

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen**



**Faculty of Letters and Languages
Department of English
English section**

**The Influence of Louisa May Alcott's Novel "*LITTLE WOMEN*"
on the Feminine Emancipation**

Dissertation submitted to the Department of English as a Partial Fulfilment of the requirements for Master's Degree in Literature and Civilisation.

Presented by

Ms Rahmouna Fatima Zohra **MIDOUN**

Ms Mouna **MEBREK**

Supervised by

Dr Souad **HAMIDI**

Board of Examiners

Prof. Wassila MOURO

(Prof)

President

Dr. Souad HAMIDI

(MCB)

Supervisor

Dr. Daoudi FRID

(MCA)

Examiner

2021 – 2022

Dedications

We would like to dedicate this work to our parents, who encouraged us and gave us infinite support all through these years of studies. We would not have finished this work without them.

We would also dedicate this work to the beloved members of our families, as well as all the dearest and closest friends that we have been fortunate enough to be blessed

With

Acknowledgements

First and foremost, we extend our deep thanks and appreciation to the department of English.

Secondly, we would like to express our sincerest thanks and gratitude to our supervisor Dr. Souad HAMIDI, the example of a teacher who is devoted to her work, we want to thank her for believing in us and for all the priceless pieces of advice.

Also, we would like to thank all the members of jury who devoted their time and efforts to review this work and evaluate it.

Abstract

This dissertation explores how women empowered themselves in society and how they gain position in society with their thoughts and literary works rather than their money and wealth, even without touching the traditional expectations of society. The postulation presumes that power might be accomplished by ladies in the nineteenth-century America, yet just to the detriment of individual craving in request for ladies to accomplish power during Alcott's time, they were expected to adjust to standards and make forfeits that served spouse and family more than individual requirements. However the impact accomplished by every little girl may seem slight by the twentieth century principles, it addresses an important first step in the walk of womanhood. When it comes to the aims of this dissertation is to analyze the life of the writer Louisa May Alcott and her work *Little Women*. Additionally to show how did she help women in her journey towards gaining independence, and how she succeeded to be a great sample of a strong woman in real life and even when she mirrored it in her piece of art "*Little Women*". The reason behind choosing this topic is to prove that Louisa May Alcott, just throughout literature, helped women rise their voices and built a strong base in society so that to not be marginalized anymore.

Table of Contents

Dedications.....	I
Acknowledgements.....	II
Abstract.....	III
General Introduction.....	1
Chapter one.....	4
The Historical Feedback About America and Autobiography About Louisa May Alcott	4
1.1 Introduction.....	6
1.2 The Situation of America During The Civil War.....	6
1.2.1 The Impact of The Civil War on the Home Front in General and Women in Particular.....	7
1.2.2 The Ending of The American Civil War.....	12
1.3 The Position of Women During The Nineteenth Century.....	12
1.4 Feminism During The Nineteenth Century.....	13
1.4.1 Understanding The Feminine Emancipation.....	14
1.5 A Glance at Louisa Alcott's Childhood and Family.....	15
1.5.1 Louisa Alcott's Life and Her Beginning.....	16
1.5.1.1 As a Writer.....	16
1.5.1.2 As a Caretaker.....	17
1.6 Conclusion.....	19
Chapter two.....	20
The Influence of Louisa May Alcott and Her Novel <i>Little Women</i>	20
2.1 Introduction.....	22
2.2 Louisa Alcott's fight for Women's Rights.....	22
2.3 Alcott's use of Transcendentalism in The Reform.....	23

2.4 The Influence of Louisa May Alcott and Her Novel <i>Little Women</i>	24
2.4.1 The Character JO MARCH.....	25
2.4.2 Authors Who Dealt With the Influence of Jo March.....	25
2.5 The Change Brought about by Louisa May Alcott	26
2.6 The Standards and Convictions in Her Work.....	27
1.6.1 Family and Marriage	27
1.6.2 The Importance of Work for Women	28
2.6.3 Ethical quality and society	28
2.6.4 Freedom and Women's Privileges.....	29
2.6.5 Duty and Sacrifice.....	30
2.6.6 Selfless Generosity	30
2.6.7 Literature and Language	31
2.7 The Evolution of The Condition of Women in The Nineteenth Century.....	31
2.8 The Extent of Alcott's Book Echo	32
2.9 Conclusion	32
General Conclusion.....	33
Works Cited	36

General Introduction

General Introduction

Each culture in this world has its own roots, in the different cultural fields. Taking for instance, the literary side, in which each culture has its writers and literary works. Thus, as literature and civilization students, there is a need to deal with the different literary works and dive deeper into different cultures, especially the British and American ones. However, after reading many books, each one of them has its impact. However, tackling the book "*Little Women*" gave a different vibe about both; the writer and the novel, as if it pushes the reader to know more about the creature of such fantastic work.

Her work reached more than one little girl worldwide; Louisa May Alcott has been contemplated, analyzed, and lauded for her women's activist pundits. Her composing impacted an extraordinary number of female essayists and educated people. Accordingly, the work was investigated, and the point of this paper is to search how Alcott, as a female essayist and loyal girl of the American man-centric local area, had the option to support and impact such countless young ladies to have them affirm their character as Jo March did. With this review, there was an attempt to uncover the women's activist subtext encased in Alcott's text. Through a nearby perusing of the novel, there will be an attempt to uncover its women's activist suggestions.

In the first chapter, there is an investigation of the situation of America during the Civil War beside the impact of the war on females in particular, as well as the demonstration of the position of women in the nineteenth century, emphasizing the understanding of the feminine emancipation and feminism during the Civil War. In addition, there was an indication of the writer's social foundation to arrive at a genuine comprehension of her work.

The second chapter deals with Louisa Alcott as a feminist and social reformer, including her advocacy for women's rights. Besides the influence of her book, *Little*

General Introduction

Women mentions the character Jo March and some authors who were inspired by her novel. Additionally, it tackles the change brought about by Louisa May Alcott along with the standards and convictions in her work. Concluded by the evolution of the condition of women in the nineteenth century and to what extent the book had an echo.

All in all, this research aims to show how Louisa May Alcott was influential, primarily through her masterpiece "*Little Women*"; where she embodied her family's experience during the Civil War, the novel was seen as a window of hope to some ladies. Thus, some questions should be raised; among them:

What is meant by Feminine Emancipation?

How was Louisa May Alcott raised in her family?

How did Louisa May Alcott help women through her novel?

What was Alcott's role as a suffragette and social reformer?

Based on the previous questions, the researcher presents two hypotheses to be examined. Louisa witnessed women's struggle in American society during the Civil War, especially when she was at home with her mother and sisters and wrote to live and support her family. Additionally, Louisa rose in a strong family, reflected in her strong personality as a writer and reformer.

So after extracting the necessary information from reliable sources, mainly books, articles, and websites, the researchers searched for the foundation of the writer and the background information about American history at that time and then connected it to come up with some answers to the above questions.

Chapter one

**The Historical Feedback
About America and
Autobiography About Louisa
May Alcott**

Chapter one: the Historical Feedback about America and Autobiography about Louisa May Alcott

1.1 Introduction

1.2 The Situation of America During the Civil War

1.2.1 The Impact of The Civil War

1.2.2 The Ending of The American Civil War

1.3 The Position of women During The nineteenth Century

1.4 Feminism During the Nineteenth Century

1.4.1 Understanding The Feminine Emancipation

1.5 A Glance at Louisa Alcott's Childhood and Family

1.5.1 Louisa Alcott's Life and Her beginning

1.5.1.1 As a Writer

1.5.1.2 As a Caretaker

1.6 Conclusion

1.1 Introduction

This chapter, gives the reader sufficient information about the history of America during the Civil War and its impact on the home front in general and women in particular. In addition, the chapter demonstrates the position of women in the nineteenth century, moving to understand feminine emancipation and feminism during the nineteenth century. Also, there is a glance at Louisa May Alcott's childhood with her parents and sisters, moving to her professional life when she started her journey as a writer and a caretaker in the Civil War.

1.2 The Situation of America During The Civil War

The American Civil War was regarded as the most significant and most devastating conflict in the Western world. It was a turning point in American history; while the Revolution of 1776-1783 established the United States, the Civil War of 1861-1865 shaped the country's nature. The war resolved two essential questions left unresolved by the revolution: whether the United States was to be a dissolvable confederation of sovereign states or an indivisible nation with a sovereign national government; and whether this nation, born of a proclamation that all men were equally entitled to liberty, would continue to exist as the largest slaveholding nation in the world.

The war began due to fundamental disputes between the free and enslaved person states over the national government's ability to outlaw slavery in regions that had not yet constituted states. When Abraham Lincoln was elected as the first Republican President in 1860 on a platform of keeping slavery out of the territories, seven slave states in the deep South seceded and founded the Confederate States of America. The new Lincoln government and the majority of Northerners refused to acknowledge the legality of secession, and they believed it would influence policy and set a dangerous precedent, eventually breaking the no-longer-United States into numerous little, bickering states.

Since then, things have started to become more complicated. On April 12, 1861, a decisive incident occurred at Fort Sumter in Charleston Bay. Claiming this United States fort as their own, the Confederate army began to fire on the federal garrison that day, forcing it to down the American flag in surrender. Lincoln called in the militia to put down the insurgency. Four additional slave states seceded and joined the Confederacy. By 1861, almost a million armed men had clashed along a 1200-mile line from Virginia to Missouri.

Additionally, Several battles had already happened: near Manassas Junction in Virginia, in the mountains of western Virginia, where Union victories paved the way for the formation of the new state of West Virginia, at Wilson Creek in Missouri, at Cape Hatteras in North Carolina, and at Port Royal in South Carolina, where the Union navy established a base for a blockade to cut off the Confederacy access to the outside world.

The Great War, however, began in 1862. Campaigns like Shiloh in Tennessee, Mill, Second Manassas, Fredericksburg in Virginia, and Antietam in Maryland foretold much greater campaigns and battles in the years that followed, from Gettysburg in Pennsylvania to Vicksburg on the Mississippi to Chickamauga and Atlanta in Georgia. By 1864, the original Northern goal of limited war to restore the Union had given way to a new strategy of destroying the Old South and its fundamental institution of slavery and giving the restored Union a new birth of freedom, as President Lincoln put it in his address to dedicate a cemetery for Union soldiers killed in the battle at Gettysburg.

1.2.1 The Impact of The Civil War on the Home Front in General and Women in Particular

The Civil War changed the lives of the soldiers involved. However, citizens on both sides were caught up in the conflict and were permanently impacted by it. Women had to feed and care for their families while taking on their husbands' responsibilities before the conflict. People at home had to cope with inflation, a lack of

supplies, diseases, and long periods without hearing from their loved ones. Many people lived in places where armies battled or marched. The North began the Civil War with significant advantages over the South, particularly in manufacturing power, food resources, and population. Rail networks over 22,000 kilometers transported food and equipment from fields to towns. Twenty million people, more than a quarter of recent immigrants, provided a big pool of warriors and farm and factory workers. The North had nine of the top 10 most prominent cities in 1860. (Only New Orleans, Louisiana, made a list from the South.) New York City had a population of one million people. Manufacturing, textile milling, shipping, and companies such as retailers, financial institutions, and professions such as doctors and lawyers dominated the industry in the northern cities.

During the conflict, several families grew wealthier. They were primarily employed in firms that produced military supplies. Accusations flew that poor-quality supplies were being given to the army at high costs while these people continued to accumulate a fortune. Because of the high demand for weapons, uniforms, harness equipment, and boots, companies could charge the government whatever they wanted. A father working in one of the city enterprises would be typical of a middle-class household. The family would own their home, most likely a row house, and would have one or two maids. Once the war started, the mother may have to handle the family business on top of her other responsibilities, or she may have to manage the home on savings and the father's army salary.

Tenements housed more than half of New York's inhabitants in 1863. The majority were new immigrants who packed entire families of 8 to 10 individuals into one or two rooms. They took whatever low-wage employment they could find, leaving the women to care for the family. Some women and many children worked in factories and fabric mills, frequently working 12-hour days in hazardous conditions. Women worked at ammunition factories, producing munitions for armies. Working 14-hour days, women sewing at home may earn less than a week. Even if children worked and

contributed to the family budget, manufacturing employees' wages would barely cover food and rent.

Women who were not required to manage industries or labor formed sewing circles and clubs to manufacture bandages and clothes for the soldiers. In one day, a crew in Boston produced 1,000 shirts. Some women worked in such groups, while others stitched or knitted when they had time between housework. They supplied garment hampers to the army on the front lines. Single women became nurses for the wounded alongside Dorothea Dix and Clara Barton. Louisa May Alcott, for example, served as a nurse in a military hospital. These ladies demonstrated to the army doctors' skepticism that they had the bravery and aptitude to be nurses under adversity.

Despite the Union's great cities, farms housed more than half of the people. Small vegetable farms in the northeast to large ranches in the west ranged in size. Men used to work in the fields before the war, raising grain, potatoes, animal feed and hay, apples, and vegetables. A hired laborer may also work in the fields, eat, and sleep with the household. On the other hand, farm women cared for children and the elderly and did housework such as sewing, weaving, spinning, and preparing and preserving food. They were frequently in charge of the garden and chickens. A more prosperous family may have a hired girl from a neighboring farm working on home tasks in addition to accommodation and board.

When the men went to war, the women began managing farms in addition to their domestic responsibilities. Despite this, she cultivated far more land than her husband had before the war. Because of the war outset, goods from the South were cut off. Tobacco, sugar, and cotton were prohibitively costly and ultimately impossible to get in the North. They ceased utilizing these items, making alternatives when they could. For example, they raised more sheep for wool to replace the cotton unavailable from southern plantations. Sugar was substituted by honey.

Taxes were hiked to keep the war going, and the government minted money. This caused inflation, resulting in a roughly 80% increase in the North throughout the war. Food, clothes, and coal prices climbed twice as quickly as wages, resulting in strikes and conflict between workers and owners. People ate cheaper foods to cut expenditures, and many, especially in cities, created home gardens to supplement their food supply. The residents of the South experienced many of the same challenges as those of the North.

When men went to battle, women took on additional responsibilities. Supplies were low, inflation was considerably higher than in the North, and soldiers on the front lines went weeks without a sign of life. Only around 10% of the South inhabitants resided in cities, and the cities were much smaller than those in the North. Many jobs were comparable to those in the North: merchants, doctors, and lawyers. Ports were busy sending cotton worldwide, and there were a few manufacturers.

When the men went to battle, the women took over as much of the business as possible. Like the ladies of the North, they created sewing and knitting clubs and took on nursing responsibilities. Supplies became much more complicated to obtain for southern women than in the North, and many suffered to feed their children. Plantation owners made up a modest percentage of the population, and their fortune in enslaved people, land, and harvests gave them enormous authority. Before the conflict, the men oversaw the plantation's numerous operations, much like a small town. A plantation owner may have a manager in charge of the enslaved people, but he was in charge of the labor, crops to be planted and harvested, goods to be mended, and so on. The housewife oversaw enslaved people's houses as they cooked, cleaned, cared for children, and cared for the garden. Women also hosted visitors who would sometimes stay for weeks at a time.

Women did everything possible when the conflict broke out to take up the plantation responsibilities. However, when more enslaved people fled and cotton could not be delivered owing to the Union blockade, most women tried their best to raise

food for their families. Many enslaved people fled with the oncoming Union soldiers but found little better treatment than they had as enslaved people because enslaved people who lived with their mistresses were subjected to the same misery and starvation as the plantation owner's family.

Unlike in the North, the great majority of people in the South worked on small farms. They may have one or two servants, but enslaved people were uncommon. The men tended animals and cultivated food for the family in the fields. Instead, the women performed household duties, caring for children, preparing food, and tending the garden and chickens. Once the men left for war, women tried to keep the farms going. At this moment, the issue of inflation became more serious; its effects were felt more acutely in the South. When the Union boycott made it impossible to sell cotton, it also made it impossible to import products and supplies. Everything price increased dramatically. The Confederacy released its cash, but merchants began to reject it. They demanded payment in gold or silver coins. During the conflict, inflation in the South reached over 900 percent. Clothing and shoes were hard to get, so folks patched. Some people created new shoes from animal skins and fabric from old clothing. Because this was a conflict fought on American territory, the impact of the war on the home front influenced both sides. After the war, the North's economy and population began to recover. However, the South would experience deprivation and hardship for many years.

When it comes to Louisa herself during the war, she devoted herself entirely to her job at the Union Hotel Hospital in Georgetown, Washington. Her days were filled with dressing wounds, cleaning and sewing bandages, supervising convalescent assistants, fetching bed linens, water, and pillows, assisting during surgical procedures, sponging filthy, broken bodies, writing letters on behalf of the sick and injured, and feeding those who were too weak to feed themselves. Nursing was not just an exciting and freeing opportunity for an unmarried lady who admitted to a desire for battle; it was also an unequalled opportunity to acquire material for her revolutionary writing career. Louisa gained valuable real-life experiences and recollections throughout the

Civil War. The war compelled her to develop her writing style and expertise, providing her with her first substantial taste of fame and financial success.

1.2.2 The Ending of The American Civil War

The American Civil War, which had cost the lives of up to three-quarters of a million people, ended on April 9, 1865, when Confederate General Robert E. Lee surrendered to General Ulysses S Grant. This incident is often recognized as the conclusion of the Civil War. Robert E. Lee surrendered his 28,000 Confederate forces to Union General Ulysses S. Grant at Appomattox, Virginia. Confederate General Edmund Kirby Smith, commander of Confederate forces west of the Mississippi, signed the surrender terms offered by Union negotiators after being forced to abandon the Confederate capital of Richmond, effectively banned from joining the surviving Confederate force in North Carolina, and constantly harassed by Union cavalry. With Smith's surrender, the final Confederate army ceased functioning, putting the bloodiest four years in American history to an end. Most Confederate soldiers surrendered by May 1865, although it took seven weeks from Lee's surrender at Appomattox for the final Confederate army to surrender.

Eventually, Peace was achieved when each of the seceded states returned to the Union and accepted the conditions of that Union. This included, most famously, approving the Thirteenth Amendment, which ended slavery in the United States in January 1865.

1.3 The Position of Women During The Nineteenth Century

In the early nineteenth century, women's responsibilities in American culture were primarily as cooks, wives, mothers, and general homemakers in rural settings. Families were significantly more significant, and women were expected to provide children to undertake free physical work on the land to sustain the family income and welfare. However, with the advent of the First World War and the industrial revolution, the need for labor to manufacture commodities was more significant than the number of males available in the United States. As a result, women gained access

to the labor force and helped establish gender equality in the United States. Women were predominantly homemakers prior to World War I and the Industrial Revolution. The limited employments accessible to them were becoming maids or servants to an aristocratic household, which required the same work ethic they used to care for their own families. Women had little to no access to education and nearly no opportunities for growth and success in the job. Along with the long hours and difficult working circumstances, pregnant women were expected to work until their due date and then return to work practically immediately. With tiredness and subpar medical procedures, most women had an extremely short life expectancy and essentially worked themselves to death.

World War I broke out in the late nineteenth century, increasing the demand for military goods and weaponry. With the men away, women filled their shoes by working in industries and caring for the injured who returned home. This was the first opportunity for women to enter the workforce and try their hand at manual labor. Following the war, the Industrial Revolution expanded output dramatically, creating an even greater demand for employees. Women in the late 1800s used this platform to boost their political engagement and enforce their right to vote. With these changes came a radical transition from country to urban life and a decrease in the number of women who solely dealt with home duties.

1.4 Feminism During The Nineteenth Century

As in many societies, women were only viewed as a complementary aid to males, and the only ability of women was to maintain a household. A woman's role has been set out for centuries, and most women followed. Although there were exceptions, this is the way life was. During the Civil War, in 1861, women started to express the urge to be more than the mold set out. With this, much criticism followed.

Although typical roles of women are indeed important, such as raising children, supporting husbands, and maintaining the household, there is much more to be explored. Many women possess a more nurturing nature than some men lack, implying

that these are simply women's roles, but as history will show, women are just as capable as males in many fields. During the Civil War, since so many men were away fighting in both the Confederate and the Union, women were left to assume the responsibilities of the male that was away. Women had to find ways to provide financial and emotional support for family and friends left at home. During this era, women realized and boldly expressed that they were capable of doing the same thing as their male counterparts.

As far as feminism is concerned, during the Civil War, reformers focused on the war effort rather than organizing women's rights meetings. Many activists supported the abolition of slavery, so they rallied to ensure the war would end this barbaric practice. Women's rights activists also were part of the United States Sanitary Commission, a significant national volunteer association that raised money and sent supplies to Union soldiers. Although the Civil War temporarily disrupted the women's rights movement, women's efforts, and the organizations they created laid the foundations for a stronger movement after the war.

1.4.1 Understanding The Feminine Emancipation

Due to economic necessity, women are increasingly being forced to enter the industrial labor force in developing nations. As the need for labor rises and new fields of employment emerge, women are more able to find work in the service industry. They can enter 'lower' occupations such as elementary school teaching and nursing and administration roles as the industrialization process matures; with an expansion in the service sector relative to the industrial sector (which is disproportionately dominated by male labor), so do economic prospects for women. Since women's economic position and independence grew, they became less reliant on marriage and a husband, leading to more social freedom. As a result, societal changes in marriage patterns, such as marriage at later ages and higher divorce rates, occurred. This eventually led to women gaining political equality to reflect their growing social and economic independence.

Aside from the independent economic, social and political factors that promote women's equality, the strength of traditional religious sentiment in any society tends to emphasize the preindustrial image of the family, and the importance of the woman as the bearer of children has an inverse effect on emancipation. These four characteristics are the most important in understanding the variations in women's status across countries. Many African countries with few or no enterprises still confine women to the home and rely on their husbands. In contrast, emancipation in developed nations is well progressed, even though it has not occurred automatically.

In the United States, suffragettes raised public awareness of women's political rights. Indeed, the two world wars offered ideal conditions for social, political, and economic transformation in favor of women. Because males were fighting on the front, women were compelled to take on jobs previously held by men. Political emancipation was also advanced in places where revolutions stressed their universal appeal among both; men and women.

1.5 A Glance at Louisa Alcott's Childhood and Family

Louisa May Alcott was an American novelist, short story writer, and poet. She was born on November 29, 1832, in Germantown, Pennsylvania. Her father is Amos Bronson Alcott, and her mother is called Abigail May; she had a fairy personality, a sharp mind, and a generous heart; she was aware of the world's injustices and worked tirelessly for a variety of causes, particularly those that aided the poor or promoted abolition, women's rights and temperance. She was the perfect mother in the eyes of her daughter. Louisa said of her mother's time as a social worker in Boston, "*...she always did what came to her way of duty and charity, and let pride, taste, and comfort suffer for love's sake.*"

Louisa May Alcott's father was a teacher who became one of America's most prominent educational reformers. He was also a member of the transcendentalism movement, which promoted individual perfection. Bronson Alcott, as a teacher,

emphasized each kid's intellectual, physical, and emotional growth on his or her terms through conversation between teacher and child.

Louisa May Alcott was not the only child; she had three sisters, the oldest called Anna, and the youngest are; Elizabeth and Abigail. Louisa was raised in a family that respected education and her father was unqualified for many jobs and hesitant to accept many of them, so he could not support his family; the reason why he relocated the family to Boston, Massachusetts, in 1843, there he established the temple school, where he planned to educate using his techniques. However, Bronson Alcott was responsible for the education of Louisa. She started reading and writing at an early age. Although she did not go to school regularly like some children of her age, she was fortunate because she had the chance to learn all the basics at a formative age; also, she was at a time close to some family friends, such as the well-known philosopher Henry David Thoreau as well as the famous writers; Ralph Waldo Emerson and Nathaniel Hawthorne. In 1843, the Alcott family went to Harvard, Massachusetts, where the father inaugurated a utopian community named Fruitland; based on transcendentalist philosophy, they did not believe in eating meat or having any authority to use animal labor. Unfortunately, winter's harshness marked the end of Fruitland after only six months from its establishment, and the Alcotts went back to Concord, but this time they moved to a house near Mr. Emerson. This latter was the cause that helped Louisa make her way to be a writer, he let her use his library, and she started reading books of great literature and history that caught her interest.

1.5.1 Louisa Alcott's Life and Her Beginning

1.5.1.1 As a Writer

After the encouragement of Mr. Emerson, she began by writing thrillers in her teenage years, hoping to sell them and earn revenue for her "pathetic family," as she put it. She scribbled her first such narrative in 1848, but it was not published in the *Olive Branche* until four years later. Meanwhile, Louisa and her sister Anna began to teach to earn money; a short period as a babysitter in Dedham led to her essay "How I Went Back to Service" the publisher James T. Fields refused her work and said, "*Stick to Your Teaching, Miss Alcott you cannot write.*" However, Louisa was living in

Boston; she took in sewing, served as a governess, read and worked to ameliorate her writing, and the money she earned, she sent to her family in Concord to help them.

Since 1851, Alcott used to publish her poems, short stories, juvenile tales, and thrillers using the pen name Flora Fairfield, which was ambiguous to most people, and some say that perhaps because she was still developing as a writer, that is what made her use a pen name A.M Barnard in 1862, and some of her melodramas were organized in Boston. Living there kept her near the publisher, Robert's brothers, and other reformers and literary personalities as her writing started to be sold. Her primary purpose was to see her family's living conditions stable and have a house without debts.

Her "Sunlight" poem was published in a magazine under a pseudonym. Then, her collection of short stories book was published in 1848. Then, by the beginning of the Civil War in 1861, she worked as a caretaker in a Union hospital, but sadly she fell ill due to typhoid fever. However, her journey at the hospital ended with the inspiration of her work "Hospital Sketches," After the war, she continued publishing and writing several works and started becoming a well-known writer.

After all those works, one of her publishers suggested that she had to write something for young women, and she did not overthink, she simply reflected on the old days with her family and sisters, and in 1868, Louisa May Alcott made an enormous step in her career by her famous novel "Little Women," first as series of short stories and then into one book. The book's success was huge, and she was considered one of the paramount novelists of the late nineteenth and twentieth centuries.

1.5.1.2 As a Caretaker

Anxious to help the North, the budding author chipped in for a young corps of female medical caretakers; Louisa May Alcott did not stand and watch the Civil War as many did; she did her best to help the supervisor of Attendants. as she was ladylike

ladies between 35 (immediately brought down to 30) and 50 who could outfit character references would be acknowledged, and they should consent to dress obviously in brown, dim, or dark without trimmings of any kind. No conventional preparation was expected since none was accessible, as it was an ability to focus on the wiped out. The characters are characterized by their familial relations and ways of behaving toward one another, and all profoundly put resources into developing and supporting each other.

Through the novel, Alcott underscores the significance of the family as a viable financial unit and a profoundly significant one. At the point when Auntie Walk offers to take on a kid, Father and Mother reject, demanding that they stay together. Without cash or a desire to be highly dynamic in the public eye, a significant part of the Walk family encounters and feelings occur inside the nuclear family, creating plays and clubs. The principal dramatizations work out inside the family, for example, Jo and Amy's battle about the consumed original copy. The young ladies miss their Dad or Mom, not because of what makes their work harder, but because they are the family's ethical head and heart.

The topic of family envelops the young ladies' wedding and beginning groups of their own. Marmee educated her little girls that having a caring spouse and family is the best bliss a lady can have, as underlined by the book's closing line. Marmee's conversations with the young ladies about their obligations to one another and their folks develop into conversations about their obligations to their spouses and kids. Alcott and her characters dedicate great regard to tracking down great spouses. Every one of the men of the hour invests binding energy in meeting and being acknowledged by the family before the marriage. Laurie develops explicitly from being a neighbor and companion to being a child and sibling. While Jo is at first a danger to her nuclear family, the Walk family grows to incorporate these new families. Accordingly, marriage does not supplant yet somewhat improves the familial bond.

Little Women centers around a specific sort of destitution - that of the functioning poor. Consideration is displayed to those in the book with not precisely the

March family, like the Hummels. However, as Amy and Laurie talk about, "without a doubt vs. figure out, however unfortunate refined people toll seriously," including hopeful young fellows and ladies. The destitution of the Walk family is mainly contacting because it is a consequence of Mr. Alcott's endeavor to help a companion. Meg and Amy need to gain proficiency a few times to live inside their means, yet every one of the young ladies comes to accept that affection is desirable over wealth. Meg weds John Brooke, and Amy tells Laurie she would have hitched him regardless of whether he was a poor person. Over and over, we are reminded - by the Ruler family, the Gardiners, the Moffats, and Auntie Walk – that abundance is no assurance of bliss. The Laurence's show us that cash can be conveniently and accommodatingly utilized significantly to help others. Destitution, while testing, can cultivate the advancement of innovativeness, strength, and character.

1.6 Conclusion

All in all, women during the American Civil War were living in a patriarchal society; economically, politically socially and psychologically, in other words, they were completely marginalized, defined only by her difference from male norms and values. Yet, after the end of the war women started to demand their rights and ask for equality in all fields, by generating campaigns to express their feelings and sufferings. As a result, feminism was generated by the convention of some great women such as Louisa May Alcott, who shed light on the feminine emancipation and stood to help them and advocate for their rights thanks to her family in which they respected equality. Eventually, and besides her carrier as a writer, she worked as a nurse in the Civil War until a deadly virus infected her, and after a prolonged agony, she passed away on March 6, 1888, in Boston.

Chapter two

**The Influence of Louisa May
Alcott and Her Novel *Little
Women***

Chapter two: The Influence of Louisa May Alcott and Her Novel *Little Women*

2.1 Introduction

2.2 Louisa Alcott's Fight for women's Rights

2.3 Alcott's Use of Transcendentalism in The Reform

2.4. The Influence of Louisa May Alcott and Her Novel *Little Women*

2.4.1 The Character Jo MARCH

2.4.2 Authors Who Dealt With The Influence of JO MARCH

2.5 The Change Brought About By Louisa May Alcott

2.6 The Standards and Convictions in Her Work

2.6.1 Family and Marriage

2.6.2 The Importance of Work for Women

2.6.3 Ethical quality and Society

2.6.4 Freedom and Women's Privileges

2.6.5 Duty and Sacrifice

2.6.6 Selfless Generosity

2.6.7 Literature and Language

2.7 The Evolution of The Condition of Women in The Nineteenth Century

2.8 The Extent of Alcott Book Echo

2.9 Conclusion

2.1 Introduction

The world cannot deny the important role that women have played in the history especially women writers and their sacrifices to gain women's rights, taking the example of the American writer Louisa May Alcott, who draws a way to help women by her writings, in which her ideas, beliefs, thoughts and struggles have shaped the modern world. The second chapter deals with Louisa Alcott's advocacy for women's rights moving to the influence of the novel Little Women, mentioning the character Jo March and some authors who were inspired by her work. Additionally, it tackles the change brought about by Louisa May Alcott along with the standards and convictions in her work. Concluding the chapter by the evolution of the condition of women in the nineteenth century and the extent of Alcott's book echo.

2.2 Louisa Alcott's fight for Women's Rights

When we say the centennial of the 19th amendment by telling stories about individuals and events that led to women's suffrage in the United States, the first thing that will come to the mind will be Louisa May Alcott, the writer, the suffragette, and the feminist icon.

Little Women, and the ones proceeding from it, presented us with the role model of Jo March — tomboy, independent thinker, writer. Alcott and her fictional heroine have been cited as influences and inspirations by diverse women writers. Besides the role that Alcott and her family played on a much bigger stage in paving the way for all women.

In March of 1880, nineteen women voted for the first time in a town election. The town was Concord, and the election was for the local school committee. Alcott voted with her older sister, Anna Alcott. For Louisa and Anna, the most important accomplishment was their taking that first step towards fulfilling their mother Abigail's long-cherished dream of women's suffrage.

Abigail "Abby" May Alcott was the youngest child of a prominent Boston family. Abby's parents, Colonel Joseph May and Dorothy Sewell, passed on their daughter a passion for reform and a strong sense of duty towards those less fortunate. As a single woman, Abby wished to defer from marriage to become a teacher and open a school with the idea of educating other women. While that dream did not come to pass, Abby found a like-minded companion in progressive educator Bronson Alcott. She had hoped to teach by his side but instead became his wife. Although she loved Bronson and supported his work with great enthusiasm, she was keenly aware of her reduced status as a married woman.

After facing many difficulties in working to fight off chronic poverty fueled Abby's passion for women's rights. She penned the first of her petitions and submitted it to the Massachusetts State Legislature, demanding suffrage and equal rights. Eventually, even though 73 women signed her petition, the legislature promptly dismissed it. Abby deduced that this was just the first step in the fight for women's suffrage and knew she would have to engage her daughters in the fight. Incredibly close to Louisa May Alcott, she counseled her: "Be something in yourself, let the world know you are alive!" Five several years later, Abby would see Louisa succeed beyond her wildest dreams as the best-selling author of *Little Women*. Using her fame, Louisa would carry on her mother's fight, organizing meetings to encourage and educate women on the vote, and contributing her writing to *Woman's Journal*, edited by Lucy Stone. In that magazine, she would describe that fateful day in 1880 when she and Sister Anna cast their vote in Concord.

2.3 Alcott's use of Transcendentalism in The Reform

The transcendentalists led the celebration of the American experiment as one of individualism and self-reliance .they took moderate stands on women's freedom abrogation, change and training; they reprimanded government, coordinated religious regulations, and social foundations. This led writers to use their pencils to encourage reform in different ways including slavery.

Thus, since Louisa May Alcott raised on strong basics in her learning as well as Her father Bronson Alcott's principles; who was a transcendentalist and he surely knew some good people like (Thoreau, Emerson, Margaret Fuller, and others), which their connection with Louisa played an essential role in the growth of many ideas and her way of thinking. Moreover, as the American professor Anne Boyd mentioned in her notes about Louisa, "Alcott has mixed emotions about transcendentalism, intrigued and inspired by the ideal of self-reliance, she still knew from firsthand experience that self-reliance meant reliance on others and required the self-sacrifice of family members." (wester, 16)

Nevertheless, her religious and political beliefs deeply inspired her to stand and make something to stop slavery. Furthermore, her Dad established an abolitionist society in 1850 at Alcott's young life home, the wayside home in Concord, Massachusetts, which was a stop for outlawing oppressed individuals on the underground railroad of the Civil War administration as a medical caretaker, Alcott stated:" my most tremendous pride is that I lived to know the brave men and women who did so much for the cause and that I had a very small share in the war which put an end to a great wrong."

2.4 The Influence of Louisa May Alcott and Her Novel *Little Women*

Famed author Louisa May Alcott created colorful, relatable characters in nineteenth-century novels. Her work introduced readers to educated, strong female heroines. As a result, her writing style significantly impacted American literature. Much like her novel *Little Women*, Alcott was one of four daughters and remained close with her sisters throughout her life. Alcott's family often suffered financial woes, forcing her to attend school irregularly. She took many jobs to help alleviate financial struggles, working as a teacher and washing laundry. She turned to writing for both emotional and financial support.

2.4.1 The Character JO MARCH

Taking place in Massachusetts during the Civil War, "*Little Women*" has captivated millions of readers worldwide. Jo March, a boyish and career-focused character who pushes against the boundaries for women, resonated with many girls who felt the same way. Although the "*Little Women*" novel became a huge commercial and critical success shortly after its release in 1868, Alcott had initially been reluctant to write a novel about girls and marriage. She admitted to knowing very little about girls outside of her sisters, leading many scholars to consider the novel a semi-autobiography. Following the success of her novel, Alcott published a sequel, which was combined into a two-part book titled "*Little Women*." Each March sister has her field of interest in the arts. For Jo, it is writing, as shown when she writes plays and stories during her childhood and sells short stories to publishers with unwavering determination. Jo's drive to succeed in a traditionally male profession and her unwillingness to get married brings fresh air into the rigid societal norms of the era while proclaiming that a woman can build her career without a man by her side.

2.4.2 Authors Who Dealt With the Influence of Jo March

Jo March, the standout sister among the quartet in *Little Women*, is one of literature's most iconic and influential female characters. As she found favor with broad audiences, countless women writers were inspired by Jo March Tomboyish and ambitious, with a bit of a temper; she was an idealized alter ego of her creator, Louisa May Alcott. What is unique and wondrous is that the fictional character of Jo March influenced generations of women writers and feminists, more so even than the real-life author who wrote her into existence. Jo longed to be a writer more than anything and to find that happy medium between achieving independence and finding love, something that was expected of women of her time: Her nascent feminism has touched many who have admired her challenges to societal norms while embracing its virtues. Over the years, Jo has fed the ambitions of writers as diverse as:

Ann Petry, the African-American author, took much inspiration from Jo: "I could not stop reading because I had encountered Jo March. I felt as though I was part of Jo, and she was part of me. I was a tomboy and a misfit and kept a secret diary ...

She said things I, ' was a horse, then I could run for miles in the splendid air and not lose my breath.' I wished the same thing whenever I ran for the sheer joy of running. She was a would-be writer, and so was I."

Simone de Beauvoir, The French feminist, novelist, and philosopher, wrote in 1958 that she saw in Jo March "a glimpse of my future self ... I identified myself passionately with Jo, the intellectual. Brusque and bony, Jo clambered up into trees when she wanted to read; she was much more tomboyish and daring than I was, but I shared her horror of sewing and housekeeping and her love of books." Furthermore, "Reading this novel gave me an exalted sense of myself. It helped me to identify with that young girl and to find comfort in myself when I read it. I felt such esteem for Jo that I could tell myself that I, too, was like her, and therefore it did not matter if society was cruel because I, too, would be superior and find my place.

The prolific poet and activist Sonia Sanchez, who herself has been an inspiration to countless female poets of color, felt a kinship with Jo: "*I understood what it was like being an outsider ... I didn't identify with Beth and all the others ... They were too formal, and they were women you expected them to be, but Jo broke the mold.*"

2.5 The Change Brought about by Louisa May Alcott

Louisa May Alcott was a feminist who used her fiction as a forum to debate women's roles in society. The issue of women's rights significantly affected Louisa's universe, as she explores multiple distinct interpretations of a women's sphere in her various genres of literature. She supports "domestic feminism" in her children's novels or the concept that women may enjoy successful lives without abandoning the sanctity of the home. As Sarah Elbert, the American historian, writes, "*Louisa never questioned the value of domesticity; instead, she challenged the price ordinarily extracted from women like herself.*" (Elbert, 150)

Her March books explore different options for women beyond the house while maintaining the dignity of domestic living for characters such as Meg, Amy, and Beth. Alcott's sensation fiction in her most audacious expression of feminism strength, as the women in her thrillers engage in sexual welfare against a patriarchal society that seeks

to repress their unique voices, maybe her most explicitly feminism writing since it was so private, Alcott's sensation stories provide modern readers with some insight into Louisa's repressive world. By creating a fictional outlet for her emotions, Alcott was able to express her era's worries and create a world in which women might overcome the forces that attempted to limit their authority. Louisa's literature was always about raising awareness about the unique conditions of each sex and the need to resist weird stereotypes.

2.6 The Standards and Convictions in Her Work

Any human being can be known by his/her principles in life, which help him/her distinguish between what is evil and what is good; these principles are the mirror for the parents to see their fruitful education through. Louisa May Alcott's parents were well-cultivated and aware of what kind of education suits their daughters in life. Nevertheless, Louisa as a writer and when she was narrating her semi-autobiography "*Little Women*," she were well- mirrored many of those standards. All these things were reflected in her way of writing; it was simple yet full of love and hope.

1.6.1 Family and Marriage

The predominant subject of *Little Women*, concerning young ladies in the nineteenth is family. The characters are characterized by their familial relations and ways of behaving toward one another, and all profoundly put resources into developing and supporting each other, and all are profoundly put resources into developing and supporting each other. All through the novel, Alcott understood the significant one. At the point when Auntie walk and offers to take on a kid, the father and mother reject, demanding that they stay together without cash or a desire to be highly dynamic in the public eye as significant part of the March family's encounters and feelings occur inside the family. Creating clubs and plays. The principal dramatizations work out inside the family, for example, Jo and Amy's battle about the consumed original copy. The young ladies missed their parents not because it made their work more challenging but because they were the ethical head and heart of the

family. The topic of family envelopes the young ladies' wedding and beginning groups of their own. Marmee educated her little girls that having a caring spouse and family is the best blessing a lady can have, as underlined in the book. Marmee's conversations with the young ladies about their obligations to their spouses and kids.

1.6.2 The Importance of Work for Women

A few characters throughout the novel discover that challenging fair work is fulfilling and beneficial. Meg frequently despises her work, begrudging her companions' comfortable ways. However, she endeavors to go about her responsibilities happily and is compensated by her Dad's acknowledgment. John Brooke shields Meg and the average workers from Kate Vaughn to act as an illustration of American freedom. During get-away, when the young ladies explore different avenues regarding resting from work, they develop inactive and disappointed, and they gain from Marmee to keep an equilibrium between work and play. Again when their Dad is debilitated, Marmee desires the young ladies to focus intently on their work to keep their spirits up, driven by Hannah, who trusts that "work is the panacea for most burdens" (Louisa May Alcott, 130).

At the point when they disregard their obligations, Beth turns out to be sick. Jo sees her composition as work that can assist her with accomplishing freedom and backing her family, yet she gains a significant example from Mr. Bhaer in keeping her work alert and awake and zeroing in on the means and in addition to the closures of her endeavors. Eventually, Jo's joy comes in working close to Mr. Bhaer. Indeed, even Laurie, who fears going into his granddad's business for a large portion of the book, likewise embraces working for his granddad as a significant lifestyle instead of chasing after music.

2.6.3 Ethical quality and society

For the Walks, ethical quality is undoubtedly connected to their Christianity, as clarified by the suggestions to Pioneer's Advancement and Mr. Walk's job as a pastor, in addition to their desires for genuine joy. Alcott depicts how troublesome it is for her

characters to pursue moral choices, yet when they do, they are more joyful than when they make improper ones. When the young ladies share their Christmas breakfast with the Hummels, they are content with their decision and compensated by a gala from Mr. Laurence. Laurie appreciates Meg for making him vow to abstain from drinking and is thankful that his vows to his granddad and Marmee keep him out of underhandedness. The Ruler family gives a counterexample of the misery that comes to the family due to the child's corrupt behavior. Amy is profoundly appreciative that she wedded Laurie for affection, as opposed to wedding Fred Vaughn for cash. Jo attempts to wind around profound quality through her sensation stories by making her "miscreants atone," however, when "ethics did not sell," she forgets about the ethics. Mr. Bhaer shows her, however, that fulfilling society's need is not generally advantageous, and she feels exceptionally remorseful about her corrupt stories. After Beth passes on, when Jo composes from the heart, she is compensated by the arrival of Mr. Bhaer and her inevitable marriage.

2.6.4 Freedom and Women's Privileges

Freedom is an essential topic in the book. Despite her dedication to her family, Jo pines for autonomy through work, all together that she might uphold them. Laurie likewise battles with his desire to be autonomous from his granddad, feeling this is in the struggle with his obligation and love for his prominent family. The characters view their autonomy as a feature of their childhood in America.

For some characters, freedom is verifiably connected to ladies' privileges throughout the book, especially in an authentic setting. Contrasted with other young ladies' books at that point, the female characters in Little Ladies are stubborn, knowledgeable, and achieved young ladies who are treated with great regard in their homes. Marmee urges her young ladies to check out recent developments. The constraints society puts on them since they are young ladies are generally emphatically communicated by Jo. Not with standing her desires to run, skate, and ride as young men do, she is enticed to take off with Laurie to have experience, yet dismisses the

thought since she is a young lady Jo likewise demands assistance with adding to the family as a state of her union with Mr. Bhaer.

2.6.5 Duty and Sacrifice

Duty is a common thread that justifies why the characters should make sacrifices and moral decisions. Even from a young age, the girls consider themselves to have duties toward the household and learn the consequences of shirking those duties. The girls also speak about their duties to society, host callers, and make formal calls. Later, Marmee speaks to Meg about caring for her husband and her children regarding her shared duty to them.

Duty is often considered in terms of self-sacrifice. Father and John Brooke serve in the army despite the love awaiting them at home and father's age. Marmee considers her sacrifice minor compared to a man she meets who has given all his sons to the war. Laurie decides to follow his grandfather's wishes dutifully, giving up his castle in the air of pursuing music. Jo sacrifices her dream of being a great writer and accepts the duty of caring for Mother and Father after Beth dies, which she finds very difficult but rewarding.

2.6.6 Selfless Generosity

Another aspect of morality emphasized throughout the book is generosity. This quality is prized from the beginning of the book when the girls decide to give Marmee presents instead of themselves and share their Christmas breakfast with the Hummels. Beth is the best example of selfless caring for others, unappreciated until she is gone. Even when Beth is dying, she still derives pleasure from making gifts for unknown schoolchildren passing outside her window. Amy strives to be more like Beth, explicitly battling selfishness as her burden. Her growth in this area is shown when she returns her art pieces to May Chester's table at the fair. Alcott portrays those who are generous with their wealth favorably, such as Mr. Laurence's gifts to the family and Laurie and Amy's generousities after marriage. On the other hand, Aunt March is considered sad partly because she only shares her blessings selectively.

2.6.7 Literature and Language

Alcott imbues her characters with a love of language and text. Alcott exposes the reader to many forms of language, including German, French, Hannah's dialect, the individual voices of the characters in their letters, Jo's slang, and Alcott's creative poetry and prose.

The characters' constant references and allusions to books indicate that they are well-read and assume others to be so. The most explicit example is Alcott's structuring of Part I to mirror Pilgrim's Progress. Amy's misuse of words is playfully mocked, and she regrets not having been more studious when she is abroad. A shared love of books brings Jo closer to Laurence and Mr. Bhaer. German literature, in particular, plays a role in both Meg's and Jo's courtship.

2.7 The Evolution of The Condition of Women in The Nineteenth Century

The end of the nineteenth century was a moment of innovation and reform for women. Turning away from the cultivated roles of wife, mother, and submissive and toward that of worker and valued equal caused many to reconsider the roles that society had previously established for them. New opportunities in education, politics, society, and work allowed many to make significant advances in the United States and create new roles for women in the following decades.

The most expensive change was political. Numerous women accepted that it was their right and obligation to take a severe part in governmental issues, and they perceived that political choices impacted their day-to-day routines. When passed in 1920, the nineteenth amendment gave ladies the option to start voting. Additionally, women joined the labor force in expanding numbers, partook effectively in the country's new mass purchaser culture, and appreciated more opportunities in their lives.

Concerning the educational sector, women were finding new ways to exert freedom and attempt to obtain power. One of the ways they found a voice was through education. Upon the creation of female schools, often called female seminaries or institutes, women finally had access to education. The nineteenth century is often

called «the common school period» because American education transitioned from an entirely private endeavor to public availability. Even though it lacked an official public education system, the United States had the world's highest literacy rate at the end of that era.

2.8 The Extent of Alcott's Book Echo

When Louisa May Alcott published *Little Women*, she probably did not intend to launch a media empire. The famous coming-of-age story about the four March sisters in Civil War-era Concord has been adapted many times since it was first published in 1868. This goes to the book's lasting popularity, which has made it one of the most-adapted novels of all time. Two early silent films were lost, and three have been released: in 1933 with Katharine Hepburn, in 1949 with June Allyson, and 1994 with Winona Ryder. In addition, various television movies and series were produced in the United States, the United Kingdom, and worldwide.

It is time for a new generation of *Little Women*, with the new version debuting on Boxing Day. Greta Gerwig, the film screenwriter and director opted to focus on the novel's second half, as the girls confront tough decisions as they mature into women. While earlier versions read the text nostalgically, emphasizing its depiction of home and family, Gerwig's film is the first of several Hollywood adaptations of this novel to be a work of art in its own right. Narrating the tale in reverse chronological sequence demonstrates how much the childhood self is a part of adulthood.

2.9 Conclusion

To sum up, Louisa worked hard as a feminist to help women; she made a significant change in society not only as a social reformer and a suffragette but even through her literary work, the novel "*Little Women*," in which she gave hope and modern insight and a new glimpse to the primarily real-life for females, specifically when she implements Josephine March the heroin that mirrored the strong personality of the writer which led to the inspiration of many writers. Not only that, the success of Louisa May Alcott as a writer was seen in the great success of her famous works, typically *Little Women*, which were adopted as films many times.

General Conclusion

General Conclusion

The current extended essay started with a count of instances of imbalance around the female figure and completed the process of engaging Louisa May Alcott, who endeavors to acquire her status as a writer and social reformer, expecting to comprehend the ongoing get-togethers we ought to go back history, what is more, this is the justification for why this paper examination focused on some previous historical events, such as the Civil War. There, the main focus was on women's marginalization, their collaboration in being a part of society, and how they well-filled men's positions when men were absent.

American women in the nineteenth century lived in an age characterized by gender inequality. At the beginning of the century, women enjoyed few of the legal, social, or political rights that are now taken for granted in western countries: they could not vote, could not testify in court, had minimal control over personal property after marriage, were rarely granted legal custody of their children in cases of divorce, and were expected to remain subservient to their fathers and husbands, their occupational choices were limited. The middle and upper women generally remained home, caring for their children and running the household. Lower-class women often did work outside the home, but usually as poorly-paid domestic servants or laborers in factories and mills.

Then the thirst to know more about the famous American writer Louisa May Alcott led to examining her life's foundation, from childhood until womanhood, from being a beginner to reaching professionalism. When we talk about real life, Louisa May Alcott, a writer, and novelist reached a high level; also, as a daughter and a sister did well with her family, and she worked hard to support them. However, we should not deny her unique position as a social reformer, suffragette, and feminist member. She also proved that family support is the foremost important thing to face the world's insecurities and can push forward to have a strong personality and help others. She realized her mother's dream and was the first woman to vote. However, she used the

General Conclusion

transcendentalist ideas of her father and other relatives as a basis to defend many social phenomena.

In her novel *Little Women*, Louisa May Alcott opened the eyes to many things; the heroine JO March, which represented Louisa, made a big noise among the readers. Thus she became their favorite character in the novel. Alcott is fruitful as her novel promotes the chance of being more than a spouse to a man, for she underlines the significance of schooling and profession open doors for women. To be sure, the novel unequivocally praises the independence of little kids, although it was a novel addressed to the adults since it dealt with marriage and love as well as family and friends as its principle center lies around the female training and the most common way of turning into a lady, outlining the inception of little kids into genuine womanhood. As such, the continuous extension of the female circle and expanding open doors for women in the nineteenth century are all around portrayed in the book. Thus, the novel made a big noise, and Louisa May Alcott was not known only as a novelist but instead preferred to be a social reformer who did a lot for women and raised the voice of the voiceless. Also, she worked for a better world with no racism and a better condition for women. Her masterpiece "*Little Women*" was adopted as a movie work more than twice. Hence it reflected great success.

Works Cited

Works Cited

Alcott, B. L. M. (2021, 2 décembre). Little Women Themes. Copyright GradeSaver, 1999 - 2022. <https://www.gradesaver.com/little-women/study-guide/themes>

Bailey, S. (2021, 5 février). Louisa May Alcott : Inspiring Women Writers, Rocking the Vote. BookTrib. <https://booktrib.com/2020/03/25/louisa-may-alcott-inspiring-women-writers-rocking-the-vote/>

Blakemore, E. (2020, 14 décembre). How Louisa May Alcott's Real- Life Family Inspired « Little Women». Biography. <https://www.biography.com/news/meet-the-real-life-family-behind-little-women>

Bennett, J. (2020, 8 janvier). This Is 'Little Women' for a New Era. The New York Times. <https://www.nytimes.com/2020/01/02/books/little-women-feminism-2019-movie.html>

Benner, L. (2004). Women in the 1920s | NCpedia. NCpedia. <https://www.ncpedia.org/history/20th-Century/1920s-women>

Curtis, S. (2013, 12 février). How Did the Roles of Women Change Over the Course of the Late 19 th Century ? | samanthacurtis. Suffolk. <https://sites.suffolk.edu/slcurtis92/2013/02/12/how-did-the-roles-of-women-change-over-the-course-of-the-late-19th-century/19th-and-early-20th-century> | Striking Women. (s. d.). Striking. <https://www.striking-women.org/module/women-and-work/19th-and-early-20th-century>

Carpenter, L. (2022, 20 janvier). "Little Women" remains influential. Old Gold & Black. <https://wfuogb.com/14735/life/little-women-remains-influential/>

Works Cited

Cecero, J. (2019, 5 novembre). Louisa May Alcott | Lutheran Education Journal. Lutheran Education Journal | Published by Concordia University Chicago and the Lutheran Education Association. <https://lej.cuchicago.edu/columns/louisa-may-alcott-more-than-a-little-woman/> Hermeling, I. (2004). GRIN - The Image of Society and Women in Louisa May Alcott's « Little Women ». GRIN Verlag. <https://www.grin.com/document/148320>

Dalton, T. (2021, 14 juin). How Women Empowerment has Changed Our Society. TANYA DALTON. <https://tanyadalton.com/blog/how-women-empowerment-has-changed-our-society>

Feminism in the 19th century. (s. d.). Atria. <https://institute-genderequality.org/news-publications/feminism/feminism-19th-century/>

Grabowski, A. (2018, 16 mai). Louisa May Alcott - Civil War Nurse. National Museum of Civil War Medicine. <https://www.civilwarmed.org/alcott/>

Hughes, K. (2014, 15 mai). British Library. The British Library. <https://www.bl.uk/romantics-and-victorians/articles/gender-roles-in-the-19th-century>

HistoryNet. (2013, 24 janvier). Louisa May Alcott. <https://www.historynet.com/louisa-may-alcott/>

<https://www.bl.uk/romantics-and-victorians/articles/gender-roles-in-the-19th-century><https://www.bl.uk/romantics-and-victorians/articles/gender-roles-in-the-19th-century>

<https://www.bl.uk/romantics-and-victorians/articles/gender-roles-in-the-19th-century>

Works Cited

Jameson, L. (s. d.). Please Wait. . . | Cloudflare. Quizlet.

<https://quizlet.com/131459557/rush-society-in-the-1920s-section-1-flash-cards/>

Matteson, J. (2020, 1 janvier). One Way Greta Gerwig's 'Little Women' Film Is Radical. The Atlantic.

<https://www.theatlantic.com/entertainment/archive/2020/01/where-greta-gerwig-little-women-and-louisa-may-alcott-meet/604294/>

McPherson, J. (2021, août 24). A Brief Overview of the American Civil War. American Battlefield Trust. <https://www.battlefields.org/learn/articles/brief-overview-american-civil-war>

Mou, A. (2020, 24 février). Little Women, big impact : An old classic through a new perspective. Verdemagazine. <https://verdemagazine.com/little-women-big-impact-an-old-classic-through-a-new-perspective>

Nicolaou, E. (2019, 25 décembre). All the Little Women Adaptations We've Loved Before. Oprah Daily. <https://www.oprahdaily.com/entertainment/tv-movies/g30188109/little-women-adaptations/>

Norwood, A. (2017). Louisa May Alcott. National Women's History Museum. <https://www.womenshistory.org/education-resources/biographies/louisa-may-alcott>

Payne, Alma J. "Louisa May Alcott (1832-1888)." American Literary Realism, Vol 6, No. 1 (Winter, 1973) 26-43.

Reisen, Harriet. Louisa May Alcott: The Woman Behind Little Women. New York: Picador, 2010.

Works Cited

Rozzo, M. (2018, 24 septembre). Little Women at 150 : How Louisa May Alcott's Masterpiece Fostered Y.A. Literature. Vanity Fair. <https://www.vanityfair.com/style/2018/09/little-women-at-150-how-louisa-may-alcott-fostered-ya-literature>

Stern, Madeline. Louisa May Alcott :A Biography. Boston: Northeastern University, 1999.

7 Surprising Facts About Little Women's Author, Louisa May Alcott. (2019, 18 décembre). Masterpiece. <https://www.pbs.org/wgbh/masterpiece/specialfeatures/little-women-7-surprising-facts-about-louisa-may-alcott/>

University of Nebraska Press. (1996). Gender and Influence in Louisa May Alcott's A Modern Mephistopheles on JSTOR. Jstor. <https://www.jstor.org/stable/25679183>

Abstract

This dissertation explores how women empowered themselves in society and how they gain position in society with their thoughts and literary works rather than their money and wealth, even without touching the traditional expectations of society. The postulation presumes that power might be accomplished by ladies in the nineteenth-century America, yet just to the detriment of individual craving in request for ladies to accomplish power during Alcott's time, they were expected to adjust to standards and make forfeits that served spouse and family more than individual requirements. However the impact accomplished by every little girl may seem slight by the twentieth century principles, it addresses an important first step in the walk of womanhood. When it comes to the aims of this dissertation is to analyze the life of the writer Louisa May Alcott and her work *Little Women*. Additionally to show how did she help women in her journey towards gaining independence, and how she succeeded to be a great sample of a strong woman in real life and even when she mirrored it in her piece of art "*Little Women*". The reason behind choosing this topic is to prove that Louisa May Alcott, just throughout literature, helped women rise their voices and built a strong base in society so that to not be marginalized anymore.

Résumé :

Cette mémoire explore comment les femmes ont pu se mettre en valeur dans la société avec leurs idées et leurs œuvres littéraires plutôt que leurs argent et leur révolutions sans même toucher les principes communs dans la société . L'hypothèse est que le pouvoir pourrait être atteint par les femmes dans l'Amérique du XIXe siècle mais ce n'est qu'au détriment du désire individuel d'exiger des femmes qu'elles accèdent aux pouvoir pendant la période Alcott . Qu'on s'attendait à ce qu'il s'adapte à la perte que les femmes sont seulement aptes à assumer , servir le mari et la famille plus d'exigences individuelles . Mais l'impacte de chaque petite fille semble faible , selon les principes du XXe siècle . En ce qui concerne les objectifs de cette thèse, il s'agit d'une analyse du parcours féminins dans son cheminement vers l'indépendance et du rôle de l'écrivain Louisa May Alcott dans la formation d'un groupe de femmes dans difficultés à travers son roman " Little Women", et comment elle aidé les femmes à gagner au autonomie à la vie réelle , notamment en tant que militante des droits de femmes et son soutien pour lutter contre la marginalisation des femmes.

ملخص:

تستكشف هذه الأطروحة كيف تمكنت النساء من ابراز أنفسهن في المجتمع و كيف اكتسبن مكانتهن في المجتمع بأفكارهم و أعمالهم الأدبية بدلا من أموالهم و ثورتهم ، حتى دون لمس المبادئ المشتركة للمجتمع . الفرضية تقول بأن القوة يمكن أن تحققها السيدات في أمريكا في القرن التاسع عشر , و مع ذلك فقط على حساب الرغبة الفردية في طلب السيدات لإنجاز السلطة خلال فترة الكوت ، كان من المتوقع أن يتكيفن مع الخسارة التي تزعم أن المرأة تصلح فقط لتخدم الزوج و العائلة أكثر من المتطلبات الفردية . لكن التأثير الذي حققه كل فتاة صغيرة يبدو طفيفا وفقا لمبادئ القرن العشرين . عندما يتعلق الأمر بأهداف هذه الرسالة فهي تحليل مسيرة الأنثى في رحلتها نحو الحصول على الاستقلال ودور الكاتبة لويزا ماي الكوت في تكوين مجموعة من النساء المكافحات من خلال روايتها "نساء صغيرات" ، و كيف ساعدت النساء في الحصول على الاستقلال في الحياة الواقعية ، خصوصا كناشطة لحقوق المرأة و دعمها لمحاربة تهميش المرأة.