**Appendix: Jane Austen on Love and Pedagogical Power Fessenbecker, Patrick**

**Abstract**

Critics over the past three decades have often portrayed the relationship between pedagogy and power as problematic. The philosophical stance underlying such criticism posits that pedagogical relationships frequently "cover up" power relations that are variously termed "insidious," "unbalanced," or otherwise undesirable.

The essay further investigates the connection between love and pedagogical power in Austen's novels, contesting conventional interpretations and arguing that in Austen's works, a teacher's power over a student is not irrelevant but is, in fact, a deeply significant element in the process that gives rise to genuine love.

The conclusion of the article suggests that Austen's novels demonstrate that while pedagogical relationships are power relationships, they do not preclude loving relationships—indeed, they facilitate them.

**Introduction**

In "Jane Austen on Love and Pedagogical Power," Patrick Fessenbecker explores how power works in relationships in Jane Austen's stories. He thinks that power isn't always bad. In fact, it can help people fall in love, like with Emma and Mr. Knightley. Fessenbecker talks about big ideas from a smart guy named Foucault to show how power can be a good thing in love. His essay helps us see Austen's books in a new way, understanding that power can bring people closer, not push them apart.

**M&M**

In the article "Jane Austen on Love and Pedagogical Power," Patrick Fessenbecker employs a critical literary analysis as the primary method to examine the themes of love and pedagogical power in Jane Austen's novels. The material for this analysis consists of textual Analysis, philosophical Frameworks and comparative Analysis

The method involves a synthesis of these materials to argue that Austen's portrayal of love is not simply a matter of emotional connection but is deeply intertwined with the exercise and balance of pedagogical power.

**Results**

The article demonstrates that in Jane Austen's novels, the pedagogical relationships, characterized by power dynamics, are not barriers to love but are actually conducive to its development. The results indicate that Austen's characters often engage in educational processes that involve power differentials, which are essential for their moral and emotional growth. This growth, in turn, forms the foundation for genuine love. The essay suggests that the act of teaching and learning within these relationships is a form of mutual recognition that enables the characters to see each other as equals, which is a prerequisite for love.

**Discussion**

The discussion pivots on the idea that the pedagogical exchanges between characters like Emma and Mr. Knightley are not merely about moral instruction but also about the cultivation of mutual respect and equality—key ingredients for authentic love. Fessenbecker's fresh perspective invites a reevaluation of the pedagogical romance critique, proposing that within Austen's work, power is not a force to be feared but one to be harnessed for the blossoming of romantic bonds. This discourse extends beyond Austen's novels, prompting a broader dialogue on the role of power in shaping contemporary romantic and educational paradigms.

**Appendix:** **Young ladies are delicate plants Jane Austen and Greenhouse Romanticism. Lynch, Deidre Shauna**

**Abstract:** This article, "YOUNG LADIES ARE DELICATE PLANTS: JANE AUSTEN AND GREENHOUSE ROMANTICISM" by Deidre Shauna Lynch, explores the intricate relationship between Jane Austen's portrayal of young women and the romantic era's greenhouse culture. Lynch argues that Austen's novels, particularly "Emma" and "Mansfield Park," use the metaphor of greenhouse cultivation to challenge and subvert the conventional romantic and realist narratives of the time. By situating her female characters within 'artificial climates,' Austen critiques the romantic idealization of nature and the social constructs that underpin them. The article delves into the historical context of 18th-century botanical science and horticulture, showing how Austen's work intertwines with the era's scientific and cultural transformations. Lynch suggests that Austen's greenhouse romanticism offers a unique perspective on the representation of female development, agency, and the artificiality of social norms.

**Introduction:** In the romantic period, the cultivation of plants, especially within greenhouses, became emblematic of both scientific advancement and a new cultural fascination with nature's controlled beauty. This article posits that Jane Austen's novels, with their nuanced depiction of young women, reflect and refract the broader romantic discourse on nature, artifice, and social propriety. Austen's characters, often described in the language of horticulture, are positioned within narratives that parallel the contemporary practices of greenhouse gardening—an industry that was transforming the relationship between nature and culture.

**Materials/Methods:** This study employs a critical literary analysis approach to examine Jane Austen's novels within the context of the romantic era's greenhouse culture. The primary materials consist of Austen's works, particularly "Emma" and "Mansfield Park," alongside contemporary texts on botany, horticulture, and romantic literature. The method involves a detailed examination of metaphorical language relating to botany and greenhouse cultivation in Austen's novels and a historical contextualization of Austen's work by integrating the scientific and cultural shifts of the 18th and early 19th centuries, especially regarding greenhouse gardening and botanical science.

**Results:** The article reveals that Austen's novels utilize greenhouse romanticism as a narrative device to explore the artificiality of social norms and the cultivation of female characters and challenge the romantic idealization of nature by presenting it as something that is both controlled and reflective of societal constructs. Besides, it depicts female characters in a state of 'cultivation' that parallels the horticultural practices of the time, suggesting a commentary on the social expectations placed upon women.

**Discussion:** The findings suggest that Austen's work is deeply engaged with the romantic era's preoccupations with nature, artifice, and social order. The use of greenhouse romanticism in her novels serves as a critical lens through which she examines and subverts the romantic ideal. Austen's characters, often positioned within 'artificial climates,' reflect the broader cultural tension between the natural and the cultivated.

**Appendix: Sibling rivalry, separation, and change in Austen's Sense and Sensibility MA Fitzpatrick Hanly**

**Abstract**

The article examines the psychological development in Jane Austen's "Sense and Sensibility" through the characters of Marianne and Elinor Dashwood. It applies psychoanalytic theory to explore oedipal sibling rivalry, separation, and personal growth. Marianne's denial of a 'second attachment' reflects an unconscious fear of losing her mother's love. The narrative contrasts her emotional struggles with Elinor's more composed acceptance of loss. The text's language and structure reveal the sisters' inner conflicts and growth, highlighting the subtleties of these dynamics in psychoanalytic practice.

**Introduction**

The paper introduces the exploration of growth processes represented in the dynamic between the characters Marianne and Elinor Dashwood in Jane Austen's "Sense and Sensibility." It frames this exploration within psychoanalytic theories of oedipal sibling rivalry, separation, and change. The introduction sets the stage for a close reading of the novel through contemporary Freudian and Kleinian perspectives, focusing on themes of loss, separation anxiety, mourning, melancholia, and psychic change.

**M&M**

The 'materials' in this context would refer to the literary work itself, "Sense and Sensibility" by Jane Austen, as well as the psychoanalytic theories applied in the analysis. The paper discusses the application of psychoanalytic theories to the text. The approach includes close reading, analysis of character dynamics, and interpretation of the novel's language and structure to understand the psychological development of the characters.

**Results**

The paper suggests that Marianne Dashwood's journey involves moving from a state of denial and idealization to one of acceptance and separation, while Elinor Dashwood demonstrates a capacity for reflection and emotional control.

**Discussion**

The discussion in the article revolves around the implications of the analysis for understanding sibling rivalry and separation in Austen's work. It considers how the novel's portrayal of these themes can inform psychoanalytic practice, particularly in relation to transference and countertransference dynamics.

**Appendix: Submission, inhibition and sexuality Masochistic character and psychic change in Austen's Mansfield Park MAF Hanly**

**Abstract**

The paper explores the controversial nature of Jane Austen's novel through a psychoanalytic lens. It delves into the protagonist Fanny Price's character, suggesting her moral masochism stems from childhood neglect and a submissive approach to gain love and protection from those who mistreat her. The paper argues that Austen's intricate plot unveils Fanny's potential for change, influenced by repressed psychosexual desires linked to her father figure. This analysis positions "Mansfield Park" as a critical examination of class, gender, sexuality, and power dynamics, offering a nuanced portrayal of a heroine's struggle and transformation within her societal context.

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**Introduction**

The introduction of paper sets the stage for a deep dive into the complexities of Jane Austen's "Mansfield Park," positioning it as a more critically engaged work than "Pride and Prejudice." It introduces Fanny Price as a heroine whose character contradictions resonate with psychoanalytic theories of moral masochism. The author argues that Fanny's background of neglect and lowly status in her adopted home compels her to adopt a submissive role to secure love and protection. This submission, the paper suggests, is a strategic response to her environment, masking a desire for control and influence, setting the groundwork for a nuanced discussion on the interplay of power, sexuality, and character development in Austen's work.

**M&M**

The material of the paper can be inferred that author's approach involves a close reading of Jane Austen's "Mansfield Park" alongside psychoanalytic theory. She examines the character of Fanny Price through the lens of moral masochism, considering the psychological impacts of Fanny's upbringing and social environment. The method likely includes textual analysis, psychoanalytic interpretation, and comparison with relevant psychological concepts to explore the protagonist's character development and the novel's themes. This approach allows for an in-depth understanding of the intricate dynamics at play in Austen's narrative.

**Results**

Author’s discussion examines Fanny Price's character, linking her moral masochism to childhood neglect and societal status. It analyzes her submissive actions as a response to internal desires and familial power structures. The paper ties Fanny's growth to overarching themes like class and gender, offering a new view on personal and societal evolution within "Mansfield Park."

**Discussion**

In the discussion, author highlights Fancy’s moral masochism as a response to childhood neglect and social standing. It connects Fanny's submissive behavior to her unconscious desires and the power dynamics in her family. The paper also considers the broader themes of class, gender, and colonialism, showing how they influence Fanny's development. The discussion underscores the complexity of Austen's character portrayal and societal critique, providing a fresh perspective on individual and social transformation in "Mansfield Park."