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Dissertation

Academic Master

Domain: Letters and Foreign Languages

Field: English Language and Literature and Civilization

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Title:

**Social Conflicts in Charlotte Brontë's
*Jane Eyre***

**Dissertation Submitted in Partial Fulfillment of the Requirement for the
Master Degree in Anglo-Saxon Literature**

Publicly defended

On: 13/05/2017

Before the Jury

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Academic year: 2016/2017

Dedication

I dedicate this work to all my family, especially my beloved parents and my lovely daughter Nora God protect them.

To my perfect brothers for their encouragements and love especially my lovely Mayar and Rayan.

To all my best friends and colleagues without exception.

Nesrine

Dedication

I dedicate this work to all my family, especially my beloved parents God protect them.

To my brothers and sisters for their support and encouragements, also to all my friends, colleagues and teachers without exception.

Radhia

Acknowledgements

Thanks to Allah who gives us the strength to accomplish this work

*We would like to express our gratitude and special thanks to our
supervisor,*

Dr. BOUSBAI ABDELAZIZ *for his*

Patience and for his guidance.

*We are grateful for the jury members, Mrs KADDECHE as a
president and Miss BAHRI as examiner*

*Warm thanks also go to everyone who has helped us to make this
work possible.*

Abstract

The present study is an attempt to deal with social conflicts in the British society during the Victorian period taking Charlotte Brontë's novel *Jane Eyre* as a sample. The work intends to look for the social conflicts that Jane, the heroine, has confronted and how she could overcome difficulties through internal and external conflicts. The realities that Charlotte Brontë shows in *Jane Eyre* stand as a mirror which reflects the realities in the Victorian era. To attain those objectives a descriptive analytical method is opted for. In addition to that, a Marxist and Feminist literary theories are selected and adopted in the analysis.

Key terms:

Social conflicts, internal conflicts, external conflicts, class struggle, Marxism, Feminism.

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Abstract in French

Abstract in Arabic

General Introduction

General Introduction

1-Background of the Study

Man is created to survive on earth; he continuously struggles and confronts difficulties. Some people have the ability to express their sufferings through painting, others express their feelings by singing, another category of people are artists and express what they see by drawing, and finally others have the power to play with words. They can portray situations, events and even what characters say when they talk to themselves (stream of consciousness). This category of people makes the basis of literature; they criticise, analyse, describe and report by their words.

The beauty of literature lies in its universality, ie. one discovers that his longings are shared with many other people in the world; therefore, one is not lonely in this world. (F. Scott Fitzgerald). Through literature, writers dare explicitly or implicitly to talk about a given historical period of time, a famous event, a phenomenon, a well known figure; or criticise societies.

So, literature takes off the masks of society and it is the case with the novel under study ‘*Jane Eyre*’. Charlotte Bronte opens a window on 19th century Britain where she describes the living conditions and preoccupations of people at that time. Also, a focus is on the position of woman and her passive activities. Charlotte Bronte intends to depict the Victorian period to the reader as it is, leaving him discover the weaknesses of society.

2-Aims of the Study

The ultimate aims of the present study are; first, to show and explore the struggle and conflicts of *Jane Eyre*, the heroine of the novel under study; second, to uncover the extent of overcoming the conflicts confronted by Brontë through the character of *Jane Eyre* in the novel .

3-Justification

It is the interest to investigate the common aspects of writing personal life and the events in the novel with relevance to the conflicts that activate our keenness

General Introduction

to study Charlotte Brontë's '*Jane Eyre*'. As a result, every conflict in the novel is to control and check the author's emotional and spiritual progress, which is the essence of the work. As well, the novel is considered a popular autobiographical work Charlotte Brontë even wrote.

4-Motivation

The keenness to strengthen our knowledge about English literature, Victorian values, and struggles; along with the place that the writer, Charlotte Bronte occupies among the Victorian novelists, in fact, stimulate us to deal with one of the outstanding figures of the Victorian era; vis, Charlotte Brontë's *Jane Eyre*.

5-Research Questions

Throughout the study we seek to answer the following questions :

- 1 - What types of conflicts are presented in *Jane Eyre*?
- 2 - To what extent has the author succeeded in expressing conflicts in terms of love (positive) and suffering (negative) ?
- 3 - To what extent could *Jane Eyre* provide solutions to the conflicts?

6-Methodology

This work is an analytical descriptive study; it explores social conflicts in the novel as well as it discusses their use. The Marxist and Feminist theories have also been opted for to analyze the novel. Marxism, because it is a worldview and a method of societal analysis that focuses on class relations and societal conflicts. Feminism is used to study the conflict at the level of gender. Throughout extracts from the novel indicating the most striking conflicts are interpreted and analyzed.

7-Dissertation Structure

Our dissertation is a descriptive analytical study which attempts to uncover the implications of social conflicts in *Jane Eyre* written by Charlotte Brontë. The dissertation is divided into three chapters; each one investigates particular elements of the whole study. The first chapter deals with historical background of the Victorian era in 19th century, Victorian social novel, and also focuses on Charlotte Brontë as one of the greatest figures of that age. The second chapter is devoted to social criticism depending on social structures and the impact of Industrial Revolution on society at that time. It also discusses the theory to be used for the research study, vis, Marxism and Feminism literary theories. The third chapter highlights the conflicts in the novel and their interpretation within Marxist and Feminist Theoretical framework.

Theoretical Part

Chapter One

**Victorian Society and Literature:
an Overview**

Chapter One: Victorian Society and Literature : an Overview

Introduction

1.1. Victorian Society

1.2. The Appearance of the Novel

1.3. The Victorian Social Novel

1.4. Charlotte Brontë`s Life and Works

Conclusion

Introduction

The name of Queen Victoria (1837-1901) is related to the Victorian Age. For the most part, The Victorian period saw the most critical improvements in England's history. The Victorian Age is a period of rapid changes and developments in nineteenth century Britain in many fields such as politics, economics, medical, scientific, and technological knowledge to modify in population development and location. Industrialization, social and welfare change that paved the way to the rise of literature and critical literary movements. Victorian literature reflects the real life of society at that time.

In general, this period is considered as an age of transition characterized by the emergence of many novelists, writers, poets, and other writers who were the excellent figures of English literature. This chapter a focus will be on political and historical background of the Victorian Era which features of society that Victorian novel and expressed by writers who were primarily interested with social problems of that era.

1.1. The Victorian Society

When Victoria move up to the throne, Britain was essentially agrarian and rural, but by the time of her death, the country was vastly urbanized and largely industrialized. During the industrial Revolution, the Victorian society was consisted of a hierarchical structure (Mc Dowell, 1989).Despite wealth created by industrialization and colonization, millions still suffer from poverty. Inadequate housing/overcrowding leads to many diseases.Therefore, Unregulated factories subject workers to dangerous conditions. In addition to this, based on middle class lifestyle, woman's role is to be an icon for femininity, an "Angel in the House": good manners, restraint, moral uprightness and purity.

Moreover, the Victorian Age is actually a period of the most changes in the economic, social and scientific life, which deeply affected people's morals, principles and, in turn, an immense impact on literary criticism. At the beginning of

the period, the social conditions of the great body of the population was extremely bad (Fletcher, 2002) but from 1837 to 1901, social and technological change affected almost every feature of daily extinct (Mitchell, 2009).

The first years of the reign were marked by social and political turmoil, largely in response to the rapid changes that came with industrialization. In 1801, most people lived in villages or farms; by 1851 more than half of the population was urban (Mitchell, 2009). This later is the effect of the Industrial Revolution which is one of the principal changes in the Victorian Age. It followed in the material prosperity of many people, but it brought about new modes of behavior such as materialism, vulgarity and mammon worship, all of which had very bad effects on the values, principles and morals of the Victorian Age (Ibid).

Politics and government during the nineteenth century became increasingly the property of the middle class. The aristocracy and the crown had little power left by 1914. However, the working class, the large number of people who had left their village to become factory workers, had not yet found a proper voice (McDowell, 1989).

English society in the nineteenth century was still highly stratified, although some of the old class distinctions were beginning to distort by the end of the period (Mitchell, 2009).

Thus, Victorian society can be spilt up into three classes: upper, middle, and lower. Upper class: did not work, income came from inherited land and investments, middle class: men performed intellectual or " clean" work, paid monthly or annually, and working class: men and women who performed physical labor, paid daily or weekly wages.

One major feature of the Victorian society was the abundant poor. Because of poverty, children were forced into child labor and forced to work as chimney sweepers and they could crawl up the twelve by fourteen inch chimneys, some as small as seven inches square, so that they would clean out the annual average of

soot that was deposited there. Some boys became rat catchers and they were required to use arsenic to poison the rats, but as this could be expensive, they could also use a ferret to flush threats out and kill them (Kelsey,1997).

The changes in women`s social role occurred as the important members, they had opened up for professions which were not accessible before. They assumed skilled jobs in society as writers, journalists, nurses, and teachers (McDowell, 1989). Women relocate their place in society in the political, economic and social aspects.

In the realm of education in nineteenth- Century, England was not equal between the sexes, and not between the classes, however, it was not compulsory, either legally or socially, for a gentleman to attend school at all. He could, just as easily, be taught entirely at home. A lady`s education was taken, almost entirely, at home. There were boarding schools, but no University, and the studies were very different. She learned French, drawing, dancing, music, and the use of globes.

If the school, or the governess, was interested in teaching any practical skills, the lady learned plain sewing as well as embroidery, and accounts (Grellet, 2002). Action, like many of her contemporaries, was of the opinion that women were by nature sexually uninterested. Howarth claimed that:”The majority of women (happily for them) are not very much troubled with sexual feelings of any kind”.

(Howarth, 1862:101)

1.2. The Appearance of the Novel

The Victorian era in literature is noticed by a shift in the attitude of poets from relaxed to realism-oriented, as well as a shift in popularity from poetry to novels. Novels were granted the title of an art form, and both poems and novels confronted social conflict and problems (Kelsey, 1997). The Victorian age of literature has a character of its own, at once brilliant, diverse and complex. It is an age peculiarly difficult to label in a phrase; but is copious and versatile gifts will make it memorable in the history of modern civilization. The Victorian age, it is

true, has no Shakespeare or Milton, no Bacon or Hume, no Fielding or Scott-no supreme master in poetry, philosophy, or romance, whose work is incorporated with the thought of me world, who is destined to from epochs and to endure for centuries. Its genius is more scientific than literary. More historical then dramatic, greater in discovery than in abstract thought (Kelsey, 1997).

Also, Victorian period is the period of colonial expansion of Great Britain during the 19th century. The period of wars and rebellions in British colonies. It is the last completed period of English Literature, almost coincident in extent with the reign of the queen whose name it bears (Victorian, Queen 1837-1901). Stands nearly beside the Elizabethan period in the significance and interest of its work (Fletcher, 2002). like all ages, it was an age of paradox, but the paradoxes of the mid-nineteenth century struck contemporaries as more stark and disturbing than those which had faced their ancestors. The Victorian age had its continuities, its revivals, and its battles of styles in painting and architecture as much as in literature (Carter and McRae, 2001).

In addition, Victorian literature speaks for an age which witnessed greater changes than any that gone before in all the conditions of life. The population of England represented various classes, occupations, and ways of life. Also the transportation of the period served as the forerunner of much of the transportation used and the advances in medicine were also instrumental in changing the face of medicine forever (Carter and McRae, 1997).

The nineteenth century associates Victorian period with a realist works that attempt to represent the world and the mind; it strives to reflect the Victorian world with its social concerns and should aim to express the personal private emotion of the writer and define what would be real in literary fiction (Mulder, 2012).

Most Victorian writers still thought of themselves as men of letters in the full meaning of the term. Victorian literature was predominantly a literature of

ideas. Furthermore, it brought into direct relation with the daily concerns of the reading public.

So, writing during the period of Queen Victoria's reign includes sentimental novels and The most commonly targeted social issues include gender inequality, the unprecedented gap of wealth between classes, and child labor. British poets include *Elizabeth Browning, Alfred Lord Tennyson, and Charles Dickens*. Women writers the Brontë sisters. Thomas *Hardy* and *Henry James* were Victorian novelists too.

1.3. Victorian Social Novel

The problem of the social Novel is a work which appears in fiction in which a prevailing social problem as gender, race, or class. The most important example of social problems that are addressed in such works, include poverty, condition in factories and mines, the troubles of child labor, violence against women, and rising criminality. Victorian age is considered to be the age of social criticism, and disclosing the reasons that led to poverty, unemployment and common discontent.

The most significant literary change in the nineteenth century is the novel. The term Novel did not become broadly used until the end of the eighteenth century, which had seen the development of the from through autobiographical narratives and the novel (Williams, 2004).

In the 19th century the novel became the leading form of literature in England (Ghazali, 2009). Thus, after an initial period of experimentation, the novel had become the art form most capable of reflecting the increasing complexity of the modern world. In addition to that was the main source of entertainment for the educated middle class.

The novel was very important to convey social criticism, as it could be widely spread among the reading public. And especially for those, who didn't know about those social problems from their own experience. These novels were an interesting means of enlightenment, with regards to the criticism of the system.

The social novel started to flourish in public and its authors tried to criticize the circumstances of bad living conditions of the lower classes in factory cities, the automation of industry and the huge birth surplus in the country all throughout Great Britain. Furthermore, there were waves of migration into the huge cities and more capitalists that could be found in parliament, widely supporting political industrialization, completely neglecting the working conditions of their employees.

So, there are different stages of Victorian social Novel: the early Victorian social Novel (1830- 1850); the industrial system was to blame for the bad living conditions of the workers. The authors at that time drew less attention to the details of the world of work and its machines, but rather preferred the depiction of physically and mentally injured people, because of their work. The main feature of the middle Victorian Social Novel (1850-1880) was no longer the attempt to present solution to current social problems, but rather the reflection of the “ *Golden Age Of British Capitalism*”, and the power of the system and its institutions was made responsible for many social misunderstandings and not only common people, but also successful businessmen were considered to be its victims. In the late Victorian Social Novel (1880-1910) there was a new wave of accusing elements and from there the so-called “Slum Novel” developed: it mainly criticized, as many be delayed from the name, the mostly bad living condition in slums and contained lots of pessimistic.

The most popular form of literature was the novel and the novelists responded with will. The reign of the novel has now lasted so long to appear natural. 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, 1993). In addition to that, they try to show their readers that there were many problems behind the beautiful picture of the Victorian society (Carter and McRae, 2001), and the most crucial elements that took the lion`s share in creative writing was characters portrayals.

The most important novelists in nineteenth century may consider in that order below: *Charles Dickens (1812-1870)* is probable the most representative literary figure of the whole Victorian age. Most of his novels are set in London, *Dickens* claimed to know London better than anyone else on earth. He treated the comedy and criticized certain aspects of the Victorian compromise, in addition to the problems of the society like poor. Thomas Hardy (1840-1928), is famous for his published works such as poems and novels, generally regarded as one of the greatest figures in English literature. Though he considered himself as a poet who only wrote novels for moneys, he was more famous for his novels rather than his poems (Andrew, 1994). Like *Dickens*, *Hardy's* novels were published in serial forms in magazines *that* were popular in both England and America. His first popular novel was *Under the Greenwood tree*, published in 1872.

The Victorian era is known for the galaxy of female novelists that it threw up. The most important women novelists, who yet are quiet important are:

Brontë sisters (Charlottes, Emily and Anne), who introduced the female character. They described a picture about women and their struggles in Victorian England. *Charlotte Brontë (1816-1855)* depicts women in Victorian society, also, criticized the century social structure in her finest novel *Jane Eyre (1847)*. It made a considerable critical approval (carter and McRae 1997). *Wuthering Heights (1847)* by Emily Bronte (1818-1848), it is a novel of passion, an early psychological novel. The novel is very original in the way it is written: it represents a new view of women and their emotions. In addition, the youngest Brontë sisters is Anne Brontë (1820-1849) wrote the tenant of *Wildfell Hall (1848)*; also, with an unusual central female character and involving complex relationships and problems (Carter and McRae, 2001).

In addition to Brontë's sisters, Charlotte has three famous novel "*Jane Eyre*", published in 1847, *Shirley*, published in 1949 and *Villette* published in 1953. For instance the Novel of *Jane Eyre* three is a similar life between heroine's novel *Jane Eyre* and Charlotte. Charlotte was sent to the clergy Daughter's school at Cowan Bridge in Lancashire wish she would describe as Lowood school in *Jane*

Eyre. The school was described as a terrible place. The poor conditions of the school permanently her health and physical development as we see in the story.

George Eliot 1819- 1880, among the best of the Victorian writers, Eliot deals with themes of social change and triumphs of the heart and has a remarkable talent for showing us the depth and scope of Provincial English life:its classes, pretensions, and hypocrisies. Many of her novels today are included in the canon of classic 19th century literary works, some have been adapted to film, many still in print today (Carter and McRae, 2001).

1.4. Charlotte Brontë ‘s Life and Work

Charlotte Brontë is one of the most popular and influencing novelists in Victorian Age. She was born at Thornton; west Yorkshire on April 21, 1816, Charlotte was the third daughter of Revs Patrick Bronte and Maria Branwell. Charlotte’s Mother died in 1821. When her daughter was only five years old, left five sisters (maria-charlet-elizabeth-emily and Anne) and brother (Branwell).In the care of their aunt, Elizabeth Branwell; Charlotte lives a quit uneventful life. She spent most of her time at home. Also, the Brontë family passed a hard life from poor health and all of children died relatively young.In1824, when she was eight years old, Brontë, along with her sisters Elizabeth, Maria, and Emily. Were sent to a new school for the daughters of poor clergymen at Cowan Bridge. It is the poor Scholl. The School was unheated and the pupils slept two to a bed for warmth (Eagleton, 1987).

In1825, Maria and Elizabeth came down with tuberculosis and by the time the school notified MK .Brontë, the grills became very ill .Maria died a few days after her return home, Elizabeth a few months later (Brontë, 2006).

In 1831, Charlotte was sent to Miss Wooler’s school at Roe Head –after her father began to suffer from along disorder. Roe Head was a very lovely place not at all like Cowan bridge .Charlotte became an excellent learner at this school and she met her two lifelong friends Ellen Nursery and Marry Taylor. She returned to Roe Head school in 1935 as a governess to Sidgewick family. In 1842, Charlotte and

Emily went to Brussels to complete their studies, and to improve her French and learn German at the pension at Heger. At the end of the year, they returned to England at the death of their aunt in 1843 Charlotte returned to Brussels to continue her studies for a year. During this time, Brontë fell in love with a headmaster at the school M.Hegar (Cuddon, 1992).

The events of Charlotte's life occurred during the months between October of 1847 and June of 1848 and June of 1848 when she and her two surviving sisters, Emily and Anne, emerged quietly suddenly as successful novelist Charlotte and her two sisters published a selection of poetry under male pseudonyms Currer, Acton and Ellis Bell (ibid).

The three famous novels of Charlotte Brontë "*Jane Eyre*" published in 1847, *Shirley* published in 1849, and *Villette* published in 1853. For instance in the novel of "*Jane Eyre*", there is a similar life between heroine's novel *Jane Eyre* and Charlotte. Charlotte is sent to the clergy daughter school at Cowan Bridge in Lancashire which she would describe as Lowood School in *Jane Eyre*. The school is described as a terrible place. The poor conditions of the school permanently her health and physical development as we see in the novel (Colleena, 2007).

Brontë's first novel "*Jane Eyre*" was immediately and widely popular, and brought her into London literary circles. The most popular literary form in the Victorian period was the novel, and *Jane Eyre* illustrates many of its defining characteristics; plain style, and the narrative of an individual's inner thought. Charlotte Brontë's *Jane Eyre* depicts the struggle for independence from an oppressive, dominant power structure that places women in Exile by virtue of patriarchy.

In June 1854, Brontë married Arthur Bell Nicholls in Haworth Church, but died the following year during her pregnancy, on March 3, 1855 in Haworth, Yorkshire, England (Gaskell, 1979).

The novel contains autobiographical elements of Charlotte Brontë in the sense that all stages of the life of *Jane Eyre* reflect many dimensions of Charlotte's.

Many aspects of struggle and rebellion Charlotte wanted to uncover her opposition to the social class differences in The Victorian Age.

Both Charlotte and Jane believed that education is a better weapon for independence and development. Morals are believed to be the protecting tool from the materialistic society.

In addition, they believed in the power of the individual among a changing community, a power that is generated by the free will and freedom of choice.

Conclusion

To sum up, we deduce that Industrial Revolution in the Victorian age changed England from agriculture into an industrial country that what led to various problems in the Victorian society. "*Jane Eyre*" is one of the critical of England's social hierarchy in the Victorian period. Charlotte Brontë is a prominent novelist who struggles to achieve equality, dignity and to overcome class hierarchy through her literary works.

Chapter Two

Social Criticism

Chapter Two: Social Criticism

Introduction

2.1. Social Criticism as a Main Feature of Literature

2.1.1. Social Class

2.1.2. Literary Theory

A. Karl Marx and Max Weber

2.2. Marxism Principles

2.3. Marxism in Charlotte Brontë's *Jane Eyre*

2.4. Interaction of Feminism

2.5. Feminism in *Jane Eyre*

2.6. *Jane Eyre* Social Class

2.7. Feminism Principles

2.8. Feminism in *Jane Eyre*

Conclusion

Introduction

The heroine of Charlotte Brontë, *Jane Eyre*, has no parents and no family that accepts or is aware of her. She leads a life cut off from society since the family is the means for a woman to participate in society and community. Lacking such support, Jane has to face her problems alone. In this chapter we shall focus on social criticism and theories of social class based on Marxism and Feminism as a theoretical framework. The aim of this mixed method is to exhaust data to obtain the maximum of social elements sought throughout our study.

2.1 . Social Criticism

The term social criticism often refers to a mode of criticism or evaluation that focuses on normal or abnormal situations in a society. Many writers use literature to express social criticism, so they talk about situations, problems, corruptness or weak points in order to warn, criticise or praise certain social practices. In his essay “*why I write*”, George Orwell said that when he sits down to write a book, he does not say to himself that he is going to produce a work of art, he writes it because there is some lie that he wants to expose. So, social criticism exposes implicit truths of society. In our case study, *Jane Eyre*, Charlotte Brontë made a heroine who can resist and face a man dominating society. A heroine who can discuss, express her opinion and who disagrees with her superiors and stands for her rights.

2.2 . Social Class

According to Oxford Dictionary (1995 ,Fifth Edition), Society is a group of people living together in a complex organization. So, society is a group of persons associated and living together and has shared customs, interests and laws. Over years, sociologists analyze social stratification, its root causes and its effects on society. They define a social class, also called class, as a group of people within a society who possess the same socioeconomic status. The term class first came to wide use in the early 19th century as a description of the major hierarchical grouping in society. This usage reflects changes in the structure of western

European societies after the industrial and political revolutions of the late 18th century. (Lewis A. Coser, 1957).

2.3. Literary Theory

A theory is a set of properly argued ideas intended to explain facts or events; whereas a literary theory is the body of ideas and methods one uses in the practical reading of literature. It is not for the sake of looking for the meaning of a literary work, but to the theory that reveals what a literary work can mean. As far as theories of social class are concerned, two major names should be mentioned, Karl Marx and Max Weber (R. J. Rummel, 1969).

2.4. Karl Marx and Max Weber

Karl Marx (1818 – 1883) a German philosopher, economist, journalist and revolutionary socialist. He base his conflict theory on the idea that modern society has only two classes of people; the bourgeoisie or the oppressor and the proletariat or the oppressed. The bourgeoisie are the owners of the means of production, factories, business, and equipments needed to produce wealth. The proletariat are the workers. According to Marx the bourgeoisie exploits workers. The Marxist theory focuses on the functional interdependence of different classes. On the other hand, Max Weber (1864 – 1920) who is also a German sociologist, philosopher, jurist, and political economist argued that owning property such as factories or means of production is only part of what determines a person's social class. Social class for Weber included power and prestige in addition to wealth. He insists that property can bring prestige since people tend to hold rich people in high regard.

2.5. Marxism Principles

Marxism is an economic and social system based on the economic theory of Karl Marx; his ideology was that those who controlled the means of production in a given society controlled the society. Class struggle is a central element in the analysis of social changes. Marxism is the antithesis of capitalism which is based on the private ownership of the means of production. A Marxist reading of a literary text is to define the lower and upper classes and how the lower class is oppressed and how the upper class is oppressing through capitalism. Also, Marxism states that literature is a reflection of culture of a society. Literature influence and is influenced by culture.

In Marxism there are four main areas of study. The first is the economic power which means that society builds her power through forces of production. Since the bourgeoisie class possesses the means of production, this class can manipulate politics, government, education, art, media and so on. The second area of study in Marxism is materialism and spirituality which means that the quality of a person's life is not destroyed by spiritual failure but by material failure. The third one is art, literature and ideologies. This means that the works of art are enjoyable so the proletariat cannot notice that it is manipulated. The fourth and last area of study in Marxism is class conflict which is the struggle between social classes.

The only real division is class division because divisions of race and religion are tricks used by the bourgeoisie in a way that the proletariat will never be united. Marxist criticism examines literary works as products of the economic and ideological determinants specific to that area. (Abrams, 1999)

In other words, literature reflects class struggle along with materialism and oppression. Marxists view literature as reflective of the social class of the author or an analysis of class relations (Louis Tyson, 2006).

2.6. *Jane Eyre* Social Class

Charlotte Brontë is one of the writers who flourished and got fame in the Victorian period. In her masterpiece *Jane Eyre*, she proves that society is composed of classes; upper, middle, and low class. The upper class or the rich are represented by the Reed family and Mr Rochester, the low class or the poor are represented by workers, Jane and Jane's friend Helen. Charlotte confirms also that class relationships have no absolute boundaries that cannot be crossed. Jane is placed in an ambiguous class position. Jane's father was a poor clergyman who married Jane's mother, a middle class woman. So, they were situated somewhere between two classes as a couple. Therefore, when Jane was born, she also occupied this socially ambiguous position and this later becomes more critical when her parents die and leave her as an orphan to be brought up by her wealthy aunt Reed. She lives with the Reed family but never considered as a member of that family, she is neither a working class servant nor a privileged Reed family child. She is in a social class between the two upper and lower classes.

During Jane's childhood, there were constant reminders that she is poor, alone, and even her aunt and cousins consider her inferior and not a member of the family because she will not inherit. This is clearly portrayed in Bessie's words to Jane, 'you are under obligations to Mrs Reed' (Brontë, 10).

At Lowood school, Jane meets many poor girls, they were in a difficult environment. When she left school Jane worked as a governess at Thornfield, there she earns her money, and this means that she can be considered as a middle class girl. One evening after dinner, Mr. Rochester starts discussions with Jane but sometimes he is rude and authoritative, he says 'The fact is, once for all, I don't wish to treat you like an inferior : that is (correcting himself), I claim only such superiority as must result from twenty years difference in age and a century's advance in experience (Brontë, 114).

Here Mr. Rochester felt superior because of his years of experience in life. Even years of experience were a point of comparison between Jane and Mr. Rochester, he

felt superior because of twenty years of age and experience. In addition to her loneliness in this world, her low class position, Mr Rochester added years of experience and age to differentiate between him and Jane even if it was not done on purpose still it is a point that Mr Rochester feels superiority.

By the end of the novel, Jane inherits a big amount of money from her uncle and consequently she moves to the upper class. As noticed, during her life, Jane experiences all the different economic social classes, from a penniless child after the death of her parents to a governess who earns her money and finally the inheritor of wealth from her relatives.

2.7. Feminism Principles

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 (Louis Tyson, 2006).

The first wave, in the 19th and 20th centuries, focused primarily on gaining legal rights, political power and suffrage (the right to vote) for women. The second wave, in the 1960's and 1970's, encouraged women to understand aspects of their personal lives as deeply politicized, and was largely concerned with other issues of equality, such as the end of discrimination in society, in education and in the work place. The third wave arose in the early 1990's as a response to perceive failure of the second wave. A Feminist reading of a literary work is to focus on how women are portrayed and how does this portrayals relate to the gender issues of the period in which the novel was written; which means does the work have a feminist agenda. In a feminist reading also, one can situate work's patriarchal ideology in terms of changing roles of women from a housewife who looks after her babies to

go outside the house and choose to work in all the fields side by side with the men (Ibid).

Women are discriminated in the society, so they use their pen to speak for and about the oppressed women. At the beginning of the 19th century, little opportunity existed for women, many of them felt uncomfortable when attempting to enter many parts of society. Reading or viewing from a Feminist perspective includes examining what aspects of feminine literature included in the work.

The women in the Victorian era can be regarded as the first group to battle for the equality of the sexes. When feminism appeared, it was not spoken directly to people, stories and novels were the primary means to communicate information and ideas at that time.

2.8.Feminism in *Jane Eyre*

The novel *Jane Eyre* can be looked at from another angle, a feminist reading, to detect social conflict at the level of gender. The famous feminist essayist and poet Adrienne Rich considered *Jane Eyre* as Brontë's Feminist manifesto because she thinks that with *Jane Eyre*, Charlotte Brontë is saying that something is born inside me that keeps me alive. Jane explicitly says that she can live alone, if self-respect and circumstances requires that. One of the reasons that *Jane Eyre* is one of her favourite classics is that it grapples with the oppressive patriarchal society of its time (A. Rich, 1973). *Jane Eyre* was written in the Victorian period where the society is man-controlled and man-dominated, women are subject to the voice of men. Many critics agree that *Jane Eyre* is a feminist novel. However, others argue that Charlotte Brontë intended to discuss the social structure of the time. When Jane gets to Thornfield Hall there is a lack of a male head figure. Even though Mr. Rochester was the head of the home, he is not present for a long time and Jane thought that Mrs. Fairfax is the head of the house. Jane believes that men and women are equals when she thought that a lady can manage a whole house as a man can do 'Women feel just as men feel'. (Brontë, 93). *Jane*

Eyre is rebellious in a world demanding obedient women. Jane rebels against Mrs. Reed, St. John Rivers and even Mr. Rochester.

Jane has a personality that contains good qualities. She was frank, sincere, and lacks vanity. She also reacts strongly when she is discredited because of her class or of her gender.

Conclusion

Social criticism is a kind of criticism that focuses on critical situations in society. It is used to show weaknesses and try to find solutions to problems. Divisions in society create conflicts and social conflicts occur when interests are common. Looking at social conflict in the novel *Jane Eyre* from a Marxist point of view focusing on class also from a Feminist point of view focusing on gender (male/female) in order to show all conflicts in the novel and uncover the types of conflicts. Through *Jane Eyre*, Charlotte Brontë tries to expose the Victorian society, highlighting the rigid class system and on the position of women in a man dominating society.

Practical Part

Chapter Three

Analysis of The Novel *Jane Eyre*

Chapter Three: Analysis of The Novel *Jane Eyre*

Introduction

3.Conflicts in *Jane Eyre*

3.1. Functions of Conflicts

3.2. Classification of Conflicts in *Jane Eyre*

Conclusion

Introduction

we have examined the representation of class and gender conflict in British literature particularly in the Victorian society. we have two parts : the conflict between “ what should be” and “ what is taking place “ that deals with social issues such as class division, marriage, women status, and second part approaches implications of social conflicts, religion and education on Victorian women . Thus, this chapter will employ corpus analysis method to detect the social and gender conflicts pertinent with the Feminist and Marxist readings.

3. Conflicts in *Jane Eyre*

Jane Eyre is Charlotte Brontë’s portray of internal and external conflicts and the contradiction with social classes. She struggles inside to do the right things and outside with society to live a better life. The need of Jane for distance tends to dominate her desire for closeness, and this internal conflict is reproduced externally in her relationship with Rochester. These internal and external power struggles create a healthy sense of tension both important to Jane.

Jane Eyre shows that it is possible for a woman in the nineteenth century to achieve independence and success on her own, no matter what odds were against her. The onyles chapter will overcome the stereotype of women that Jane and her creator, Brontë, sought to explore many obstacles that Jane encounters in her struggle, and show how she is able to overcome them to attain the life she has always dreamed to have. Charlotte Brontë became the sensation of Victorian age with its direct intimate dialogue to the reader and through this novel the conflicts have in general a moral and corrective reason.

During the 1800's, the time period in which *Jane Eyre* was written and the setting of the novel, women were stereotyped as being, "dependent, beautiful, but ignorant" (Harris, 2011). They were seen only as trophies, meant to cling to the arms of men, but never meant to develop a mind of their own or to adventure out on their own. This stereotype proved difficulties for women to be taken seriously. Dissatisfied with this interpretation of her sex, Brontë tries to change it by creating

a heroine who possessed the antithesis of these traits. Indeed, Jane may be a plain woman, but she is self-confident and intelligent. A constant obstacles that appear throughout Jane's life one of them oppression and from these obstacles that paved the way to the appearance of conflicts between Jane and herself in addition to Jane with society which means internal struggles and external struggles in which reflect Brontë's life. Also, Jane briefly encounters a relationship based on pain for pain's sake in addition to Jane's internal and external conflicts are samples of pain for pleasure's sake.

In *Jane Eyre*, female and feminine identity is expressed by mixture of overt and implicit expressions of the heroine. Charlotte Brontë explicitly expresses her feeling through Jane towards her governor Mr Rochester on many occasions. This is indicative of how she could feel her femininity as being a source of weakness but tenderness too in comparison to her feeling of love to a strong man: a protector. This polarization between male and female feelings and reactions is projected onto various aspects of gender conflict. Such conflict which reflects that all what women are going through as disturbing psyches, darkness, and struggle is due to "Males". Brontë deals with her most intimate experience via a fictional autobiographical approach in which she tried to speak out for women suffering and endeavour to put their identity as females at the surface; but still she could not express that openly because she still lives in a masculine society. Via *Jane Eyre*, Brontë could repress and reduce her anger and weakness; but she had developed an aesthetic way to express her endless ambition and wit.

Jane Eyre is motivated by some important social points that are viewed as spots of conflict in the Victorian society. Thus, conflict in *Jane Eyre* has particular functions pertinent the social and religion context of the Victorian Era. In the beginning it speaks on family issues and the class problem. Then it talks about love and marriage and the role of women in the family. Finally, it stresses new ideas of Victorian women and their rejection of Victorian society constraints.

3.1. Functions of Conflicts

Conflict in *Jane Eyre* in its all types, has a primary function to depict the cruelty of Victorian society that put women under several kinds of pressure to limit their role in other fields such as education, politics, and art. Jane, as an eager young lady living in an isolated village, had never stopped looking for continuing her studies though she belongs to a lower class.

On the other hand, Victorian society has confirmed the role of women in marriage child birth and housework. Consequently, the female space in the novel is limited in rooms and houses. Further, setting is as element of fiction writing was a distinctive feature of the Victorian novel were details of furniture, rooms and the like was important to reveal the social status of the characters. From a male point of view, Victorian houses and castles are considered as paradise and spaces for luxury and comfort for women, but from female point of view especially those females who received some education; those houses and spaces are but prisons and asylums. Such female struggle has represented Jane on some occasions as being a moody and hesitating character speaking with an impersonal voice sometimes even through she uses a 1st person narrative .Therefore, female suffering is considered as the major functioning theme in *Jane Eyre*.

The second function of conflicts in *Jane Eyre* is to criticize the effects of class division and differences on individuals. Jane admits that societies contain different people: poor and rich; weak and strong, intellectual and ignorant, but one can find his place in society if he tries to be educated. According to Jane, education can be the solution of every individual. Morals are to be judged not money or noble family. Brontë has introduced female characters who are rich and belong to a high class but they are superficial, greedy and selfish, Jane on the contrary could be superior thanks to her wit, intelligence and sharp reflection and observation. She did not accept to be inferior or incomplete. During the party, her conflict is between the ideal and the social clash together.

During her journey to get her intellectual and financial autonomy, Jane has confronted many obstacles as being both a woman and lower class citizen.

The function of conflict here is to emphasize the importance of education to Overcome those societal and imperfections.

The third function of conflicts in *Jane Eyre* is marriage and woman. Smart and successful woman are those who could find an appropriate husband a Victorian women had to marry a rich and noble man even without loving him. The conflict is showing the interaction between love and sexual relationships. Besides, the conflicts criticize the church that forbids illegitimate relationship for single women but do not consider women marrying without as illegitimate.

Betrayal is not a sin but love without marriage is. Other female characters in “Jane Eyre” represent those stereotyped women who are seeking for a secure future with a husband and a house not to satisfy their feelings.

3.2 . Classification of Conflicts in *Jane Eyre*

In our study, a descriptive analytical method is adopted, therefore, the most striking quotes indicating conflict will be analysed and discussed. We distinguish two kinds of conflict: (1) internal conflict which is psychological struggle within the mind of a literary character, the resolution of which creates the plot’s suspense; (2) external conflict which is a struggle between a character and an outside force such as nature or another character which drives the events to the plot. (Dictionary, 2016). The internal and external conflicts are used in the novel *Jane Eyre* in order to push forward the events of the story and make the protagonist stronger and stronger. The heroine of the novel, *Jane Eyre*, is torn between her physical desire to remain close to Mr. Rochester and her psychological need for distance from him. Jane’s need for distance tends to dominate her desire for closeness, and this internal conflict is reproduced externally in her relationship with Rochester. These internal and external power struggles create a healthy sense of tension necessary both to Jane and to her relationship with Rochester. The suffering

of the characters, Jane and Rochester, is necessary for both of them for the preservation of desire which would be destroyed by fulfilment.

Jane Eyre, the masterpiece of Charlotte Brontë is an image of the strict social class hierarchy in Victorian England. The novel highlights the significance of class. This is clearly seen when Jane suffers horrible mistreatment from John Reed her cousin, he constantly tells her that she is an orphan and a dependent of the Reed family ; focusing into her mind that to be without a class is to be without worth. He inflicts fear into Jane reminds her that he is the superior being. ‘you have no business to take our books; you are a dependent, mamma says ; you have no money ; your father left you none ; you ought to beg’’ (Brontë, 8). This quote expresses john’s power and authority over Jane the child. However, she never accepts that, she defends herself and demands to be treated as an equal. This is an external conflict because the struggle is between Jane and John and it is about social class.

Not only the Reed family members remind Jane of her position and situation in the family. For example, once she was with Bessie, a servant at Gateshead in the Reed family house, insists that Jane should thank God to have the Reed family, ‘you ought to be aware, Miss, that you are under obligations to Mrs. Reed’’ (Brontë, 10)

In a cold winter afternoon, Jane wanted to have a walk, but when the rain starts outdoor exercise was out of the question. Jane feels a lonely inferiority among her cousins at Gateshead, ‘... , And a heart saddened by the consciousness of my physical inferiority to Eliza, John, and Georgiana Reed’’ (Brontë, 5). In brief this describes the extent of Jane. This can be considered as an internal conflict, it is the psychological state of Jane, her empty childhood makes her thirsty for family and love.

When Mrs Reed decided to send her to school, Jane has something to tell her aunt, she stands in front of Mrs Reed outbursting and said that she is glad that she has no relation with the Reed family, she will never call Mrs Reed ‘‘ my aunt’’

during her life. Jane insisted that she will never come to visit her when she grows up. Also, Jane said that she has no feelings towards them and that she treated her badly, that she will never forget the red-room and her punishments, ‘‘And that punishment you made me suffer because your wicked boy struck me- knocked me down for nothing. I will tell anybody who asks me questions this exact tale ‘‘

(Brontë, 30). This marks Jane’s emotional liberation. Jane’s imprisonment in the red-room has its psychological counterpart in her emotional suppression, and until she speaks these words to Mrs Reed that she feels at ease. This highlights the importance of expressing one’s pain ; moreover, Jane’s objective to share her pain with others. She will tell everybody who asks her. This is an internal conflict because it describes the psychological state of Jane in her departure from Gateshead.

After having a bad experience in the red room, Mrs Reed decides to send Jane to Lowood School. Jane was happy because she thought of a new beginning. Nevertheless, Mr. Brocklehurst, the stingy manager of Lowood school, gave the teachers of Lowood false accusations about Jane in front of all her school mates, ‘‘this girl is a liar ! ‘‘ (Brontë, 56). This is an external conflict because the struggle is between Jane and Mr. Brocklehurst and it is about injustice.

Once Jane went to her window, she opened it and looked out. There was the horizon, the blue peaks, she wanted to surmount then said ‘‘ I traced the white road winding round the base of the one mountain, and vanishing in a gorge between two ; how i longed to follow it further !’’(Brontë, 72). Jane’s description of the mountains of Lowood reveals her inner desire for escape and adventure. As a young woman, Jane feels she is imprisoned by society’s expectations. The mountains represent Jane’s hope to escape. In a society where women are expected to be calm and silent, Jane shows an innovative and advanced mentality. This quote represents an internal conflict of Jane, because the struggle is psychological and inner within Jane herself. This time the conflict is about dreams.

At Lowood school, Jane becomes friend with Helen Burn, they were always together. Helen often gives pieces of advice to Jane and asks her to be kind and obedient in order to avoid punishment and remarks. However, Jane believes that people should defend themselves to ensure that they are never mistreated again. She cannot accept Helen's passivity at Lowood, so she says, "When we are struck at without a reason, we should strike back again very hard ; I am sure we should – so hard as to teach the person who struck us never to do it again". (Brontë, 48).

After being severely sick, Helen Burns is dying in Jane's arms at Lowood school. Although she appears in few chapters, Helen becomes Jane's sister and friend. Helen believes that accepting the injustice and unhappiness of the earthy world because of the joys that await in heaven, " I had no qualities or talents to make my way very well in the world"

Though Jane does not agree with her closest, she admires Helen's strength of faith. Still, she is afraid of her friend's death and the inevitable loneliness. This also can be considered as an internal conflict because it deals with the internal psychology of Jane.

The novel *Jane Eyre* is a social critique of Victorian society. Women in the 19th century England were expected to be satisfied with thoughtless activities such as making puddings and knitting stockings. Brontë shows her disapproval of this Victorian principles through Jane's character. Jane's struggle for gender equality parallels the struggle Bronte was living in, she said "Women feel just as men feel ; they need exercise for their faculties, and a field of their effort, as much as their brothers do" (Brontë, 93). Jane here is looking for the same freedom that man has because she thinks they are equals, however, the Victorian society makes it difficult for her to do so. Brontë believes that women and the poor live the hardest life in the Victorian society and it is clearly seen. Also, this shows an unconventional and radical feministic view of men and women in the Victorian, patriarchal time of Brontë. It displays Jane's longing for equality and independence. The quote is also a way for the author to vent her repressed longing for a less

restricted life and her feministic view through her protagonist. This is an external conflict and it is about man dominating society.

Oppression is a key theme in the novel and is closely linked to class structure as the characters in the novel use this to inflict power over Jane. In addition to that, Brontë's portrayal of governess is one of the most important positions when exploring the theme social class. Life in 19th century Britain was controlled by social class and hierarchy and people very rarely moved from the class in which they were born. Brontë challenges the restrictions of the social class system in England and pushes boundaries created for women and lower classes by creation a character, Jane, in opposition to the norm.

During her first weeks at Thornfield Jane felt imprisoned, "My sole relief was to walk along the corridor of the third story, backwards and forwards; safe in the silence and solitude" (Brontë, 93). This can be a critique of the Victorian conceptions of gender and how women were treated; because their activities were limited to house work they do not participate in important activities and decision making. If we take another example from the novel, Bertha Mason, Mr Rochester's mad wife, would be the best example; it is a good symbol of the imprisoned female. This is an internal conflict about imprisonment of the Victorian female.

Throughout the novel, Jane experiences various conflicting emotions in her relationship with Mr. Rochester. This conflict is clearly illustrated in Jane's internal struggle as Jane's physical desire. Jane first begins to realize her desires for Rochester after having several friendly and personal conversations with him. She tells readers that his "easy manner freed me from painful restraint" and that "I felt at times he were my relation rather than my master" (Brontë, 125). When he tells her the of the grief he has experienced in the past, she tells the reader "I cannot deny that I grieved for his grief" (Brontë, 126). Over time, their relationship becomes increasingly intimate as Rochester shares the details of his life with Jane, and after Jane saves Rochester from burning alive as he is sleeping in his bed. He thanks her by taking her hand in his, almost refusing to let it go and therefore,

initialing physical contact for the first time. Jane describes the moment saying, “ He still retained my hand , and I could not free it” (Brontë, 129). This moment represents the beginning of Jane’s recognition of her physical desires for Mr. Rochester. Passion for someone of the opposite sex is a new sensation for Jane, it is something she is experiencing for the first time.

One of the habits of the Victorian upper class is the exchange of visits. They organise parties where they eat together, play piano, sing, dance etc. This is also an opportunity to find husbands for women. Mr Rochester receives guests in his house. Among the guests was Blanche Ingram, a beautiful lady from the upper class. In one of the social gatherings at Thornfield, Blanche expresses the upper-class prejudice against governesses and other members of the lower class,

“ Why, I suppose you have a governess for her, I saw a person with her just now – is she gone ? Oh, no! There she is still behind the window – curtain. You pay her, of course; i should think it quite as expensive ...” (Brontë, 150).

Instead of respecting governesses for the work that they must do, Blanche mocks them openly and without any consideration for Jane’s presence in the room. In her mind, a governess is nothing more than a servant and worthy of even less respect. This is an external conflict because Blanche was meaning Jane when talking about governesses; so, the conflict is between Jane and Blanche.

Jane’s relationship with Rochester is complicated and power imbalanced. The relationship is unequal on many points ; he is twenty years old older than her, much more experienced, he is from a higher social group, he is rich and she is poor, he is her master ; inequalities that were a major barrier at the time. Due to their master employee relationship, she can only talk to him when he calls for her and cannot seek his company whenever she wishes. During their evening conferences Jane shows strength and defends herself, “I don’t think, sir that you have a right to command me, merely because you are older than I, or because you have seen more

of the world than I have; your claim to superiority depends on the use you have made of your time and experience” (Brontë, 114). Even though Rochester makes it clear to Jane that he is older and more experienced, Jane still stands up to him and questions his right to command her during their discussions. Jane’s unconscious could be looking for a father to compensate her fatherless childhood.

Jane worked as a governess in Mr. Rochester’s house at Thornfield. She was the teacher of Adèle Varens, the daughter of Celine who was once Mr. Rochester’s mistress. Day by day, Mrs Rochester discusses different topics with Jane and step by step Mr. Rochester declares his love to Jane, they decide to marry. He bought a wedding dress and a veil for her. Bertha, the first Mrs. Rochester or the madwoman, tears Jane’s wedding veil the night before her marriage “But presently she took my veil from its place ; she held it up, gazed at it long, and then she threw it over her own head, and turned to the mirror” (Brontë, 242). This is an external conflict because the struggle is between Jane and Bertha about Mr. Rochester.

The struggle Jane faces in her relationship with Mr. Rochester reaches a climax after Jane learns of his marriage to Bertha and refuses to become his mistress. The scene mirrors Jane’s internal struggle between her conscience and her passion, Rochester acting with the voice of passion and Jane acting with the voice of conscience. Jane’s intentions are evident almost immediately, as she rejects Rochester. She refuses to speak, touch or listen to him. Additionally, upon first learning about Bertha, she refuses to go near Rochester and keeps herself separated from him by locking herself in her room.

The day of their wedding day, Mr. Rochester and Jane went to the church. However, a voice interrupted the clergyman and said that the marriage cannot go on, and declared the existence of the wife of Mr. Rochester. Jane was shocked, “my nervs vibrated to those low low-spoken words as they had never vibrated to thunder- my blood felt their subtle violence as it had never frost and fire” (Brontë, 247). This is an internal conflict because it is a description of a psychological state of Jane.

After all these events Jane decides to leave Thornfield, even though she loves Mr. Rochester. He asked her to stay but she answered "Sir, your wife is living : that is a fact acknowledged this morning by yourself. If I lived with you as you desire, I should then be your mistress" (Brontë, 259). This is an internal conflict because the struggle is within Jane herself inside and within Mr. Rochester himself.

Smashed, Jane left Thornfield. She lives now with St. John Rivers and his sisters Mary and Diana. He serves as Jane's benefactor after she runs away from Thornfield, giving her food and shelter. He wanted to marry Jane but she would not accept. He wanted to convince her by saying this "God and nature intended you for a missionary's wife. It is not personal, but mental endowments they have given you : you are formed for labour, not for love" (Brontë, 343). This reflects St. John's view that love and passion have no place in a moral life.

Jane finds her relatives and finally belongs to a family. After running away from Thornfield, Jane is homeless and without any possessions; she wanders lonely, freezing and hungry. She will be able to find her identity and place in the world.

St. John offers Jane to become his wife and helper as a missionary in India. However, Jane realizes that such a loveless union will shorten her life. St. John is the opposite of Mr. Rochester in many ways. He is cold and without passion and what is more he aims to suppress Jane's personality and independence, "I could no longer talk or laugh freely when he was by, because tiresomely importunate instinct reminded me that vivacity (at least me) was distasteful to him" (Brontë, 339).

Women at the time were brought up and conditioned that men were powerful and women followers that suppressed their own identity.

Once Jane asks heaven to show her the right way, whether she should marry St. John or Rochester. She feels her heart "beat fast and thick" (Brontë, 357) and her body is washed over with an "inexpressible feeling that thrilled it through" (Brontë, 357). Jane hears Rochester's voice, after that she knows she

must go back to him. Jane is enlightened: she realizes that she needs passion to live. The fact that Jane entreated Heaven, and Heaven guides her in the direction of Rochester and passion makes her feel justified in her decision to finally choose him. The choice of Jane now is different than if she would have chosen passion the first time Rochester proposed to her. If Jane would have agreed to marry Rochester in the beginning, she would have been his dependent, but marrying him now, she would be his equal. This is an internal conflict; the struggle is psychological within Jane to take a decision.

When Jane re-unites with Rochester she is independent and the power balance between them has shifted. During her stay at Marsh End Jane finds out that she has inherited a large sum of money after her uncle in Madeira. When Jane re-unites with Rochester she is financially independent and Bertha is dead. The fact that she now has relatives is another factor that makes her more equal because she is no longer alone in the world. Rochester hurts himself in the fire while trying to rescue Bertha and became blind and he now needs Jane to be his eyes and care for him. Jane and Rochester finally enter a marriage of two equals. Jane found the love and kinship she longed for without sacrificing her own identity and independence.

Most of the external conflicts in *Jane Eyre* deal with the theme of social class and the environment of the Victorian period. The first starts at the beginning of the book, where Jane is considered beneath her cousins because she is both an orphan and poor. Jane has a strong personality from her childhood and did not accept to be treated as inferior. She revolted against mistreatment of John her cousin. Mrs Reed punished her severely, she put her in the Red Room where Mr. Reed died. Jane did not support all this, consequently she was ill because of all the psychological pressure. Jane is sent to charity school Lowood by her aunt, but also treated badly because of the false accusations Mr. Brocklehurst gave the teachers about Jane.

As noticed before, the novel *Jane Eyre*, the bestseller of Charlotte Bronte is full of social conflicts and struggles. The conflict is whether internal or external.

First, the internal conflicts are the psychological state of Jane throughout the novel and these internal conflicts vary between love, hatred, to be belittled and so on. The internal conflict in the novel include respect vs. Power, reflected in Mr. Rochester's desire to conquer Jane and how she wants him to see her; love vs. Independence, portrayed in Jane's desire to be loved and to be a strong woman; passion vs. Morality, displayed in Jane's conflict to stay or leave Rochester after finding out that he is married. The second kind of conflicts is the external one, it is between Jane and Mrs Reed, Jane and John, Jane and Mr. Brocklehurst, Jane and Blanche, Jane and Mr. St John and finally Jane and Mr. Rochester. External conflicts include man vs. Woman, shown in the Victorian nature of the novel, and how Jane was expected to be obedient; the wealthy vs. The poor, shown in Jane and Rochester's differences socioeconomically ; and finally, children vs. Adults, an example would be teachers and students at Lowood school. The dominating theme in the external conflict is social class.

During the Victorian era, it was impossible to talk about society's maladies and weaknesses; therefore, writer use their pen to criticise society in a tricky way, let alone if the writer is a woman in a man dominating society.

Charlotte Bronte opened the window on the Victorian society and the class system that cannot be discussed. Bronte made a heroine who experiences all the social classes. Bronte broke the norms of the Victorians, when one is born in social class he will die in that class and cannot move to another class. The novel also highlights the position of women with no education and no outside activities, females have to be prepared for marriage. One can say that the novel *Jane Eyre* is an autopsy of the Victorian England. To some extent, Charlotte Bronte succeeded in revealing and expressing conflict in terms of (negative) through hatred and sufferings in the Reed family's house and at Lowood school and positive (love) conflict represented by her strong love story with Mr. Rochester.

Conclusion

In this chapter, we attempted to analyze Brontë's use of conflicts in the novel *Jane Eyre*. This later it is full of internal and external conflicts. The use of conflicts is on purpose, Brontë makes use of characters, to push forward the events of the story. With the psychological state of Jane and the struggles between characters (Jane and Mrs Reed, Jane and Mr Brocklehurst, Jane and Rochester, Jane and St. John), Brontë shed the light on the Victorian society and the class system that cannot be discussed to transmit her message. Throughout the novel we follow the events of *Jane Eyre*'s life and her strength and challenge to overcome difficulties. We explore the conflicts, types of conflicts and what they stand for.

General Conclusion

The present study intends to explore the social conflicts in Brontë's *Jane Eyre*; a conflict that takes different types and forms. In fact, the conflict is mainly represented through the main character "Jane" which goes through difficult stage of life from childhood to young adulthood. Thus, the study seeks to investigate the extent to which the suffering from gender segregation, and class conflict has contributed to the formation of a strong, independent, mature young woman that could achieve self autonomy, self confidence, and self esteem. Since, Brontë's novel is a social realist novel, it addresses the main aspects of social conflict in the Victorian Era where women were, in addition to children, the most oppressed category in society. Therefore, the study has tried to answer three major questions about gender conflict, class conflict, and some tentative solutions to overcome such conflicts. In order to answer the previous inquiries, the study is a corpus based one trying to select reflective extracts about class and gender conflict with reference to both Marxist and Feminist literary theories.

The novel *Jane Eyre*, is full of social conflicts and struggles. The conflict is whether internal or external. First, the internal conflicts are the psychological state of Jane throughout the novel and these internal conflicts vary between love, hatred and so on. The second kind of conflict is the external one, it is between Jane other characters in the novel; between Jane and Mrs Reed, Jane and John, Jane and Mr. Brocklehurst, Jane and Blanche, Jane and Mr. St John and finally Jane and Mr. Rochester. Conflicts in *Jane Eyre* are used to criticize the effects of class division and differences of the Victorian era.

Moreover, Chapter one has shown how literature could cope with all the changes in the Victorian society and has come up with the advantages and disadvantages of a changing society. In addition, chapter two is situating class conflict in *Jane Eyre* within the framework of Marxism and Feminism. Most appealing results have shown that *Jane Eyre* as a representative Victorians novel has shed light on the most important aspects of social conflict and could express to a great extent in expressing conflict positively were the major character could

General Conclusion

experience true love in spite of all past suffering. On the other hand, Jane could not escape negative aspects of suffering which has influenced her personality by behaving strongly, rudely, and coldly on many occasions though during her narrative, she could express her femininity via inner conflicts.

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Résumé

La présente étude est une tentative de faire face aux conflits sociaux dans la société britannique pendant la période Victorienne en prenant le roman de Charlotte Brontë, *Jane Eyre*, comme exemple. Ce travail vise à rechercher les conflits sociaux que Jane, l'héroïne a confrontés et comment elle pourrait surmonter les difficultés par des conflits internes et externes. Les réalités que Charlotte Brontë montre à *Jane Eyre* représentent un miroir qui reflète les réalités de l'époque Victorienne. Pour atteindre ces objectifs, une méthode d'analyse descriptive est choisie. En plus, les théories littéraires marxistes et féministes sont sélectionnées et adoptées dans l'analyse.

Mots clés

Conflits sociaux, conflits internes, conflits externes, lutte de classes, marxisme, féminisme.

ملخص

تهدف هذه الدراسة إلى تسليط الضوء على الصراعات الاجتماعية في المجتمع الإنجليزي خلال العصر الفيكتوري وقد تم اختيار رواية شارلوت برونتي جين إير كعينة. كونها تعرض وجهات نظر بشأن عدد من القضايا والمشاكل الاجتماعية الهامة السائدة آنذاك كما يهدف هذا العمل أيضا إلى البحث عن الصراعات الاجتماعية التي واجهتها جين، البطلة، وكيف يمكنها التغلب على الصعوبات من خلال الصراعات الداخلية والخارجية. وقد اعتمدنا المنهج الوصفي التحليلي باعتباره الأنسب لموضوع الدراسة. بالإضافة إلى النظريات الماركسية والنسوية الأدبية.

الكلمات المفتاحية:

النزاعات الاجتماعية، الصراعات الداخلية، الصراعات الخارجية، الصراع الطبقي، الماركسية، النسوية.