

**Mastering Literary Analysis**  
**Class 9 - The Novel: *Pride & Prejudice*, Part II**

**Readings:**

- *Pride and Prejudice*, through page 138 (Chapter XXXV)
- Review the handout from Lesson 5: "Writing Strong Body Paragraphs"
- Please take a brief look at this website which has maps, geographical, and historical information about *Pride and Prejudice*. You needn't study it, but it will help you understand the setting of this novel: <https://jasna.org/austen/works/maps-of-the-novels/>
- This reading is not required, but if you have the time and are interested in learning more about the economics of Jane Austen's world and how its money translates to our own, I recommend this article: <https://jasna.org/publications-2/persuasions-online/vol36no1/toran/>
  - Note that JASNA.org is one of the most best and most reputable online sources for essays and information about Jane Austen's novels and world.
- Rhetorical devices—If you did not look at these websites last week, give them a skim this week as they are helpful tools for understanding rhetorical devices, an important aspect of literature of which Austen's original audience would have been very aware.
  - <https://www.excellence-in-literature.com/figures-speech-schemes-tropes/> - This is a good introduction to tropes and schemes which goes into more detail.
  - <http://rhetoric.byu.edu/> - This is a very fun resource about rhetoric and includes an almost exhaustive dictionary of literary tropes and schemes

**Pre-Class Assignment (be sure to do this after you read through the lesson):**

- **As usual, bring to class three questions: a first level question, a second level question, and a third level question.**
- **Reading Questions:**
  - What is absurd and intolerable about Mr. Collins' proposal? List at least five things. What does this proposal reveal about the kind of man he is?
  - What do you think about Charlotte's marrying Mr. Collins? Is she right to marry him? Is Elizabeth right in her opinion? What do you think about her conversation with Jane around page 92/93? Did your opinion (and/or Elizabeth's) change or stay the same when Elizabeth sees their home life?
  - What do you think about Elizabeth's conversation with her aunt about motives in marriage? What does the novel, so far, have to show us about the proper balance of concerns in love? Should everyone have the same concerns? Is wealth and social position important?
  - What is Lady Catherine like? Why do you think she chose Mr. Collins? Why include her as a character? How does she contrast/compare with other characters?
  - As different as these men are, are there any parallels between Mr. Collins' proposal and Mr. Darcy's?
    - Darcy says, "Disguise of every sort is my abhorrence." – In the context of this novel, is this a good attitude or a bad one?

- There are many characters in this novel who are, in a variety of ways (direct and indirect), told the truth about who they are and what they want. What distinguishes them in their responses to these self-revelations? What does Elizabeth's response to Darcy's letter reveal about her? What are the various forces in this novel that can blind people to themselves? What forces are capable of bringing them to self-knowledge? Is everyone capable of self-knowledge?
- After you finish the reading, go back to Chapter XVI and review Elizabeth's conversations with Wickham about Darcy. Why do you think she was so easily deceived? Was there anything that Wickham said that *does* end up being true?

### Lesson/Discussion:

- **The lesson this week is, obviously, very brief—use the extra time to read through the extra readings and spend extra thought on the pre-reading questions.**
- **A few more common rhetorical devices:**
  - Personification
    - Giving something that is not a person person-like qualities
    - “Mr. Bennet, how can you abuse your own children in such a way? You take delight in vexing me. You have no compassion for my poor nerves.”
    - “You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these last twenty years at least.”
  - Foil
    - A "foil" is a character whose purpose is primarily to stand in contrast/comparison to another character (usually, but not always) a main character. For example, in *Hamlet*, Laertes is explicitly a foil for Hamlet (during the duel scene Hamlet actually puns on fencing "foils"). Hamlet tells Horatio that ". . . by the image of my cause I see / The portraiture of his." They are both young noblemen who lost their fathers due to treachery, and Laertes contrasts strongly with Hamlet because he immediately seeks bloody revenge—unlike Hamlet.
  - Hyperbole
    - Rhetorical exaggeration. Hyperbole is often accomplished via comparisons, similes, and metaphors. "Rhetorical" means that the exaggeration is intentional for some purpose or to prove a point.
    - Example from *Pride and Prejudice*: "His character was decided. He was the proudest, most disagreeable man in the world, and everybody hoped that he would never come there again."
  - Satire
    - Satire is the use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues.
  - Pathos
    - Pathos is when someone appeals to emotion (rather than reason or authority) in order to sway the reader/listener.

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**Post-Class Assignment:**

- Next week, you will begin writing an essay (4-7 pages) on *Pride and Prejudice*. This is the longest essay you will have written so far this semester. Before we begin this big project, let's go back to the basics: paragraphing. If you cannot write a strong paragraph, you cannot write a strong essay. This week you will write a paragraph essay on a topic of your own choice. This essay should be about a page in length (double-spaces, as always) and should be no longer than a page-and-a-half. You should begin with your thesis (in bold). Please italicize your evidence (evidence includes summary, quotes, and phrases/sentences introducing/setting up your quotes) and leave your analysis in regular (non-bold, non-italic) font. Remember that analysis should be the longest part of your paper—every quote needs several sentences of analysis.
- Before you begin this paragraph essay, please email your tutor with three things that you know you need to improve about your paragraphing. Be specific and detailed. The purpose of this is that you reflect on your own skills and the feedback your tutor has already given you and that you think ahead about how you will apply it.