

# CHAPTER 1

## INTRODUCTION

### A. Background of Study

Literature encompassed a wide range of artistic expressions, including short stories, poems, novels, plays, and songs, created by writers from various national and cultural backgrounds using different forms of English (Arafah, 2018; Afiah et al., 2022). It represented both written and oral narratives, such as texts and spoken language (Fadillah et al., 2022; Baa et al., 2023), provided a medium for individuals to convey their thoughts through words, actions, and writing (Iksora et al., 2022; Ananda & Arafah, 2023). Thus, literature was commonly understood as a work of art created by a specific author (Arafah & Kaharuddin, 2019a; Yulianti et al., 2022). For instance, literature could reflect the cultural values of a society (Mokoginta et al., 2021; Hasyim et al., 2023) and helped bridge existential gaps, connecting individuals (Moi, 2009; Hasyim & Arafah, 2023).

The sociological approach to literary analysis had deep historical roots, grounded in the belief that literature was a social product inherently connected to society. This perspective allowed individuals to explore how people interact and socialize within a community, and it highlighted the connection between a literary work and the social conditions in which it was created (Fadillah et al., 2022). Sociology of Literature described reality and social fact by using language through the authors' imagination to deliver to the readers (Afiah et al., 2022).

Jane Austen's *Pride and Prejudice* (1993) was a significant literary work that reflected early 19th-century British society, weaving together themes of love, class, and morality. Set during the Regency era, the novel illustrated societal expectations and class structures of the time. Scholars like Marilyn Butler (1975) suggested that Austen's writing reflected the conservative values of her age while also exploring the tensions within these ideals (Butler, 1975: 45). Claudia L. Johnson (1988) highlighted that the novel critiqued social structures, particularly those that limit individual expression and happiness due to class distinctions and gender roles (Johnson, 1988: 78). Furthermore, Andrew H. Wright (1989) pointed out that Austen critiqued class-consciousness in the relationship between Elizabeth Bennet and Mr. Darcy, showcased the implications for marriage in Regency England (Wright, 1989: 102). This study aimed to examine and etiquette depicted in *Pride and Prejudice* (1993), analyzed the impact on



characters and society as a whole, shedding light on how these norms influenced behaviors and interactions.

The novel was entrenched in the social norms of the Regency era (1811-1820), a time characterized by strict expectations regarding behavior, marriage, and social status. These societal pressures were reflected in Austen's characters, who navigated the constraints imposed by such norms. Understanding this historical context was vital for analyzing the representation in the novel (Todd, 2005: 102). Works such as *The Cambridge Companion to Jane Austen*, edited by Edward Copeland and Juliet McMaster (1997), provided comprehensive explorations of societal influences on Austen's work (Copeland & McMaster, 1997: 45). Claire Tomalin's biography (1997), *Jane Austen: A Life*, discussed Austen's experiences and the society she lived in (Tomalin, 1997: 62). Additional sources like M. Terry's *Jane Austen and the Regency Era* (2012) focused on the social customs of the period (Terry, 2012: 88), while Johnson's *A Companion to Jane Austen* (2005) emphasized class dynamics and gender roles (Johnson, 2005: 110).

In *Pride and Prejudice* (1993), Austen critiqued social conventions, especially the importance placed on reputation and social standing. Characters such as Lady Catherine de Bourgh exemplified rigid adherence to social hierarchies, while Elizabeth Bennet represented a challenge to these norms through her independence. Austen revealed the limitations and contradictions of social rules, inviting readers to question their relevance. Claudia L. Johnson (1988) discussed this theme in her work, identified how Austen's characters navigate societal pressures (Johnson, 1988: 45). Additionally, Joe Bray (2002) addressed the tension between individual desires and societal expectations in *Austen's Novels: The 'Ardently' Feminine* (Bray, 2002: 67). The *Cambridge Companion to Jane Austen* also featured essays examining how Austen's narratives challenge prevailing norms (Copeland & McMaster, 1997: 112). John O'Malley (2015) explored the effects of class on character behavior in his article "The Burden of Reputation: Social Class in Austen's Novels" (O'Malley, 2015: 175).

Marriage was a crucial theme in *Pride and Prejudice* (1993), revealed the social norms on relationships during the Regency period. Economic security and social advancement defined romantic love in these unions. Austen presented varied marriages that reflect attitudes, such as Charlotte Lucas's pragmatic view compared to Elizabeth or love and respect. Claudia L. Johnson (1988) noted that Austen critiqued the



transactional aspects of these relationships (Johnson, 1988: 56). Clara Jones (2009) discussed the difficult choices faced by women regarding marriage (Jones, 2009: 75). Similarly, *The Cambridge Companion to Jane Austen* addressed how the marriages portrayed critique societal expectations (Copeland & McMaster, 1997: 112). Richard Jenkyns (2013) further examined marriage as a social contract in Austen's narratives (Jenkyns, 2013: 88).

Gender roles were a significant focus in *Pride and Prejudice* (1993), depicted the limitations placed on women's roles, often defined by their marital status. Characters such as Elizabeth Bennet navigated a society that scrutinizes their behavior and options based on societal expectations. This study intended to explore how Austen represented the struggles faced by women in a patriarchal context, highlighted characters like Elizabeth, who both challenged and conformed to these norms. Kirkham (1997) emphasized that Austen critiques the restrictive nature of gender roles through her nuanced female characters (Kirkham, 1997: 84). Dow (2003) discussed how Austen used humor and irony to critique gender expectations in *Women in Love with Pride and Prejudice* (Dow, 2003: 142). *The Cambridge Companion to Jane Austen* contains analyzed on the portrayal of gender roles that illustrate the difficulties women encountered (Copeland & McMaster, 1997: 98). Todd (1993) also discussed how Austen's work reflected the gender dynamics of her time (Todd, 1993: 54).

Class distinctions significantly impacted social interactions in *Pride and Prejudice* (1993), illustrated a rigid structure where characters were keenly aware of their social rank. Figures like Mr. Darcy and Mr. Bingley represented the upper class, while the Bennet family illustrated a lower status. The interactions among these various classes exposed the prejudices embedded in the social system. This study sought to analyze Austen's critique of class consciousness, examined class's influence on character relationships and decisions. Joanna Barker (2005) claimed that Austen emphasized the limitations individuals face based on their social standing (Barker, 2005: 67). Sodeman (2014) discussed how Austen utilizes irony to address class prejudices in *Jane Austen and Class* (Sodeman, 2014: 112). *The Cambridge Companion* also explored class dynamics within the narrative (Copeland & McMaster, 1997: 87). Lastly, Sabor (2014) examined class, social interactions in *Pride and Prejudice: A New Edition* (Sabor, 2014: 45).



and decorum were essential in the social landscape of *Pride and Prejudice* a society where manners and propriety are critical. Breaches of etiquette could

lead to social repercussions, as exemplified by characters like Mr. Collins and Lydia Bennet. This analysis would explore how etiquette maintains social order and how deviations were judged both by society and characters within the novel. Sullivan (2002) argued that Austen used strict behavioral codes to critique the superficiality of societal expectations (Sullivan, 2002: 45). In *Jane Austen's Society and Culture*, Smith (2014) highlighted etiquette's role in social control (Smith, 2014: 102). *The Cambridge Companion* also discussed the consequences of breaching social norms (Copeland & McMaster, 1997: 58). This study would illuminate etiquette's role in shaping social dynamics in Austen's work.

The societal impact of *Pride and Prejudice* (1993) reached beyond its historical context, continued to resonate with readers over time. The novel provided insights into social norms and the influence on individual behavior, with themes like class, gender, and marriage remaining relevant today. This study would explore the influence of the social norms depicted in *Pride and Prejudice* (1993) on contemporary discussions about societal expectations and individual autonomy. In *The Enduring Legacy of Jane Austen*, Sarah Brown (2015) examined how Austen's themes relate to social justice conversations today (Brown, 2015: 89). In *Austen and the Modern World*, Wilson (2018) discussed the ongoing relevance of Austen's critique of marriage and autonomy in present-day society (Wilson, 2018: 112). Furthermore, the *Cambridge Companion* highlighted Austen's impact on reflection about individual agency versus societal expectations (Copeland & McMaster, 1997: 98).

## B. Identification of Problems

Literary works were formed as a response and reflection of social occurrences that exist in human life. In this context, the researcher believed that The Jane Austen's *Pride and Prejudice* (1993) was one of the reflections of social events. Based on the context, the researcher found interesting problems in this novel to analyze as follows:

- Analysis of how social norms and etiquette of early 19th-century England, as depicted in *Pride and Prejudice* (1993), reflected broader societal values and behaviors.



How complex social norms and etiquette.

societal impact of *Pride and Prejudice* (1993) on modern readers.

- Identified how social norms and etiquette, contributes to sociological theories related to class, gender, and morality in the novel align with or challenge sociological perspectives was a significant problem.
- Analyzed how the various adaptations and reinterpretations of *Pride and Prejudice* (1993) adaptations reflected or distorted the original social context is essential for understanding the societal impact.
- Established a robust methodological framework for analyzing social norms and etiquette in *Pride and Prejudice* (1993) from a sociological perspective.

### C. Scope of the Study

This study focused on the exploration of social norms and etiquette in Jane Austen’s *Pride and Prejudice* (1993), specifically analyzed how these elements influenced the behavior and decision-making of main characters, and how they reflected and critiqued the rigid class structures and gender roles of early 19th-century British society. The research was confined to the text of *Pride and Prejudice* (1993) itself, with a particular emphasis on themes of marriage, social interactions, reputation, and conformity. While the study primarily engaged with the historical context of the Regency era, it also considered the novel’s enduring relevance to contemporary discussions on social norms and their societal impact. The scope did not extend to a comparative analysis with other works by Austen or other authors, focusing exclusively on the detailed examination of *Pride and Prejudice* (1993).

### D. Research Questions

Derived from the aforementioned study background, the researcher articulated the research questions as follows:

1. How did Jane Austen portray the influence of social norms and etiquette on the behaviors and decisions of main characters in *Pride and Prejudice* (1993)?
2. How did the influence of social norms and etiquette reflect societal impact of adhering and challenging established social norms?



## E. Research Objectives

The research aimed to achieve the following objectives:

1. To examine the way Jane Austen portrayed the influence of social norms and etiquette on the behaviors, decisions, and relationships of the main characters in *Pride and Prejudice* (1993), with a focus on the implications for individual autonomy and social interaction.
2. To analyze the societal impact of adhering to or challenging established social norms in *Pride and Prejudice* (1993), exploring the way these actions reflect broader class, gender, and social dynamics of Regency-era Britain and their continued relevance in contemporary discussions.

## F. Significance of the Study

The researcher hoped that this study would provide valuable knowledge and insights for those involved in the literary field and academia, particularly in the areas of sociology, literature, and culture. This research had two main objectives: a theoretical aspect and a practical one.

From a theoretical perspective, the study aimed to contribute to a deeper understanding of the sociology of literature. It explored the social conditions of English society as depicted in Jane Austen's *Pride and Prejudice* (1993).

Practically, the research was intended to offer the researcher a greater understanding of the social dynamics in English society as reflected in Austen's novel. Furthermore, the researcher looked forward to future studies that examine social issues within literary works.



## CHAPTER II

### LITERATURE REVIEW

In the second chapter, the researcher would discuss several references which were related to the research problem. In order to make the readers get understanding about this study. So, this study would start with Previous Related Study, Theoretical Background, Definition of Sociology Literature, Definition of Social Norms, Definition of Etiquette, Social Norms and Etiquette of the Regency Era, Differences Between Social Norms and Etiquette and All About Jane Austin's *Pride and Prejudice* (1993).

#### A. Previous Related Studies

In exploring the impact of social norms and etiquette in *Pride and Prejudice* (1993), several important studies offered valuable perspectives. One notable work was Deborah Kaplan's *Jane Austen Among Women* (1992). Kaplan delved into the intricacies of female relationships and societal expectations in Austen's writing, highlighted how these social norms shaped women's roles and actions. She pointed out the limitations imposed by a male-dominated society, examined how the characters navigated their societal positions. Kaplan's focus on the dynamics between female characters in *Pride and Prejudice* (1993) illustrated the complex etiquette that governed the interactions, ultimately critiqued the restrictions that society placed on women.

Building on Kaplan's insights, Margaret C. Sullivan's *The Jane Austen Handbook: A Sensible Yet Elegant Guide to Her World* (2007) offered a practical understanding of the social customs and daily life during Austen's era. Sullivan provided a detailed account of the etiquette, traditions, and social norms that characterized the Regency period, which was essential for interpreting *Pride and Prejudice* (1993). Her examination of courtship, marriage, and class structures gave a rich backdrop for appreciating Austen's critique of societal expectations. Sullivan's handbook highlighted how the characters in *Pride and Prejudice* (1993) either conformed to or challenged the prevailing etiquette of their time, reinforced the novel's social conventions.



research was done by Heaverly and Elisabeth Kasih (2020) of the Teknokrat city. This study examined Jane Austen's perspective on the social systems novel *Pride and Prejudice* (1993), which were influenced by the societal changes

brought about by the Industrial Revolution in late eighteenth-century England. The research explored how Austen responded to the industrial revolution's impact on British society, with a particular focus on the sociology of literature. Using Lucien Goldmann's genetic structuralism and a dialectical approach, the study revealed that Austen critiqued the social class distinctions established by the landed gentry and inheritance systems. She viewed the inheritance system as a flawed practice that, driven by economic pressures, led British parents to arranged marriages for their children in the hope of securing better lives. The study also highlighted Austen's recognition of the role the Industrial Revolution played in shaping social occupations, noted how the working class migrated to towns for work, while the upper class engaged in trade and business. The middle class, in contrast, often worked to serve the wealthy. Ultimately, Austen's views on society and social mobility were clearly reflected in *Pride and Prejudice* (1993).

The fourth research entitled Literary and sociological approach to the novel "Literary and sociological approach to the novel *Pride and Prejudice* by Jane Austin" (2023) by Muyassar Abduxamidova. The article examined key aspects of Jane Austen's renowned 19th-century English novel *Pride and Prejudice* (1993). It aimed to present elements of the novel that resonated with significant issues in today's society. The exploration of love, marriage, and gender roles in *Pride and Prejudice* (1993) remained relevant, continued to engage readers and solidifying its status as a timeless literary work. The article also underscored the significance of female agency and individuality within the societal context of the novel. Additionally, it highlighted notable quotes that expressed the complexities of love and hatred in the narrative.

The significance of these studies laid in the deep exploration of the social structures, gender roles, and societal expectations depicted in *Pride and Prejudice* (1993). Deborah Kaplan's work, *Jane Austen Among Women*, offered a crucial lens through which to examine how female relationships and social norms influence the characters' actions, especially within the constraints of a patriarchal society. Kaplan's focus on the female characters' navigation of societal pressures helped illuminate the ways in which Austen critiqued the limitations placed on women, making her analysis essential for understanding the novel's feminist undercurrents.



C. Sullivan's *The Jane Austen Handbook* built upon Kaplan's insights by providing a practical guide to the social etiquette and daily life of Austen's era, highlighting the complexities of courtship, marriage, and class divisions. Sullivan's work was significant for its detailed context, helping readers better appreciate how *Pride and Prejudice* (1993)

critiqued these societal conventions while illustrating how its characters both conformed to and challenged these norms.

Further expanding on this, the study by Heavenly and Elisabeth Kasih (2020) added a sociological perspective by examining the influence of the Industrial Revolution on the social systems in Austen's work. Their research underscored how Austen critiqued the class distinctions shaped by the landed gentry and inheritance systems, as well as how economic pressures affected social mobility and marriage. By connecting Austen's portrayal of society to the broader societal shifts brought on by industrialization, this study enriched our understanding of the historical and sociological context of *Pride and Prejudice* (1993).

Finally, the 2023 study from Muyassar Abduxamidova, which applied a literary and sociological approach, reinforced the novel's relevance today. It highlighted how themes of love, marriage, and gender roles continued to resonate with modern audiences. Moreover, it brought attention to the significance of female agency and individuality, essential elements in Austen's critique of the restrictive norms of her time. Together, these studies provided a comprehensive view of how *Pride and Prejudice* (1993) served as both a reflection of its social context and a critique of the systems that govern personal and social relationships. They highlighted the novel's enduring relevance and its capacity to engage with ongoing conversations about gender, class, and social mobility.

## **B. Theoretical Background**

### **1. Sociology of Literature**

Sociology of literature was a critical approach that focused on the dynamic relationship between literary works and the society from which they emerge. Rather than treating literature as an autonomous aesthetic product, this approach viewed it as deeply embedded in social, historical, and ideological contexts. Literature, therefore, was not only a reflection of reality but also a vehicle through which societal values, norms, and contradictions are articulated.

Atar Semi (1984) defined sociology of literature as a branch of literary criticism that analyzed the influence of social factors on the creation and content of literary works (Semi, 1984: atna (2003) viewed sociology of literature as a study that emphasized the en literature and the structure of society, implying that a literary text could not



be fully understood without examining the societal conditions surrounding its production (Ratna, 2003: 25).

Wellek and Warren (1956) further classified this field into three areas: the sociology of the author, which focused on the writer's social background and ideology; the sociology of the literary work, which studied the representation of social realities within the text; and the sociology of the reader, which investigates how different audiences interpreted literature based on their social position (Wellek and Warren, 1956: 84).

According to Endraswara (2003), literary texts often presented the existential struggle of individuals in society, shaped by imagination, emotion, and intuition (Endraswara, 2003: 79). Faruk (2010) also emphasized that sociology of literature aimed to connect literary production with social structures, enabling scholars to reveal how literature both shaped and is shaped by societal forces (Faruk, 2010: 64-65).

Hyppolite Taine (1828–1893), a French critic and historian, introduced a deterministic view of literature through his triadic theory: race, milieu, and moment. According to Taine, literary works were the products of the author's environment, heredity, and historical period. In this view:

- Race referred to the inherited characteristics or temperament of a people or nation;
- Milieu (environment) referred to the social, political, and cultural surroundings;
- Moment referred to the historical circumstances and dominant intellectual currents at the time of the work's production.

Taine's theory offered a structured way to analyze literature by considering the external, non-literary factors that influenced a work. In the context of *Pride and Prejudice* (1993), this theory helped illuminate how Austen's depiction of social norms and etiquette reflected the cultural and historical context of Regency England.



Taine, was often credited as the founding figure of the sociology of literature (Wingwood, 1972: 31). He introduced a systematic approach that incorporated three factors: 'race,' 'milieu' (the surrounding environment), and 'moment' (the socio-

political context). According to Taine, these elements worked together to form the mental frameworks of authors, which were then expressed in their literary works.

Sociology of Literature was a field of literary study that focused on how literature reflected society. Many researchers used this approach to examine how social life influenced the creation of literary works. Essentially, literary pieces gained value when they accurately portrayed the social conditions of their time.

Taine (1886: 1) in his book of History of English Literature stated that:

“It was perceived that a work of literature is not a mere play of imagination, a solitary caprice of a heated brain, but a transcript of contemporary manners, a type of a certain kind of mind. It was concluded that one might retrace, from the monuments of literature, the style of man's feelings and thoughts for centuries back” (Taine, 1886: 1).

This statement highlighted that a literary work captured not just the author's imagination but also, the customs and thoughts of people from earlier times. Essentially, it suggested that literature was a reflection of society, rather than simply a product of pure creativity.

Rationalization in the research of sociology of literature defined by Glickberg in Endraswara (2013: 77) as:

“All literature, however fantastic or mystical in content, is animated by a profound social concern, and this is true of even the most flagrant nihilistic work” (Endaswara, 2013: 77).

This statement led the researcher to conclude that all literary works, no matter the format, reflected the social conditions or the life of the community.

Lucien Goldmann (1913–1970), a Marxist literary theorist, proposed genetic structuralism, a theoretical framework that combined structuralist analysis with a sociological perspective. Goldmann argued that literature was a manifestation of the collective consciousness of a particular social group or class. He believed that literary works reflected the worldview of a specific social class, which could be reconstructed through textual analysis.

Goldmann emphasized that meaningful literary structures were not isolated but emerged



on between the author's consciousness and the socio-historical structure of their lens, Austen's characters, especially Elizabeth Bennet and Mr. Darcy, could be products of their class, negotiating their positions within a rigid structure of social

Applying Goldmann's theory to *Pride and Prejudice* (1993) allowed us to see how the novel constructed a worldview that both reflected and critiqued the dominant ideology of early 19th-century England, particularly regarding gender roles, marriage, and social mobility.

According to Goldmann (1975: 4):

“Basically, the novel, for the first part of its history, was a biography and a social chronicle and so it has always been possible to show that the social chronicle reflected to a greater or lesser degree the society of the period – and one does not have to be a sociologist to see that” (Goldman, 1975:4).

This indicated that novels could be valuable resources for understanding the social conditions of their era. As a result, only truly well-crafted literature could capture the social history of a community. Some authors treated novels as mere commodities for sale, which lowered their value compared to those who genuinely aimed to create a meaningful reading experience.

From the definitions above, the researcher concluded that the sociology of literature focused on how social conditions were reflected in literary works, blending with the author's imagination. This approach looked at the author's social background, the societal context when the work was created, and the links between real events and the author's life. The main goal of using the sociology of literature was to highlight this connection, showing that a literary piece was more than just the author's imagination—it was also influenced by the social realities of both the author and their society.

Had examined the definitions and the way the sociology of literature theory functions in analyzing literary works, the researcher has chosen to utilize this theory. It was particularly well-suited for the researcher's aim of exploring the social conditions and societal issues depicted in the novel, as it provided a straightforward means to uncover these elements.

## 2. Definition of Social Norms

Social norms were the unwritten rules that governed behavior within a society or group, shaping how individuals act in various situations to maintain social order. These norms influenced everyday manners to profound moral and legal standards, playing a crucial role in social cohesion. Bicchieri (2006: 5-7) explored how these norms were formed and how they influenced individual behavior, highlighting their importance in maintaining order. Similarly, Elster



(2009: 197) discussed the mechanisms through which social norms were enforced, while Goffman (1967: 44-45) delved into how these norms guided behavior in face-to-face interactions. Hechter and Opp (2001: 3-5) provided insight into the various theories surrounding social norms and their influence on individual actions. Furthermore, Bicchieri, Muldoon, and Sontuoso (2018) emphasized the classification of social norms and their role in governing behavior. Together, these works provided a comprehensive understanding of how social norms function to ensure that individuals coexist harmoniously within a community, offering valuable insights into the underlying values and beliefs that shaped social behavior.

Sociologist Emile Durkheim (1893) argued that social norms are a fundamental component of social life, describing them as part of the collective conscience that bound individuals together. In his seminal work *The Division of Labor in Society* (1893), Durkheim emphasized that norms were crucial for social integration and stability, providing a shared understanding of acceptable behavior (Durkheim, 1893: 85). He posited that without these norms, society would descend into chaos, as individuals would lack a framework for interaction. His perspective underscored the role of norms in reinforcing social cohesion and preventing deviant behavior, illustrating their importance in maintaining a well-functioning society. Furthermore, in *Suicide* (1897), Durkheim explored how deviations from societal norms could lead to increased rates of suicide, further highlighting the consequences of a breakdown in social integration (Durkheim, 1897: 228). His work, along with that of later sociologists like Talcott Parsons, who emphasized the function of social norms in regulating behavior (Parsons, 1951: 77), illustrated the essential role these norms play in shaping and sustaining societal order.

Psychologist Solomon Asch (1951) made significant contributions to the understanding of social norms through his research on conformity, published in 1951. In his landmark experiments, Asch demonstrated that individuals often conformed to group norms even when they were aware that these norms are incorrect (Asch, 1951: 31). His work revealed that social pressures could lead individuals to align their beliefs and behaviors with those of a group, illustrating the powerful role of peer influence and the innate desire to fit in (Asch, 1951: 36). These findings underscored the fact that social norms can have on shaping personal actions and attitudes, suggesting that social acceptance could outweigh individual judgment. Asch's research had since



become a foundational study in social psychology, influencing subsequent investigations into conformity and group dynamics (Cialdini & Goldstein, 2004: 599).

Cultural anthropologist Clifford Geertz (1973) provided valuable insights into social norms through his concept of "thick description," as detailed in his 1973 work *The Interpretation of Cultures*. Geertz emphasized that understanding social norms required viewing them within their cultural context, arguing that norms were deeply embedded in cultural practices and symbols (Geertz, 1973: 9). To fully grasp their significance, one must consider the broader cultural and social environment in which they operate. Geertz's approach highlighted the complexity of social norms and their integral role in shaping cultural identity, illustrating how norms were woven into the fabric of social and cultural life (Geertz, 1973: 14). His perspective has influenced subsequent anthropological and sociological research, reinforcing the idea that social norms could not be understood in isolation from the cultural contexts that produced and sustained them (Swidler, 1986: 273).

Sociologist Erving Goffman (1959) explored the concept of social norms through his theory of dramaturgy, as presented in his 1959 book *The Presentation of Self in Everyday Life*. Goffman proposed that social interactions could be understood as performances where individuals followed norms to project a desired image (Goffman, 1959: 22). He argued that these norms dictated the "scripts" for behavior in various social settings, guiding individuals in how to manage their social identity (Goffman, 1959: 30). By framing interactions as performances, Goffman illustrated how social norms function as tools for impression management and identity maintenance, emphasizing their crucial role in shaping how people presented themselves in different contexts (Goffman, 1959: 45). His insights have had a profound impact on the field of sociology, influencing subsequent studies on social behavior and identity construction (Biddle, 1979: 165).

In contemporary sociology, social norms were examined through the lens of social networks, with researchers like Mark Granovetter (1973) provided significant insights.



His seminal 1973 paper, *The Strength of Weak Ties*, explored how norms spread through social networks and influence behavior (Granovetter, 1973: 1361). He highlighted that both strong and weak social ties played crucial roles in reinforcing and propagating norms, impacting individuals at both the individual and collective levels (Granovetter, 1973: 1367). This perspective

emphasized the importance of social networks in shaping and disseminating social norms, illustrating their pervasive influence across different layers of society (Burt, 1992: 8). Granovetter's findings had spurred further research into how social structures affected the flow of information and normative behaviors, underscoring the interconnectedness of individuals within social contexts (Christakis & Fowler, 2007: 226).

Finally, the definition of social norms was often explored in the context of social change, acknowledging that norms were not static but evolve as societies adapt. Sociologist Robert K. Merton (1968) had significantly contributed to this understanding through his 1968 work, *Social Theory and Social Structure*. Merton's theory of social change and innovation illustrated how deviations from established norms can lead to the development of new norms, reflecting the dynamic nature of social expectations (Merton, 1968: 181). His research underscored how social norms shift in response to social pressures and transformations, highlighting the fluidity and adaptability of societal values (Merton, 1968: 205). Merton's insights had laid the groundwork for further investigations into the mechanisms through which norms evolved, influencing contemporary discussions about social change and cultural adaptation (Turner, 2001: 56).

### 3. Definition of Etiquette

Etiquette referred to the customary code of polite behavior within a society or among members of specific professions and groups. It encompassed the rules and conventions that govern social interactions, thereby providing a framework for acceptable conduct in various contexts. Erving Goffman (1959) posited that etiquette served as a mechanism for managing impressions and social identities, emphasizing its significance in maintaining social harmony (Goffman, 1959: 13). This notion was further explored by Emily Post (1922) in her seminal work, *Etiquette: The Blue Book of Social Usage* (1922), where she highlighted the importance of adhering to social norms to facilitate smooth interactions among individuals (Post, 1922: 45).

Keith Kelley (1992), in *The Etiquette Advantage in Business*, expanded on this idea by illustrating how etiquette reflected cultural values, which were essential for successful professional interactions (Kelley, 1992: 29). Additionally, Judith Hall (2011) analyzed the role of etiquette in illustrating its contribution to social cohesion and mutual understanding (Hall, 2011). Judith Hall (2010) further discussed how etiquette provided a structured approach to



polite living, reinforcing the idea that etiquette was not merely a set of rules but also a reflection of societal values and beliefs (Civility, 2010: 67).

Together, these perspectives underscored that etiquette shaped how individuals communicated and interacted, playing a crucial role in the fabric of social life. By understanding the principles of etiquette, individuals could navigate social situations more effectively, fostering an environment conducive to respectful and meaningful exchanges. Thus, etiquette was integral not only to personal interactions but also to the broader dynamics of society.

Etiquette could be categorized into several distinct types, each serving specific contexts and purposes. Social etiquette governed interactions in informal settings, dictated behaviors such as greetings, conversation topics, and the maintenance of personal space. According to Amy Vanderbilt (1997), understanding social etiquette was crucial for fostering positive relationships and ensuring smooth social interactions (Vanderbilt, 1997: 12). Business etiquette, in contrast, outlined the appropriate conduct expected in professional environments. As emphasized by Barbara Pachter and Susan Magee in *The Essentials of Business Etiquette* (2012), this form of etiquette prioritized respect, professionalism, and effective communication to facilitate successful workplace interactions (Pachter & Magee, 2012: 34). Dining etiquette focused on proper behavior during meals, including table manners and the correct use of utensils. In *Dining Etiquette: The Essential Guide to Table Manners* (2010), M. J. Civility (2010) explained that mastering dining etiquette was vital for making favorable impressions during meals, whether in personal or business contexts (Civility, 2010: 58). Together, these categories illustrated how etiquette functions across various aspects of life, guiding individuals in their interactions and contributing to the social fabric.

Emily Post (1922) famously defined etiquette as "the code of ethical behavior that governs a society" (Post, 1922: 3). Her influential work has become a cornerstone in the study of etiquette, emphasizing its crucial role in facilitating smooth interactions and fostering mutual respect among individuals. Post argued that etiquette was not a rigid set of rules but rather a flexible framework that adapted to societal changes while maintaining core principles of respect and consideration for others. As noted by Judith Martin (1986), also known as Miss Manners, etiquette was essential for navigating social situations gracefully and ensuring harmonious relationships (Martin, 1986: 15).



Furthermore, in her book *Etiquette and Modern Manners*, Post's great-granddaughter, Lizzie Post (2019), emphasized that etiquette evolved with cultural shifts, reflecting contemporary values while still being rooted in the traditional principles established by her ancestor (Post & Post, 2019: 22). This adaptability enabled etiquette to remain relevant in an ever-changing social landscape, guiding individuals in their interactions across different contexts.

Etiquette served not only to facilitate social interactions but also plays a crucial role in reinforcing social norms and cultural values. It acted as a reflection of societal expectations, offering insights into what was considered acceptable behavior within a given community. Sociologist Norbert Elias (1939) argued that etiquette was deeply intertwined with the development of civilization, suggesting that as societies evolved, so too do their codes of conduct (Elias, 1939: 50). This connection highlighted how etiquette functions as a barometer of cultural progress, indicating shifts in social values and behaviors over time. Additionally, sociologist Erving Goffman (1959) emphasized that etiquette was essential for managing social identities and impressions, thereby helping to maintain social order and harmony (Goffman, 1959: 32). As societies underwent transformations, the evolution of etiquette reflected broader changes in cultural attitudes and norms, making it a vital area of study for understanding social dynamics.

Moreover, etiquette functioned as a significant tool for social inclusion and exclusion. Individuals who adhered to established norms of etiquette often found it easier to navigate social situations, facilitating acceptance and relationship-building. In contrast, those who disregard these norms might experience social penalties, such as ostracism or disapproval. Anthropologist Claude Lévi-Strauss (1963) emphasized that etiquette reflected deeper social structures and hierarchies, influencing interpersonal relationships within cultural contexts (Lévi-Strauss, 1963: 12). This dynamic underscored the power of etiquette in shaping social interactions, as it not only dictated acceptable behavior but also reinforced societal boundaries that defined who belonged and who did not. Furthermore, sociologist Pierre Bourdieu (1984) argued that adherence to etiquette was a form of social capital, as it could enhance one's status and opportunities within a given social sphere (Bourdieu, 1984: 252). Thus, etiquette served both to facilitate social cohesion and to reinforce social hierarchies.



In contemporary society, the rise of digital communication had sparked discussions about the relevance of etiquette within online interactions. As the principles of etiquette extended to

virtual settings, new norms had emerged surrounding email etiquette, social media behavior, and online discourse. P. J. O'Rourke (1999) remarked that "the internet has created new realms of etiquette that are just as important as those in the physical world" (O'Rourke, 1999: 34). Additionally, scholars like Kate Murphy (2017) had explored how online interactions necessitated a different understanding of politeness, emphasizing the need for clarity and respect in digital communications (Murphy, 2017: 18). This shift highlighted how etiquette continued to evolve in response to modern contexts, adapting to the complexities of digital interactions while maintaining its foundational principles of respect and consideration.

Ultimately, understanding etiquette was crucial for fostering effective communication and cultivating positive relationships. It encouraged individuals to be mindful of their behavior and considerate of others' feelings. In this regard, etiquette not only facilitated smooth interactions but also promoted empathy and understanding among diverse groups. Social psychologist Judith Hall (2011) asserted, "Good etiquette is the foundation of successful social interactions" (Hall, 2011: 22). This perspective underscored the idea that etiquette was integral to building and maintaining social bonds, as it created an environment where individuals felt respected and valued. Additionally, experts like Dale Carnegie (1936) emphasized that understanding social graces could lead to more meaningful connections, enhancing personal and professional relationships (Carnegie, 1936).

In conclusion, etiquette was a multifaceted concept that encompassed the rules and norms guiding social interactions. It served various purposes, from facilitating communication to reinforcing social hierarchies. According to sociologist Erving Goffman (1959), etiquette was essential for managing impressions and navigating social identities, highlighting its role in maintaining social order (Goffman, 1959: 13). Furthermore, cultural anthropologist Claude Lévi-Strauss (1963) emphasized that etiquette reflected deeper social structures and hierarchies, influencing interpersonal relationships within specific cultural contexts (Lévi-Strauss, 1963: 50). Through the insights of experts and scholars, we gained a deeper understanding of etiquette's significance in both historical and contemporary contexts. As societies continued to evolve, so too did etiquette, reflecting the dynamic interplay between culture and social behavior. This adaptability ensured that etiquette remained relevant and responsive to the changing norms



#### 4. Social Norms and Etiquette of the Regency Era

The Regency era (1811-1820) was characterized by a strict class hierarchy that governed social interactions and expectations. The aristocracy, as the ruling class, established norms that were to be adhered to by all other social groups. Deborah M. W. Manley (1991) argued that "the aristocracy's mannerisms and their mode of living served as models for the entire population, reflecting their moral authority and social superiority" (Manley, 1991: 58). In this context, behaviors such as speaking, walking, and dining were influenced by one's social class. The upper classes were expected to display restraint, sophistication, and a certain level of emotional detachment, while the lower classes were expected to demonstrate deference and respect. This stratification of social conduct was not only a reflection of one's position but also an essential element of one's identity and reputation within society.

In the Regency period, formal greetings and gestures of respect were an important aspect of social interaction. The etiquette surrounding greetings was carefully governed by both gender and social standing. According to Margaret Shirley (2009), "A formal bow for men and curtsy for women were standard, but intimate gestures like handshakes or kisses were reserved for those in close social circles" (Shirley, 2009: 102). This formalized system ensured that individuals maintained an appropriate level of distance and respect toward one another, especially in public settings. The expectations surrounding greetings reflected the era's broader emphasis on manners, which allowed people to navigate social space without overstepping boundaries. For instance, women were expected to maintain modesty, and men had to exemplify restraint, particularly in their interactions with women, reinforcing the traditional roles assigned to each gender.

Courtship and marriage during the Regency era were primarily structured by social expectations, rather than personal preference. Engagements were often arranged to secure advantageous social and financial positions. Sarah Ferguson (2003) noted that "marriage was seen as a contract that ensured one's place within the social fabric, with affection often taking a backseat to family alliances and social considerations" (Ferguson, 2003: 34). In this period, propriety governed courtship, and the presence of a chaperone was mandatory during public displays of affection were discouraged, as they were considered improper and damaging to a person's reputation. For women, maintaining a reputation for



modesty and restraint was particularly critical, as it determined their social acceptability and future prospects in marriage.

Fashion in the Regency era was a clear marker of one's social status. Both men and women were expected to dress according to their rank, with the upper classes having access to the finest materials and the latest trends. Linda J. Levy (1997) emphasized that "appearance was not only a personal matter but a social obligation; the way one dressed spoke volumes about one's social standing and personal integrity" (Levy, 1997: 121). Women, in particular, adhered to the empire waistline, a fashion introduced during this period, which highlighted both modesty and elegance. Men's attire also followed strict norms, with tailcoats, waistcoats, and breeches forming part of the formal ensemble. The importance of adhering to fashion trends extended beyond personal vanity, as one's clothing was a direct reflection of their respectability and adherence to societal norms.

Dinner parties were one of the most prominent social events in Regency England, serving as a space for both socialization and the reinforcement of etiquette. Guests at these events were expected to follow strict rules of behavior, particularly around the dinner table. Clara Benson (2000) asserted that "table manners were the foundation of one's social positioning—how one behaved at the dinner table could either elevate or diminish one's standing in society" (Benson, 2000: 78). A key aspect of Regency dining etiquette included the proper use of utensils, the art of conversation, and the unspoken hierarchy established by seating arrangements. The way individuals engaged in polite conversation during meals was vital, as this was a reflection of their upbringing, education, and social acumen. Hence, the dinner table functioned as both a literal and metaphorical space where one's social identity was continually asserted and reaffirmed.

Public behavior was under constant scrutiny during the Regency period, and individuals were expected to maintain a public persona that reflected the values of modesty, decorum, and restraint. Charlotte Grey (2004) stated, "A person's reputation in public was sacred, particularly e social standing could be permanently marred by a single act of impropriety" Women, especially, were expected to avoid behavior that could be construed as ; unchaperoned walks or engaging in overly familiar conversation with men. For a respectable image in public was equally important, though their reputation was



often tied more to their manner of speech and political affiliations than their personal conduct. The pressure to conform to societal expectations in public was immense, as failure to do so could result in severe social consequences, including the loss of social invitations or even familial estrangement.

## 5. Differences of Social Norms and Etiquette

At their core, social norms and etiquette were both systems of behavior that regulate social interactions, but they differed in scope and significance. Social norms were broad, collective expectations governing behavior in society, encompassing everything from legal regulations to informal moral codes. These norms reflected societal values and provide a framework for acceptable conduct across various contexts. As Norbert Elias (1939) wrote, “norms govern the collective behavior of a society and allow for the integration of its members into social life” (Elias, 1939: 50). In contrast, etiquette referred specifically to the codified manners or customs within particular social groups or contexts, often associated with politeness, decorum, and courtesy. As Emily Post (1922) noted, etiquette provides “the code of ethical behavior that governs a society” (Post, 1922: 3), and it operated on a more micro-level, focusing on daily interactions like table manners, greetings, and other specific behavior patterns that ensure smooth interpersonal engagement. While social norms were foundational to maintaining order in society, etiquette functioned more to smooth social transactions and promote mutual respect.

Social norms were universal and tend to apply broadly within a given culture or society. For example, norms surrounding respect for others' privacy, the importance of honesty, or the obligation to contribute to the common good shape the interactions of individuals across a range of settings. Emile Durkheim (1893) argued that social norms were essential for societal integration and the prevention of chaos, stating, “The norms that we adhere to are the very foundation of social cohesion” (Durkheim, 1893: 85). These norms evolved over time and could shift due to cultural or societal changes. In contrast, etiquette was more context-specific, defined within particular



among social groups. Etiquette might vary considerably depending on setting, such as informal contexts, or by specific professions or age groups. As Judith Martin “Etiquette is the bridge between the self and society, adapted to different instances” (Martin, 1986: 15). For instance, business etiquette required a level

of formality that might not be present in casual social settings, whereas dining etiquette dictated rules for table manners that would not apply to other social environments.

Social norms were often enforced through broader societal mechanisms, such as laws, social sanctions, or communal pressure. The consequences of violating these norms could range from mild disapproval to more severe outcomes, like legal repercussions or social ostracism. Robert K. Merton (1968) discussed how deviations from norms could lead to societal disintegration, stating, “Without conformity to social norms, society cannot function smoothly, and individuals face the consequences of exclusion” (Merton, 1968: 181). In contrast, etiquette was typically enforced through informal, often less severe consequences. Violations of etiquette could result in social embarrassment, discomfort, or mild criticism but were rarely as serious as transgressions against social norms. Erving Goffman (1959), in his theory of dramaturgy, explained that etiquette functions as a tool for “managing impressions” in everyday life, stating that breaches of etiquette might not disrupt the broader social order but led to personal discomfort or social disapproval (Goffman, 1959: 32). For example, breaking etiquette in a professional setting (e.g., showing up late to a meeting) might lead to negative perceptions or missed opportunities but was unlikely to lead to legal consequences.

While both social norms and etiquette contributed to social cohesion, they played different roles in shaping group identity and individual behavior. Social norms provided a foundational structure that bound individuals within a society, establishing shared values and guiding behavior across all aspects of life. Talcott Parsons (1951) noted that social norms were essential in maintaining order, stating that “norms are the basic fabric that holds society together” (Parsons, 1951: 77). These norms helped maintain social order by defining what was acceptable and reinforcing group identity on a larger scale. Etiquette, by contrast, helped individuals navigate the more specific, nuanced relationships within smaller groups. It facilitated smoother interactions and enhances personal reputation within those groups, helping individuals to manage their social identities and avoid social conflict. As Clifford Geertz (1973) pointed out, “etiquette offers a way to navigate their role within the cultural context, guiding their interactions in a way that reflects the values of their social group” (Geertz, 1973: 14). Etiquette could thus serve as a tool for social integration, signaling an individual’s awareness of social expectations within



particular contexts, while social norms governed the fundamental expectations for behavior that sustain societal unity.

## 6. A Comprehensive Study of *Pride and Prejudice* (1993) by Jane Austen

Jane Austen's *Pride and Prejudice* (1993) stood as one of the most enduring and beloved works of English literature, published in 1993 by T. Egerton. This novel offered a nuanced exploration of societal norms, human relationships, and the complexities of love and marriage in Regency-era England. Through its richly drawn characters, intricate plot, and incisive wit, Austen invited readers into a world of social hierarchy, familial expectations, and the pursuit of happiness.

Set against the backdrop of early 19th-century England, *Pride and Prejudice* (1993) reflected the social and cultural mores of the Regency era, which was marked by rigid class distinctions, patriarchal norms, and the importance of marriage as a means to achieve financial stability and social status (Austen, 1993, T. Egerton). Jane Austen's acute observations of the society in which she lived lent the novel a sense of authenticity and depth, providing readers with a detailed portrayal of the customs, values, and societal challenges of her time (Austen, 1993).

At the heart of Jane Austen's *Pride and Prejudice* (1993) were its memorable characters, each vividly portrayed with distinct personalities, desires, and flaws. Elizabeth Bennet, the spirited and independent protagonist, challenged societal expectations through her wit, intelligence, and refusal to conform to gender norms. In contrast, Fitzwilliam Darcy, initially perceived as aloof and proud, underwent significant personal growth as he confronted his own prejudices and falls deeply in love with Elizabeth. The supporting characters, including Mr. and Mrs. Bennet, Jane and Mr. Bingley, and Mr. Collins, enriched the narrative by adding depth and complexity, contributing to Austen's exploration of human nature and social dynamics (Austen, 1993: 12; Johnson, 2013: 45; Kirkham, 1997: 89).

*Pride and Prejudice* (1993) delved into a myriad of themes and motifs that resonate with readers across generations. Central to these themes are love and marriage, as Austen explored the complexities of courtship, romance, and matrimony within a society bound by rigid conventions



The novel also addressed issues of class and social mobility, with characters navigating the limitations of their social status and striving for upward movement. Additionally, Austen's use of irony, satire, and the contrast between appearance and reality enriched the narrative,

showcasing Austen's sharp wit and sophisticated storytelling. As Austen's exploration of these themes reflected the intricate interplay between societal norms and individual desires, her work continued to captivate and provoke thought across the ages.

Jane Austen's *Pride and Prejudice* (1993) was celebrated for its intricately crafted narrative structure, which weaved together multiple plotlines and character arcs to create a cohesive and engaging story. The novel unfolded through a series of dramatic encounters, misunderstandings, and revelations that build tension and suspense, reflecting the complexities of love and societal expectations. Austen's use of free indirect discourse allowed readers to explore the inner thoughts and emotions of the characters, deepening our understanding of their motivations and perspectives. This narrative technique not only enhanced character development but also added depth to the story, contributing to the novel's lasting sophistication and appeal (Austen, 1993: 23; McMaster, 2008: 37; Oxford World's Classics, 2009: 65).

Beyond its entertainment value, *Pride and Prejudice* (1993) functioned as a platform for Austen's sharp social commentary. Through her keen wit and irony, Austen revealed the hypocrisies, follies, and absurdities present in early 19th-century English society. She critiqued the institution of marriage, portraying it as a transactional arrangement often motivated by financial concerns rather than true affection, while also challenging the prevailing notions of gender roles and social hierarchy. Austen's satire was both playful and incisive, encouraging readers to reflect on the enduring issues surrounding love, marriage, and human nature (Austen, 2003: 45; Tompkins, 1996: 72; Sutherland, 2007: 103).

In recent years, *Pride and Prejudice* (1993) had attracted renewed attention from feminist scholars and readers who valued Austen's depiction of strong, independent female characters. Elizabeth Bennet, notably, had become a feminist icon, admired for her intelligence, wit, and defiance of societal expectations. Critics have highlighted Austen's subversion of gender stereotypes and her examination of women's agency and autonomy within a patriarchal framework (Showalter, 1977: 45; Smith, 1992: 210; Mullan, 2002: 87). This revitalized focus emphasized the



relevance and its impact on contemporary discussions surrounding gender and

*Prejudice* (1993) has had a significant impact on the literary landscape, inspiring discussions, reinterpretations, and homages across various media, including film,

television, and literature. This lasting popularity underscored the novel's universal themes and the timeless appeal of its characters and storytelling. The ongoing fascination with Jane Austen's work emphasized its relevance and influence in contemporary culture, as highlighted by Margaret Kirkham in *Jane Austen: Feminism and Fiction* (1983: 102), who discussed how Austen's narratives continue to resonate with modern audiences.

Examining "The Influence of Social Norms and Etiquette in Jane Austen's *Pride and Prejudice*" was worthwhile for several reasons. First, it shed light on the societal context of early 19th-century England, revealing how social norms shaped the characters and their interactions. Austen's novel served as a reflection of its time, showcasing how these conventions influence personal relationships and decisions. By looking closely at etiquette, especially through characters like Elizabeth Bennet, we could see how challenging societal expectations opens up discussions about gender roles and individuality. Additionally, Austen's critique of class structures added depth to our understanding of her characters' motivations and conflicts. This topic remained pertinent today, as the themes of love, marriage, and societal pressures continued to resonate with modern readers. A multidisciplinary approach that blended sociology, literary theory, and historical context could further enrich this analysis, contributing to a broader understanding of social norms in literature. In the end, exploring these elements not only deepened our appreciation of *Pride and Prejudice* (1993) but also underscored its lasting significance in conversations about social behavior and cultural values.

Neglecting to analyze the influence of social norms and etiquette in Jane Austen's *Pride and Prejudice* (1993) could lead to significant gaps in understanding the complexities that shaped character dynamics and relationships within the text. This oversight risks reducing the narrative to a simplistic romantic story, failing to acknowledge the intricate societal expectations that govern the characters' behaviors. Moreover, without this analysis, Austen's critical examination of these norms might remain unexplored, thereby constraining the discourse surrounding gender roles, class dynamics, and the ethical implications of social conduct.



y, engaging with this topic would illuminate how social norms inform the e and resonate with contemporary discussions about etiquette and societal xamination presents an important opportunity to link Austen's insights with oncerning gender equality and classism. Given the increasing focus on social

justice and equality in today's discourse, it was imperative to investigate how Austen's critique of social norms continues to hold relevance. By exploring the interplay between etiquette and social structure, this analysis would contribute to a more nuanced understanding of both the literary work and its significance in the current societal context. Thus, undertaking this research was essential not only for appreciating Austen's literary contributions but also for emphasizing the enduring relevance of her critiques of social norms in an era that prioritized empathy and social awareness.

### C. Conceptual Framework

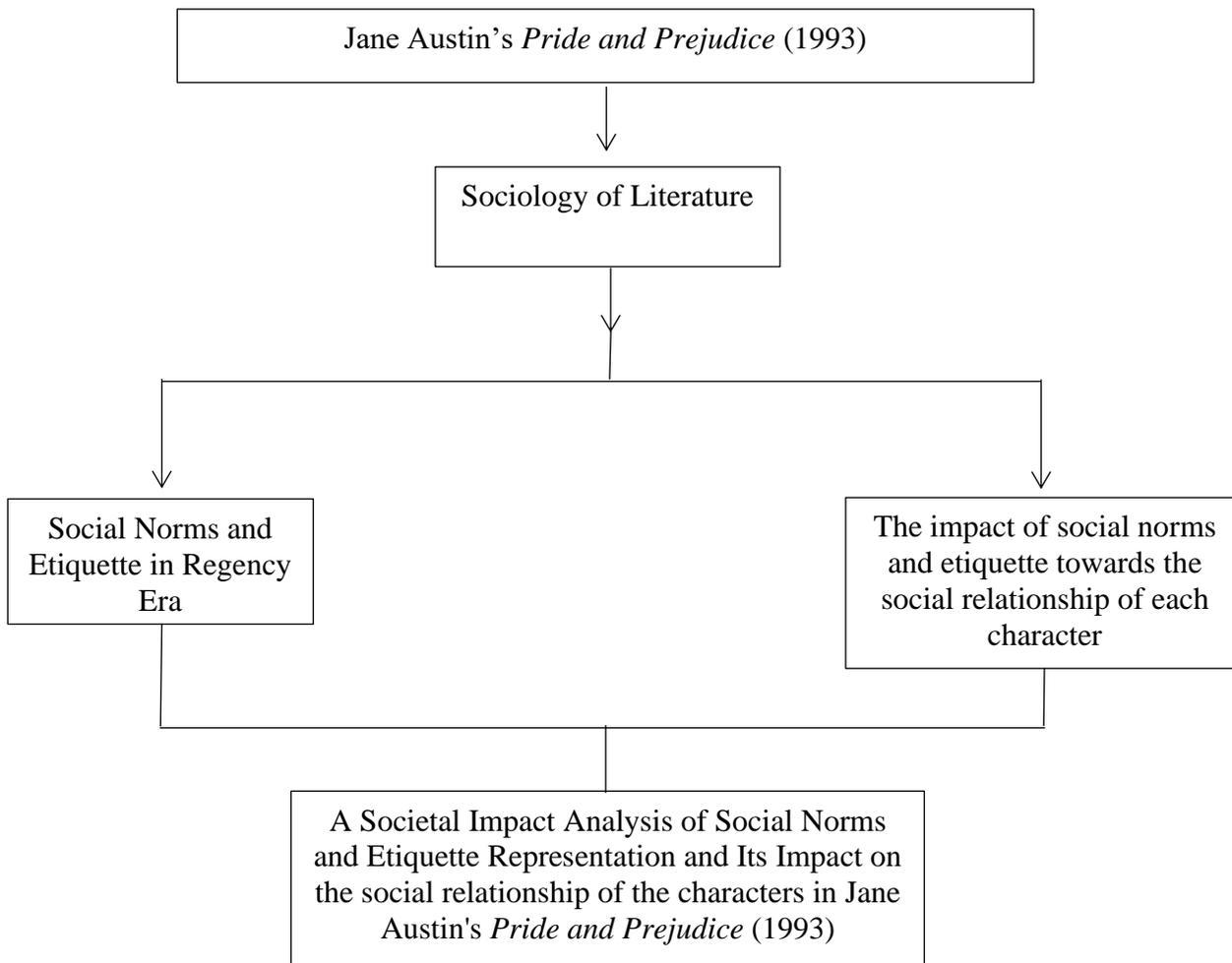


Figure 1: Conceptual Framework



Jane Austen's *Pride and Prejudice* (1993), the researcher used societal impact at this research by reading and analyzing the plot and every dialogue of Jane Austen's *Pride and Prejudice*. This framework provided a comprehensive overview of the connections between

these concepts, guiding the analysis of social norms and etiquette and its representation in *Pride and Prejudice* (1993).



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