Significance of Metaphor in *Jane Eyre*

Charlotte Bronte represent metaphors in her novel *Jane Eyre* to describe the characters and emotions for example: she uses the metaphor “torrent” to describe her passion on Rochester, the metaphor “wild wind” to describe her strong spirit , and the metaphor “moorland mist” to describe her confusions , literary speaking , the metaphors are clearly related to nature .

To characterize the character's beliefs, she uses the religious metaphors, such as "pilgrim" the aim of its use is to describe the protagonist's spiritual journey. In addition, she uses the mythical metaphors like the use of the metaphor "fiction hero" to describe Mr. Rochester as a legendary character to Jane Eyre. Bronte use wide range of metaphors and include it as an addition to her style of writings. She uses the metaphors of imprisonment and liberation to explore the sense of oppression and contrast them with metaphors that describe the sense of freedom and self-discovery (for more details, see chapter 3).

Conclusion

Charlotte Bronte, in her novel *Jane Eyre*, tries to represent the Victorian society by focusing on the social conflicts, especially among social classes and from a feminist point of view that focuses on gender role and the domination of the men in that period. The novel deals also with religion, Christianity, and sexual issues. The author transmits the message of the importance of real love and faithful character more than money. Mr. Rochester belongs to the upper class. However, he falls in love and marries Jane from the lower class because she is the symbol of a Christian faithful woman.

Chapter Three

The Signs of Feminism in *Jane Eyre*: a Literary Analysis

Introduction

Jane Eyre is a novel that examines the women position during the Victorian age. By the use of literature, the author wrote her novel and portrayed the oppressive environment that women lived in the Victorian society. The novel has become the most influential work because of the critiques and the feminist elements that the writer tackled through her literary work. Bronte embodied the heroine as a character who is nearly close to her personality. The chapter introduces the key elements of the novel and deals with the main theme of this dissertation, the feminism consciousness in *Jane Eyre*.

3.1 Charlotte Bronte's Biography

Charlotte Bronte was born in April 21st, 1816 Thornton, Yorkshire in England. Charlotte got married on June 29th, 1854. Her married name is Mrs. Arthur Bell Nicholls, the pseudonym is Currer Bell. She is an English novelist noted for *Jane Eyre* in 1847, which considered as a classic western literature. She died in March 31st, 1855 at the age of 38 in Haworth, England.

Bronte was the third of six siblings born in six years to the Rev. Patrick Bronte and his wife, Maria Barnwell Bronte. She was born at the parsonage in Thornton, Yorkshire, where her father was serving. All six children were born before the family moved in April 1820 to the 5-room parsonage at Haworth on the moors of Yorkshire that they would call home for most of their lives. Her father had been appointed as perpetual curate there, meaning that he and his family could live in the parsonage as long as he continued his

work there. The father encouraged the children to spend time in nature on the moors. Maria died the year after the youngest, Anne, was born, possibly of uterine cancer or of chronic pelvic sepsis. Maria's older sister, Elizabeth Barnwell, moved from Cornwall to help care for the children and for the parsonage. She had an income of her own. In September of 1824, the four older sisters, including Charlotte, were sent to the Clergy Daughters' School at Cowan Bridge, a school for the daughters of impoverished clergy. The daughter of writer Hannah Moore was also in attendance. The harsh conditions of the school were later reflected in Charlotte Brontë's novel, *Jane Eyre*. A typhoid fever outbreak at the school led to several deaths, and Brontë's sisters Maria and Elizabeth both died soon after the outbreak. Maria, the eldest daughter, had served as a mother figure for her younger siblings; Charlotte decided she needed to fulfill a similar role as the eldest surviving daughter (Johnson,2023,01-02).

Charlotte Brontë eventually alleviated her depression through writing and through the prospect of authorship. In September 1845 she made her famous discovery of one of Emily's notebooks of poetry, and persuaded her very secretive sister that they merited publication. Together with Anne the sisters made a selection of their verses, removed Angrian and Gondal references and polished the poems for publication. They chose pseudonyms designed to avoid criticism based on gender. .(Christine Alexander.2004). In May 1846 Charlotte, Emily, and Anne self-financed the publication of a joint collection of poems under their assumed names Currer, Ellis and Acton Bell. The pseudonyms veiled the sisters' sex while preserving their initials; thus Charlotte was Currer Bell. "Bell" was the middle name of Haworth's curate, Arthur Bell Nicholls whom Charlotte later married, and "Currer" was the surname of Frances Mary Richardson Currer who had funded their school (and maybe their father) (Colin, 2004,12).

Charlotte Bronte succeeds in her first novel the professor but she was more successful with *Jane Eyre* (1847) the semi-autobiographical novel, which was a hit and become a literary classic. Her other novels included *Shirley* and *Villette*. *Jane Eyre* is considered a classic of Western literature, based on her experiences at the Clergy Daughters' School and other positions in her life. She was the only survivor in her family but shortly after she married and become pregnant; she suffered from caught pneumonia, after a lengthy and painful illness, she, unfortunately, die with her child on March 31st, 1855, in the 39th year of her age (Tompkins).

Jane Eyre: an Autobiography, 'edited by Currer Bell, was enthusiastically received, was published in three volumes on 19 October 1847, and became one of the year's best-sellers. Speculation was rife about the identity of the author and whether or not it was the work of a woman. The story of the abused orphan child whose sense of injustice and self-worth leads through rebellion and containment to a liberation of the spirit, was both inspirational and threatening for Victorian readers who saw the novel as a potent form of moral and social commentary(Alexander, 2004, 06).

Charlotte Bronte was in her endeavor to avoid social criticisms that could disrupt the success of her masterpiece. She declared on why women writers used pseudonyms that: "While we did not like to declare ourselves women, because without at that time suspecting that our mode of writing and thinking was not what is called 'feminine' we had a vague impression that authoresses are liable to be looked on with prejudice" (Gaskell, date unknown, 214).

Jane Eyre was one of charlotte Bronte's best work .it had immediately commercially spread. The novel was a combination of naturalism and gothic melodrama , it broke new ground in being written from an intensely first person female perspective. Briefly, charlotte

Bronte faced a lot of struggle and problems in her life specially in being a female writer in the Victorian age. Christine Alexander published in 2004 about Charlotte Bronte saying that when she first chose a male pseudonym, Charlotte Brontë had only a vague idea those women writers were looked on with prejudice. She was shocked to find that even her mode of thinking was viewed by critics as 'unfeminine'. Her unconventional upbringing and her religious training had bred in her a tenacious commitment to truth. Her whole being rose up in rebellion against the need to dissemble: the strain of disguising her loathing of teaching, of living in other people's houses, of being unable to admit (even to herself) her love for a married man, had produced in her not only mental torment but periodic bouts of migraine and intense depression that she referred to as 'the tyranny of Hypochondria' (*Letters of Charlotte Brontë*,505), a phrase she also used in *Jane Eyre*. When she had applied herself to a conventional mode of learning, as in her diligent reproduction of engravings, her imagination had been stultified and her artistic ambitions thwarted (ibid).

3.2 Summary of *Jane Eyre*

Jane Eyre shows the changes of the protagonist inner self development. Charlotte Bronte classifies *Jane Eyre's* life into three different phases. In the first phase, the book begins describing the bad childhood in Gates Hall with the Reed's family. A ten years old orphaned girl, her uncle adopted her after the death of her parents. She may find some kindness and love in her uncle, but rapidly he died in a few periods after her adaptation. After the death of her uncle, her aunt Reed and her family mistreat her and minimize her as if she is a servant. The only person who was kind with her is Mrs. Reed's maid, Bessie. One day John, the son of her aunt, quarreled with Jane. So, her aunt punished her and locked her in the red room, the place that her uncle was died in. Because of her fearfulness, she started to imagine and regard her uncle as a ghost. Mr. Lloyd, the Reed's apothecary

was invited by Mr. Reed to find potential to Jane's status. He suggest to send her to school . After all Mr. Reed send Jane Eyre to the Lowood School the oppressive institutions for girls. Mr. Brockelhurst is the headmaster of the school. The headmaster humiliates and oppresses her in front of all her classmates and the teachers by calling her a liar. Jane meets her school best friend Helen Burns, the girl teach her forgiveness and mercy instead of being rude. She fatly accepts the harsh conditions and the oppressive environment that she was live in . Helen died because of her sickness.

At the age of 18 the heroine become a governess after her few experience as a teacher in Lowood school. She leave Lowood and go to thorn field to be a governess to Adele, Mr. Rochester's ward. That was the second phase in Jane's life according to the plot. Adele influenced by Jane and Jane did too, both of the characters was close to each other. Jane felt that something was wrong and hidden in the house because of the chaos that comes from the attic at the mid of the nights, and caring about the mysterious absent of Mr. Rochester.

One day while she was walking she notices a man who falls from his horse. So, she tried to give help. The man refuses at the beginning, but when he know that she work at thorn field, the man start to ask her about her master. When she return house she saw the dog of the same man she met and realize that he is Mr. Rochester himself, the master and the owner of the house. The master calls Jane to answer about some questions in order to find the answers that he was searching about. Their relationship develops by time and become so close to each other.

Jane starts to examine new feeling which is love. Some days, at the night, Jane discovers that there is a fire in Rochester's room. She got up and entre to the room to put out the fire, the same time that Rochester was sleeping in there. After some days Blanche

Ingram comes to the house, Jane's antagonist and the woman that Rochester prefer. The young woman was interested in his wealth and social status and shares him a fake love.

But Rochester sees that she care about him. So, he brings her to the house. Jane was disappointed because of her, she was scared about the idea and possibility of that they may be a relationship together. Jane leave the place to meet Mrs. Reed, while she was dying, she confess that she was sorry about the bad treatment and all of the bad experiences that she made her live in her childhood; and gives her a letter from her uncle John inquired that she was adopted by her uncle when she was a child . When Jane return back to thorn field, she discover that Blanch Ingram and Mr. Rochester are about to get married. But eventually Mr. Rochester felt strong emotions with Jane Eyre. When he confess with his love, she did too and admit that she fall in love with him too. Soon, the couples engaged. While she was preparing for her wedding, in one of the nights, she got up and find a strange woman staring on her and tearing her bridal veil . The day of the wedding, when she was about the wife of the man she love. A strange man enter to the church and announce that the man who is about to marry him , is already married to the man's sister and she live in the attic and grace Poole taking care of her. Jane was upset.

So, she leaves the place the event represent the third phase of Jane Eyre's life. When Jane run away from her beloved man, she becomes sick .so, the Rivers family nurse her back to health, actually, the Rivers family or Jane Eyre's cousins. Mr. *John River* (her cousin) asked her to join him to his religion mission in India and offered her a marriage without love , Jane nearly accept his proposal , but when she heard *Mr. Rochester's* voice in her dream . She decided to refuse him and return back to her beloved man and that was the beginning of the turning point of *Jane's* life and the climax action of the whole story. When Jane came back she learns about Bertha's death. She realizes that there is no problem and no one can stop her marriage again. The couples get married and had a little child. Mr.

Rochester regains his sight in one eye. And this was the last action in Charlotte Brontë's novel *Jane Eyre* (Alexander, 2004, 10).

3.3. Characters Analysis

The Protagonist, Jane Eyre

The portrayal and the characterization of her is considered as one of Charlotte Brontë's greatest work and the best achievement in the field of English fiction in the nineteenth century. Jane Eyre is the heroine and the narrator of the story at the same time, an orphaned girl that lives with her aunt and Mr. Reed. Jane feels that she was marginalized at the beginning of the story because of the cruel and the harsh treatment that she received from the family that she was living with. She suffered from her childhood till her adulthood searching for mercy, love, respect and independency or in another word freedom. She wants to prove herself and demonstrate that she is worthy to get her target. So, she challenges the social struggles and conventions that she faced, especially, the ones that attack women. After she is sent to Lowood School for education, Jane became a governess. She moved to Thornfield when she faced her emotions and tasted a new sense of love with Mr. Rochester. Jane learns how to control on her feelings and her inner emotions instituted and based on self-respect and Christian humility.

Charlotte Brontë may have created the character of Jane Eyre as a means of coming to terms with elements of her own life. Much evidence suggests that Brontë, too, struggled to find a balance between love and freedom and to find others who understood her. At many points in the book, Jane voices the author's then-radical opinions on religion, social class, and gender.

Edward Rochester

The prominent character Edward Rochester lives in Thornfield, a member of wealthy landowners that is described as a tall man with dark hair. He is characterized by his mysterious personality. His social status makes him feel power and authority. He has a complex personality that shows the inner conflicts that he struggled with. It is notable that Rochester is a passionate character, the love of Jane makes him challenge those traditional social norms. The character Rochester seeks to have a truly romantic relationship despite the unsuccessful marriage and bad experience with Bertha. The love that he owes to Jane makes great changes in Rochester's personality; he seeks redemption, being merciful, and aware and achieves his growth mindset. From that point we can say that his character is a combination of passion and personal growth.

John Rivers

John Rivers is a religious figure, he lives in Marsh End. He is a man that interests and takes his religious beliefs in a serious way, but sometimes his beliefs make him religiously intolerant. John prefers and estimates rationality and pragmatism over his emotions and feelings; this was clear in his marriage proposal to Jane Eyre. He asks her to join him in his religious missionary work and convinces her by the use of guilt and duty rather than love. It is notable that this is a kind of manipulation. Jane sees that his work lacks emotions and feelings. John sees that the use of emotions makes a man weak rather than Jane's opinions, the one who pursues to find true love, wants to be loved in a new and appropriate way.

Helen Burns

Helen Burns is Jane's friend from Lowood School. She embodied patience. Helen makes Jane accept the harsh conditions that the girls were in at Lowood School and learns her

patience, calm. Helen was kind of religious character, she believe in her god and hold hopefully in her beliefs waiting for the god's divine relief. Helen's spirit shapes Jane understands of religion and morality.

Aunt Reed

The aunt reed is an important person who makes a touch in Jane's life. After the death of Jane's parents, Jane move to live in the reed's family with her aunt. Aunt Reed is a cold character who never show love to the orphaned girl Jane Eyre. She was marginalizing Jane and treats her in a bad way, on the contrary with her children. She wants to control in her life and force her to accept the societal norms and punish her if she reject. The mistreatment makes a damage in Jane's personality till she decide to send her to Lowood school.

John Reed

John is a pampered rotten character, he is the olds on of Jane's aunt. He represents the oppression of the upper class and the lack of self-guidance. Jane was an enemy of john. He was so harsh and ruthless with her and that was one of his mother's characteristics.

Eliza Reed

The oldest sister of Jane's aunt's children . She was as cold as her mother and brother john . The lack of love and mercy make her suffer from the inhabitation of emotions and love and that is notable in her character and behaviors.

Georgiana Reed

She is the youngest person in reed's family. She characterized as a very beautiful girl who doesn't care about Jane's feeling and treatment. She is a sociable character who cares only about the external appearances rather than the internal emotions of the other person.

Mrs. Brocklehurst

Mrs. Brocklehurst is the headmaster of Lowood school . He portrayed as an insane character who tries to oppress and control the students in the school and make them follow his harsh discipline, rules , and principles . He oblige them to work for long hours and convince the parents that the school based on a religious and moral education . This show how manipulative he is . The headmaster is a symbol of oppressive forces of the Victorian society . He use his authority to oppress the lower class society.

Adele

A French young orphaned girl who live with Mr. Rochester in his house , the girl remember him his past in Paris . She relies on the protection of Mr. Rochester . She was a youthful and charm girl . Her limited English make her a foreign person in the story . Jane was her governess , she helps her to achieve her morals and the sense of responsibility . Adele is an important character that portrays the femininity and show how she can influence on the others in some special ways.

Blanch Ingram

She is characterized as a beautiful, wealthy character who interest in Mr. Rochester and want to marry him because of his social status , wealth , and money. She uses her beauty to manipulate on others. Blanche believes and accept all the social norms and perspectives. She focus on the external materials and moral characters in contrary with Jane's character. Blanche Ingram was the obstacle for Jane's love. She barely explores the theme of true love and the inner beauty in charlotte Bronte's novel.

Bertha Mason

Bertha Mason is Mr. Rochester's wife. She is the secret that was hidden for a long time in Thornfield Hall. The author introduces her as a mad mysterious woman who lost her mind. Her confinement in the attic represents the authoritarian behaviors that the Victorian society had with the ill people. Her present causes of violence accidents. Therefore, it makes them in a suspense and fear especially for Mr. Rochester. She was a victim of love, neglect, and isolation. Bertha plays a role in Jane's independency when she chooses her own decision, life, and path.

The Rivers' Sisters

Diana and Mary are Jane's cousins. They find her after she runs away from Mr. Rochester. Both Diana and Mary are portrayed as strong independent women who challenge the traditional gender roles and the societal norms in the time period and seek to achieve their target in being free and not relying on others but themselves. They present the self-awareness, moral, and ethical value. They help Jane to heal from her bad experience with the society. They were as a guidance and spirit to Jane Eyre.

3.4. Setting

The setting of the novel *Jane Eyre* took many places, each location participates in the atmosphere and plays a role in Charlotte Brontë's novel. At the beginning of the novel starts in Gateshead Hall, where Jane Eyre lives her childhood and grows under the care of her aunt between the Reed's family. Jane was sent to the orphan school for education to Lowood, Lowood was the second setting in the novel. The place was another struggle for the protagonist because of the oppressive treatments that she had in the school. When she finishes her education, Jane moves to Thornfield as a governess to Mr. Rochester's ward, the

atmosphere of the setting was gothic , gloomy , and mysterious because of its architecture, gardens, and mysterious things. All of the setting plays a significant role in the development of the events in the novel especially Mr. Rochester's house in thorn field.

3.5.Mood

Charlotte Bronte blend both of darkness and light in her novel, it explore many themes and the mood mirror the complexities and the depth of the themes that she introduce through her works and the problems that the protagonist faced in her journey .Jane Eyre is a novel that reflects the experiences, emotions, and desires of the heroine Jane Eyre. The author Bronte describe Jane's childhood at the beginning of the novel . The mood was sad and gloomy because of the bad experiences, mistreatments, and isolation that the heroine experienced it from her relatives. Later, she moves to Lowood. The headmaster obliges the girls to follow his harsh discipline and authority rules. So, the mood becomes more limited, tied, and regimental. Then, the protagonist decide to leave the school and work as a governess in thorn field, there she met her beloved man. The mood experienced both of mysterious and romance. This was embodied in the development of Jane's relationship with Mr. Rochester and the appearance of the truth behind Mr. Rochester's secret, which is the existence of his wife bertha mason. The gothic element was in the presence of his mad wife. The mood becomes reflective after the appearance of bertha mason. This event causes internal struggles to Jane Eyre. So, she had to face her inner self discovery.

3.6 Themes

3.6.1.Love

The protagonist portrayed as a person who deprived from love, she never felt the true pure love in her childhood till she met her friend Helen and after when she met Mr.

Rochester. During her journey the heroine was searching for love and wanted to be loved by the others. Love is the main theme in the novel of *Jane Eyre*.

The theme of love is introduced by its absence within the Reed house but comes shining through by the end with Jane's return to Thornfield. With each stage of Jane's journey we are reintroduced to the theme from Lowood with Helen Burns to Moor House and Jane's newfound family. Within romantic relationships we are shown the contrast between Rochester and St John. With St John love is again shown through its non-existence.

Charlotte Bronte mentions the complexities and the challenges of the traditional societal norms. The social status of Mr. Rochester at the time period was a struggle to him because the social norms forbid him to love a woman from the lower class. Both Jane Eyre and Mr. Rochester sacrifice for their love and challenge the rules in the name of love .

3.6.2.Independence and Autonomy

Charlotte Bronte succeeded in building Jane into a strong, independent woman who develops a sort of iron-clad mentality on her selfhood and integrity. She discovers the kind of woman she wants to be from early on, and it is not life and actions are dictated by men or society. She works towards this goal without compromises, even though she has no close family, home, or social security to make the decision easier (Onuorah, 2022,02).

The bad experience and the oppressive mistreatment make the heroine seek to achieve her independency. Jane challenges the gender norms, the societal rules, and protest her individuality. She was scared of losing her autonomy if she gets married, thinking that she will scarify and let her targets behind and start a new life with new rules. And that was notable in her refusal to Mr. john's marriage proposal. Jane said :“If I join St. John, I

abandon half myself.” Jane then decides that she cannot go to India unless she “*may go free*” (Chapter 34).

3.6.3. Social Class and Equality

Charlotte Bronte portray the social prejudices and judgments that specialized the lower class society. That was embodied in the treatment of Mr. Reed and Blanche Ingram to Jane Eyre. They treat her with contempt because of the social differences that are in between. In 19th century England, gender roles strongly influenced people’s behavior and identities, and women endured condescending attitudes about a woman’s place, intelligence, and voice. Jane has an uphill battle to become independent and recognized for her personal qualities. She faces off with a series of men who do not respect women as their equals. Mr. Brocklehurst, Rochester, and St. John all attempt to command or master women.

Bronte uses marriage in the novel to portray the struggle for power between the sexes. Even though Bertha Mason is insane, she is a provocative symbol of how married women can be repressed and controlled. Jane fends off marriage proposals that would squash her identity, and strives for equality in her relationships. For its depiction of Jane’s struggle for gender equality, *Jane Eyre* was considered a radical book in its day (Paul, 2013,02-03). “*Feminist once been raised: women’s status in society is defined by some special society and culture power that can be challenged and changed.*” (Heather, 2003,146). The heroine’s position as a governess emphasizes her social position. She seeks to achieve the self-mobility and want to raise her social class status. The refusal of Jane to Mr. Rochester is shedding lights on the novel’s critiques on the social expectations. So, she decides to challenge the social class system and achieve her target in being social and economic independent.

3.6.4. Religion, Morality, and Self-discovery

The author portrays the religious beliefs and the Christian morality in Jane Eyre within her behaviors. As a believer the religious treatment in Lowood learns her how to be a merciful , compassion , and possess the self-discipline in the other hand Jane refuse all the manipulations of Mr. Brocklehurst in the use of the girls and oppress them in the name of depth and religion.

The protagonist was a described as a person, with strong moral and ethical behaviors,. The morality guides her to decide well and differ between the right and the wrong decision. Bronte emphasize the theme of morality and challenge the traditional societal norms and morality by introducing the themes in many cases such as, marriage, social class , gender roles , and highlight the misuse of morality for the personal interests .

The novel emphasizes and describes the journey of self-discovery in the personality of both Mr. Rochester and Mr. John and seeks to redemption of their past mistakes in the name of god. It is notable in Jane's conflict between her spiritual desires and her emotions too. The theme of self-discovery was introduced in the novel in a special way , Jane was searching for her identity and that was related with Jane's growth and her personal happiness.

3.6.5 .Gender Roles and Feminism

The author criticizes the societal norms and gender roles in her literary work, she describe the injustice and unbalanced handling with women through the characters Jane Eyre and Bertha Mason. She dealt with the importance of the women's rights, education, and independence. The relationship of the female characters portray the power of the women , each one complete the other in a special way as if their meetings and

compatibilities afford them the power that motivate them to stand for their selves and challenge the societal norms. This was embodied in Jane and Helen relationship, and Jane and the river's sisters relationship.

The novel can be read as a feminist critique because of the unfair and injustice traditional societal norms that the female character faced as a result of the hierarchy and the hegemony of the men, or in other words the domination that lies in the patriarchal society. So, she portrays the protagonist as a challenger that defies the social norms and gender roles and seeks to achieve independency and self-determination.

In chapter 10 of *Jane Eyre*, key aspects of social class and feminism are highlighted. In this section of the novel, Jane's bildungsroman begins. She had posted an ad to become a tutor and her journey of independence starts from this chapter even though she still has to work for other people. Within this chapter, she also learns that Mrs. Reeds children, who thought of themselves as well respected and of higher class to her, were not well disciplined whereas Jane was and therefore accomplished a lot such as a respectable job and self-confidence. I have also chosen chapter 18 when Jane meets Blanche Ingram and presumes her and Rochester will be married due to their social class similarities. In chapter 23, Jane speaks out about social class and her thoughts on this topic is one of the key reasons Rochester falls in love with her (Edubirdie, 2023,06).

3.7.The Signs of Feminism in *Jane Eyre*

3.7.1.The Style of Bronte in Presenting Feminism

Through the novel *Jane Eyre*, charlotte Bronte criticizes the social norms and the mistreatment of the women during the Victorian era. By the use of the protagonist she explores several themes and ideas that touched the women's situation in that time period.

Bronte's style in her writings aim to present the feminism through the journey of Jane Eyre. The use of the first person narratives is one of her style.

In chapter 35, Jane chooses to leave St. John and go back to Thorn field and makes the reader understand why she's doing so. Throughout her explanation the frequent use of "I" is the subject of every sentence and shows Jane's independence as a free woman alongside her independent will which she inherited from her great uncle who was a male. It can be argued that Jane inherited from yet another male superior and therefore is not considered as very independent. Ironically, it is one of the factors which allow her to be independent (ibid,08). the use of the first-person pronoun "I" in "Jane Eyre" gives readers direct access to Jane's perspective, fosters emotional engagement, and enhances the authenticity and reliability of her narrative. It allows readers to connect with Jane on a personal level and follow her journey of self-discovery, making her a compelling and relatable protagonist.

In terms of the reliability of the narrative in "Jane Eyre," it is important to consider that the story is presented from the perspective of the protagonist, Jane Eyre, who serves as the narrator. As such, the events and characters in the novel are filtered through Jane's subjective viewpoint, which can introduce elements of bias and interpretation. While Jane Eyre is a sincere and honest character, it is worth noting that her narrative is influenced by her own experiences, emotions, and personal judgments. As a result, readers should be aware that the portrayal of events and characters may be shaped by her perspective and biases. Additionally, there are moments in the novel where Jane herself acknowledges the limitations of her perception or questions her own interpretations of certain situations. This self-awareness adds a layer of complexity to the reliability of her narrative, as it shows that even she recognizes the potential for subjectivity and fallibility. It is important for readers to engage critically with the text, considering alternative perspectives and interpretations.

By doing so, readers can form a more nuanced understanding of the events and characters in the novel and evaluate the reliability of Jane's narrative.(beranrd.2009.01)

The story was told from her own perspectives, which give her a voice to express her thoughts, feelings, and experiences .directly, to make the reader understand and feel the experiences in a very good way. Bronte shedding lights in the important of the women's perspective, give an emphasize to the necessary of challenging the social norms, and battle for their rights and autonomy through the use of realistic vivid description and detail writings to portray the oppressive environment that the heroine was live in such as, in Lowood school and thorn field .

In the novel Jane Eyre, Bronte uses pathetic fallacy in the description of Jane's journey to Lowood institution. The imagery of a "raw and chill" winter morning perhaps foreshadows her bleak future at the school. In addition to this, the verb "chattered" emphasizes negative connotations. She uses the weather to present how Jane's life in Lowood will be like. A quote to illustrate this is: "Raw and chill was the winter morning: my teeth chattered as I hastened down the drive." The verb "chattered" showed how cold Jane was and is therefore exaggerating the weather. The use of pathetic fallacy shows how Jane's journey to Lowood will not be enjoyable and foreshadows her time at the school (Edubirdie, 2023,12).

Also, she attempt to use symbolism and metaphors for example: the confinement of bertha mason, the wife of Mr. Rochester. Bertha represents the suppression of the women's voice, desires, and freedom just because she was a mental illness. The actions of Mr. Rochester with bertha mason emphasize the ignorance of the Victorians in term of how they should deal with the mental illness women.

Anaphora is constantly being used in the novel *Jane Eyre* to show the emphasis of how Jane values her freedom and liberty above all. The constant use of “liberty” in the sentence “I desired liberty; for liberty I grasped; for liberty I uttered a prayer” shows freedom and rights of women being expressed in this extract. Furthermore, the author also uses anaphora to emphasize Jane standing up for herself and showing strength. “*I will never call you aunt again as long as I live. I will never come to visit you when I am grown up.*”(Bronte,1847,60). This is the first time we see Jane’s sense of moral right overpowering her doubts. This monologue shows Jane’s character building up to be a type of rebel showed to Mrs. Reed.

Bronte describe the heroine as complex, reluctance , and strong enough to refuse the social norms and achieve individuals , freedom , and her main target . Jane Eyre was portrayed as a strong, patient, intelligence woman that seek to achieve her independency and challenge the traditional societal norms and the oppressive system that the Victorian people were follow, as it mentioned before. This description help the author to represent feminism through her work.

3.7.2 Feminism Consciousness in Jane Eyre

Wang Guofu, author of the *Literary Theory of Feminism* says: “*Jane Eyre embodies a new conception of women as heroines of vital strength and passionate feelings.*” (Guofu,1987: 225). Feminism consciousness in *Jane Eyre* reflects the pursuit of equality and achieving the women's rights and empowerment. Charlotte Bronte introduce several themes through *Jane Eyre* .she embodied the protagonist's desires of being independent and that was a challenge for the system that she was live in the time period . Those are some of ways in which feminism consciousness was portrayed in :

3.7.2.1 The Pursuit of Equality and Independence

The protagonist's desires were almost impossible according to the social rules that the Victorian society were characterized with. Jane refused the mistreatment and the inequality that she was in the Reed's family after all she finally spoke and defended herself to Mr. Reed when she was living there and that was the first step of her to seek after her independency.

I'm not deceitful. If I were, I should say I loved you, but I declare, I don't love you. I dislike you the worst of anybody in the world except John Reed, and this book about the liar, you may give to your girl, Georgiana, for it is she who tells lies, and not I (Bronte, 1847, 63)

One of the situations that portray the pursuit of equality and independence is the Jane's quest of education, despite all the hard conditions that the society was struggling with and the oppressive environment that she was living in. Jane seeks to develop herself, her own knowledge, intelligence, and abilities. The pursuit of education emphasizes the independent thinking and the challenges of the social rules. Her education makes her work in the thorn field as a governess to Adele and achieve her own economic independency. She decides to work by herself instead of relying on others and support herself by her own efforts.

Also, the rejection of the marriage proposal of Mr. Rochester was a key way in which the pursuit of equality and independency was portrayed because she never wanted to be in an unequal relationship. Jane says to Rochester,

[...] and can bear to have my morsel of bread snatched from my lips, and my drop of living water dashed from my cup? Do you think, because I am poor, obscure, plain and little, I am soulless and heartless? You think wrong' (ibid,284).

The decision she made emphasize her independency and the seek for equality. By the end of the novel , the protagonist inherited a lot of money from her dead uncle that make her enough to decide and live the life she want and get her target without fatigues.

3.7.2.2. The Pursuit of Esteem

Jane's childhood in gates head hall was full of painful events as a result of the marginalization, mistreatment, and the minimization of her value and esteem. The pursuit of esteem was wanted in her life since the beginning. When she moved to Lowood she felt that she can belong to it and find herself confident and self-esteem. The term of esteem begin to be more complex when she moved to thorn field to work as a governess. Mr. Rochester's love makes her sacrifice with her own desires in order to be with the man she love. But when she discover his mysterious secret , she prefer to be by herself and refuse him to value herself and show him her self-esteem by respecting her principles and learns him that being a mistress in a situation that degreed for her own value and hurt her pride . She says to Rochester:

I care for myself. The more solitary, the more friendless, the more unstained I am, the more I will respect myself. I will keep the law given by God, sanctioned by man. I will hold to the principles received by men when I was sane, and not mad as I am now, laws and principles are not for the times when there is no temptation, they are for such moments as this when body and soul rise in mutiny against their rigor, stringent are they, inviolate they shall be.(Bronte, 1847,343)

Also, the rejection of Mr. John proposal portray the pursuit of esteem because she realize that she would let her desires, targets , and identity just to accept the societal norms and traditional gender rules.

3.7.2.3. The Pursuit of True Love

Love is the central theme in Charlotte Brontë's novel, true love idea is based on finding the one who can love a person without conditions, understand, and respect the other partner without paying attention to the social class, wealth, and the physical appearances like Blanche Ingram's fake love. Jane's pursuit of love seems stronger when it is the family type. It would appear that her lack of family from an early age deprived her of this sense of belonging; in fact Jane received quite the opposite from the Reeds. Jane first feels a tinge of belonging through Bessie Lee at Gateshead but it is with Helen Burns she feels a definite sense of worth and it is in chapter eight where she says to Helen that

She would willingly submit to have the bone of my arm broken," in order to gain her affection. The quote also included Maria Temple who became a strong role model and a friend after the death of Helen; the quote further states "...or any other whom I truly love (ibid)

Thus, indicating her desperation to be loved and accepted. The protagonist, Jane Eyre, is a girl that is searching for true love from her childhood. She was an orphan girl. So, she never tastes the true love after the death of her present, even when she was living with her aunt. After this period true love was portrayed in her friendship with Helen, this experience made her learn forgiveness, respect, and understand the other person till the death of her friend. When she grew up the pursuit of true love was embodied in her relationship with Mr. Rochester. She fell in love with him despite all the difference of age and social status. As it mentioned before, she left him when she knew about the existence of her wife Bertha. We can see that her self-respect is deeply related to her pursuit of love. Her decision emphasizes the importance of self-love and self-respect in truly romantic relationship. Gao (date unknown) confirms:

Jane is a feminist through four aspects, her pursuit of esteem, independence, equality and true love. In the guidance of feminist beliefs, through her persistence and brave rebel and pursuit, Jane Eyre finally gets

esteem, independence, equality and true love she aspires after for a long time (Gao, date unknown,926).

Their relation achieve the pursuit of love , power , and emotional fulfillment that Jane was searching about in her own journey and achieve all her dreams , desires , and targets that she was planning to achieve it from the beginning. So, the author uses the moon and the wind as symbols of danger and love relationship of Jane and Mr. Rochester. Nature is the source of inspiration in this novel.

Conclusion

To conclude, in this chapter, we can notice that the work was a reflection of the Charlotte Bronte's life. The author deals with feminism in *Jane Eyre*: from her childhood, she struggles to live. Her feminism is expressed through describing her wretched education, and her feminism through the unbalanced relationship with Mr. Rochester and the pursuit of love. The message that Charlotte Bronte delivers in her novel *Jane Eyre*, is that the people must respect and value the women and her position in the society.

General Conclusion

Our theoretical framework contains the analysis of the feminism consciousness in *Jane Eyre* by Charlotte Bronte. Charlotte Bronte portrays the feminism consciousness in many aspects in Jane Eyre's life, describing the oppressive environment and the results of the male domination society. Jane Eyre, as a protagonist is characterized as a strong feminist independent woman who represents the female perspectives in the Victorian age period; in another words, she represents the female experiences and demonstrates the struggles that the women faced in the 19th century.

The novel portrays the oppression, the marginalization, and the image of women in the Victorian society. Charlotte Bronte embodied all of the pervious social issues in Jane's journey, from her childhood till the adulthood. The study is a corpus based on analyzing and discovering Charlotte Bronte's reflection of feminism in her literary work.

Bronte represents feminism consciousness in her novel in many fields, through the pursuit of love within her relationship with Mr. Rochester, and her relationship with her friend Helen. The pursuit of self-esteem and self-respect which is portrayed as a reflection of Mr. Reed and her family and Ms. Blanche Ingram's mistreatment and minimization with Jane Eyre .and the pursuit of equality and independency and that was obvious in her rejection to the traditional gender norms, the social expectations, and challenge the patriarchy.

The study is divided into three main chapters. The first chapter attempted to represent an overview about the history of English movements and the British literary periods. The second one shed light on the feminism as a literary theory and the social criticism. Moreover, it is situated to define the language figures that Bronte used in her literary work. The third chapter sought to analyze our main theme which in the feminism

consciousness in *Jane Eyre*, via introducing the style of the author in presenting feminism and how she portray it in the protagonist Jane .

As a result, *Jane Eyre* can be considered as a symbolic figure that represents several themes and ideas within the novel, such as empowerment, equality, and the pursuit of personal fulfillment. In addition, the study reveals that the author's distinctive style of symbolism and metaphor played an effective role in transmitting the message of feminism in that period and for coming decades.

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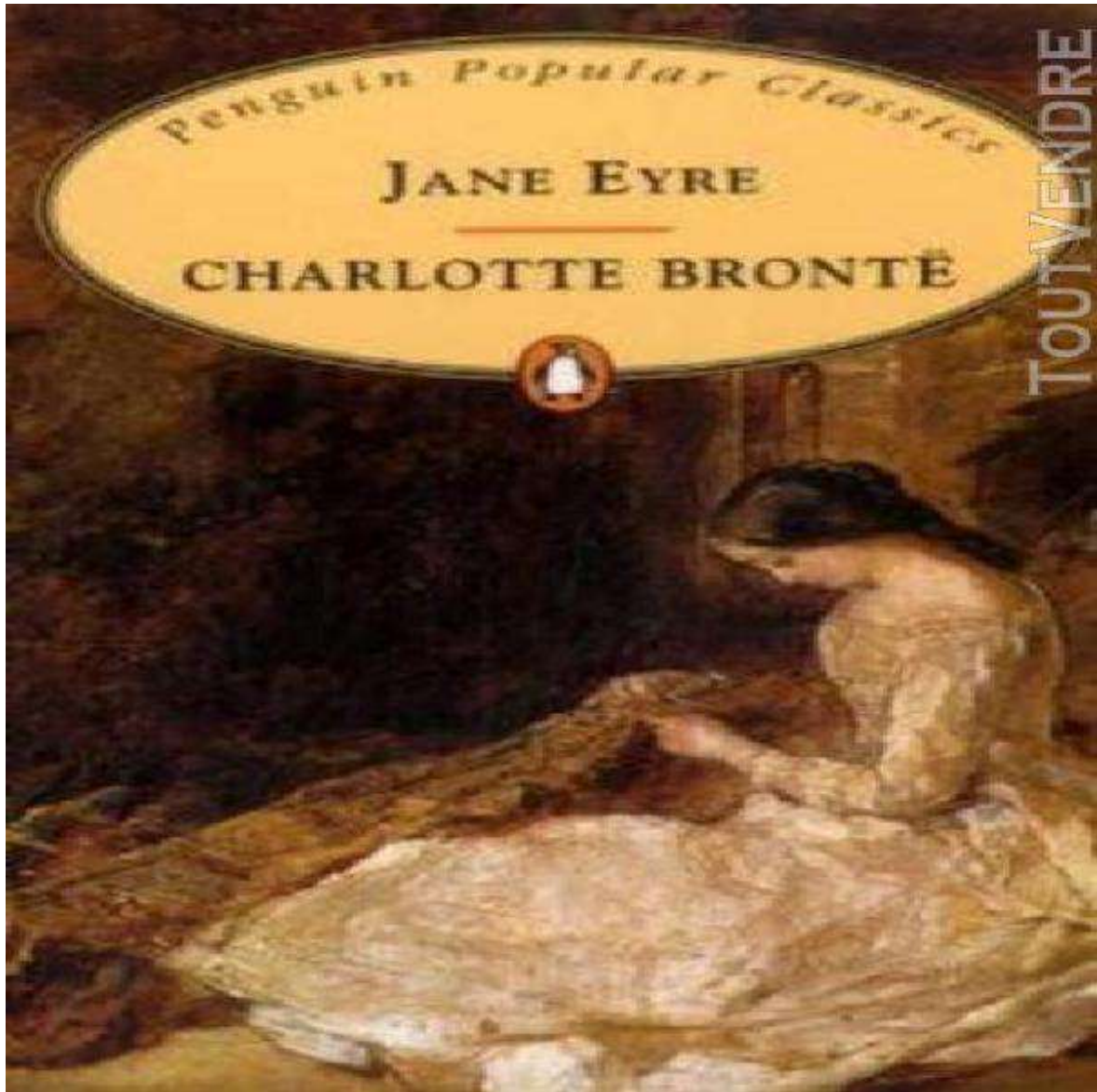
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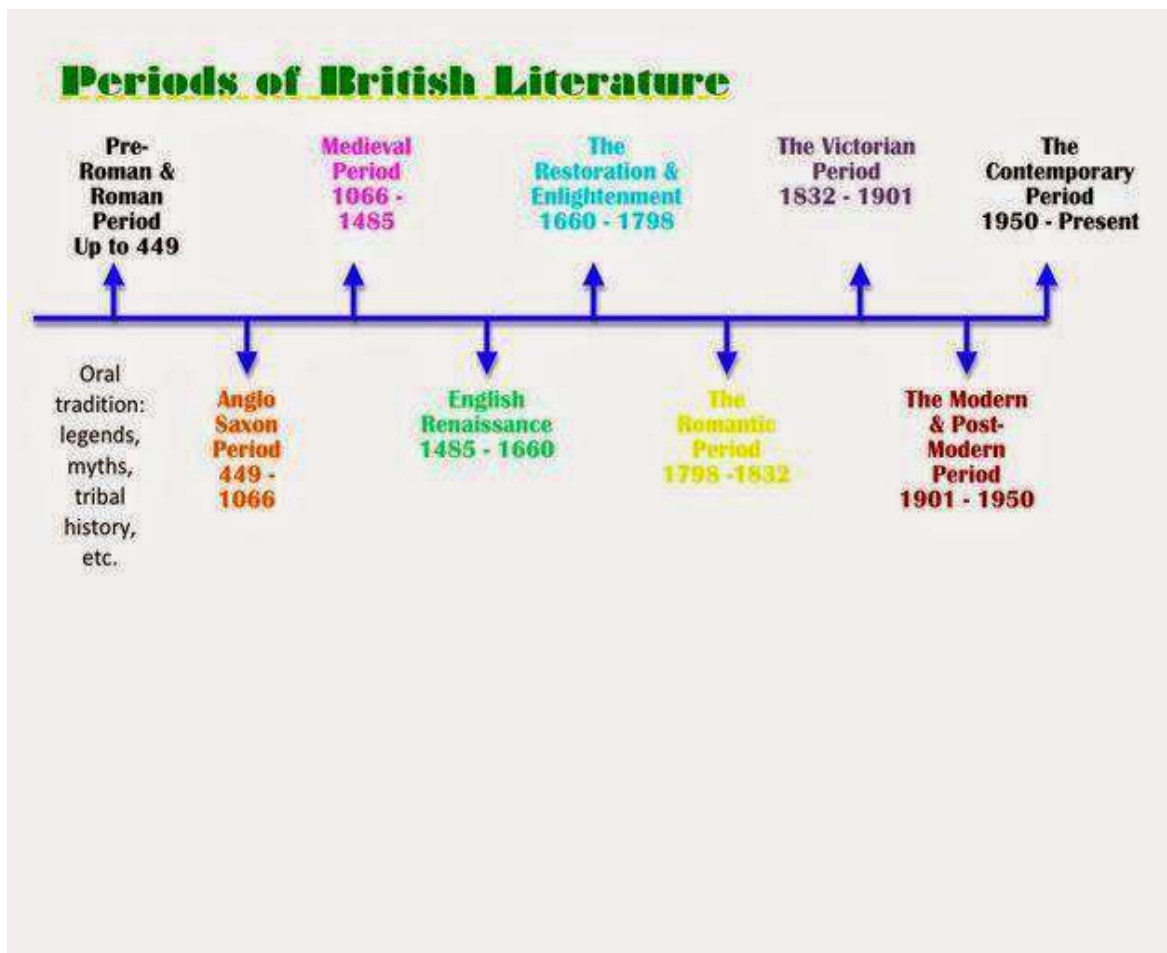
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Appendices

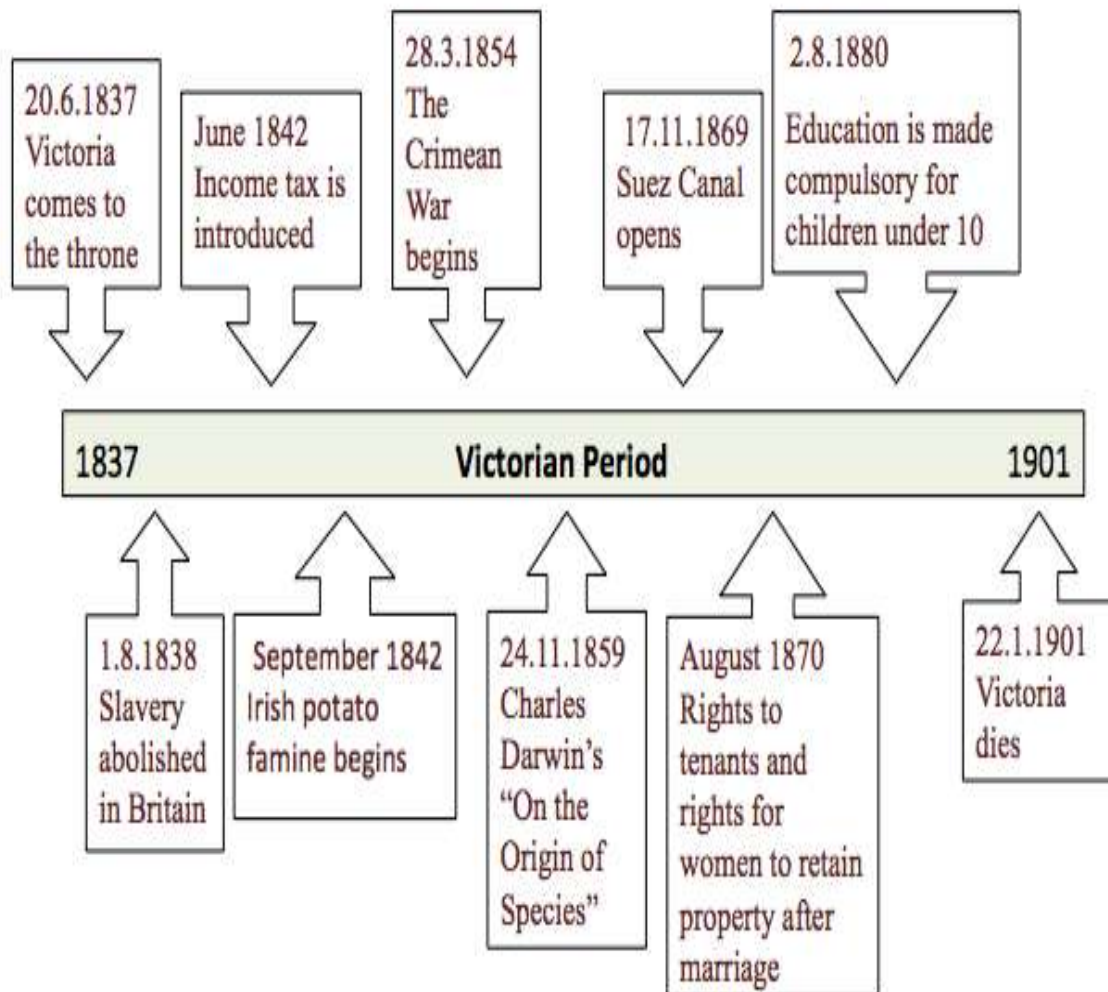
Appendix 01 : The Cover Of *Jane Eyre* By Charlotte Bronte



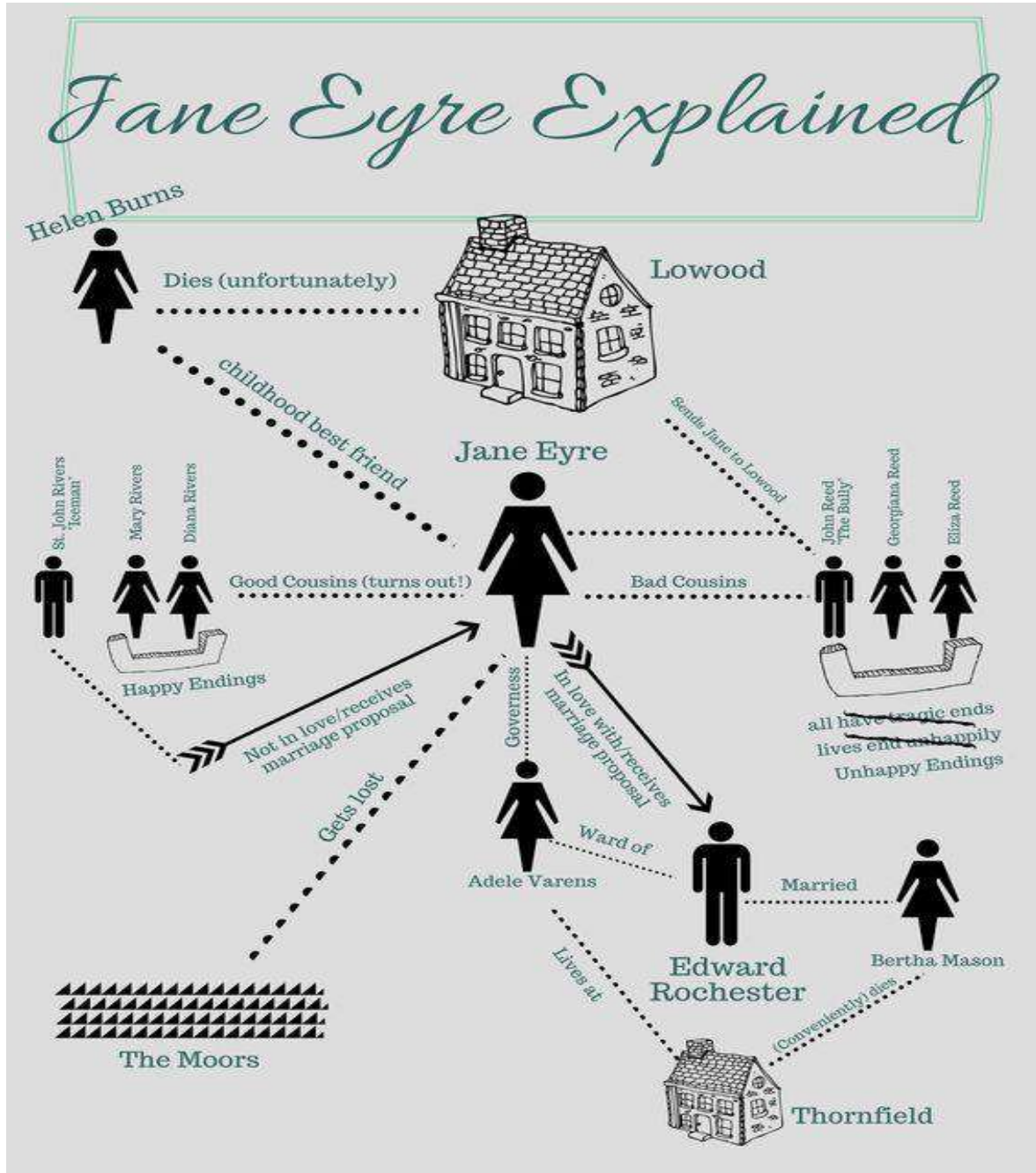
Appendix 02 : Periods Of British Literature



Appendix 03 : A Timeline On Some Of The Most Important Events In Victorian Britain.



Appendix 04 : Summary Diagram Of *Jane Eyre*



résumé

La présente étude traite de la conscience féministe dans Jane Eyre de Charlotte Brontë. Cela pose le problème des techniques littéraires utilisées par l'auteur pour véhiculer le thème du féminisme dans son roman. Il vise à analyser le style de cette célèbre auteure féministe pour introduire le thème du féminisme en incarnant ses propres expériences avec la société patriarcale et les normes de genre victoriennes, représentées dans sa protagoniste Jane Eyre. L'étude est basée sur une recherche descriptive et analytique, avec une approche littéraire qualitative/féministe pour l'analyse du roman. Les résultats révèlent que Charlotte Brontë utilise fréquemment le symbolisme et la métaphore pour dépeindre les défis de Jane pour atteindre son indépendance et son autonomie de son enfance jusqu'à l'âge adulte.

mots-clés : conscience féministe, littérature féministe, genre ; Jane Eyre, l'époque victorienne.

المخلص

تتناول الدراسة الحالية الوعي بالنسوية في قصة جين آير لشارلوت برونتي. حيث تكشف لنا التقنيات الأدبية التي استخدمتها الكاتبة لتوصيل موضوع النسوية في روايتها. تهدف إلى تحليل أسلوب هذه الكاتبة النسوية الشهيرة لتقديم موضوع النسوية من خلال تجاربها الخاصة مع المجتمع الأبوي والمعايير الجندرية في العصر الفيكتوري ، من خلال بطلتها جين آير. طبقنا المقاربة الادبية النسوية الوصفية لتحليل الرواية . كخلاصة نستنتج أن الاستعمال شارلوت برونت المتكرر لرمزية والاستعارة يعود لتصوير ووصف تحديات جين لتحقيق استقلالها واعتمادها على نفسها منذ طفولتها حتى سن الرشد بشكل اكثر دقة .

الكلمات الرئيسية: وعي النسوية ، الأدب النسوي ، الجنس ؛ جين آير ، العصر الفيكتوري.