**Title: “Multimodal Composition and ‘A Rose for Emily’”**

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| Preface |
| <p> Students will utilize a range digital tools and archival material to compose literary analysis essays about “A Rose for Emily.” Students will conduct searches using visualization and narrative analysis tools, and they will study an archival typescript of an unpublished version of the story. The activities culminate with students drafting an essay that incorporates and cites Digital Yoknapatawpha tools with hyperlinks, charts, screenshots, and photographs. </p> |

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| **Activity 1: Visualizing Identity and Social Relations in “A Rose for Emily”** | |
| <p> Digital Yoknapatawpha’s tools allow users to generate visual representations of social relations in each text, which students will utilize to think critically about the representations of race, class, and gender in Faulkner’s fiction. This activity produces visualizations illustrating the story’s centering of white upper-class characters and relative marginalization of working class and Black characters. The activity encourages students to understand better the limits of Faulkner’s fiction as historical representation. </p> | |
| **Explore** | |
| <p> Go to the [characters in force directed graph](http://faulkner.iath.virginia.edu/char-char-force.html) tool and select “A Rose for Emily.” Complete the following searches: </p>  <li> **All characters** - Search all characters (choose top field in “rank,” i.e. do not choose major or major and secondary characters). </li>  <li> **Race** - Search for all characters by race. Approximately how many total characters appear as white? How many total characters appear as Black? Which major and secondary characters appear as white? Which major and secondary characters appear as Black? </li>  <li> **Gender** - Search all characters by gender. Approximately how many male characters appear in the story, and how are they connected? About how many female characters appear in the story, and how are they connected? </li>  <li> **Class** - Search all characters by social class. Which characters appear according to each social class designation: upper class, middle class, lower class, and free Black? </li>  <li> **Other** – Search any other modifier (i.e., vitality, etc.). What data appears in your search? </li> | **Walkthrough video**  Short video that demonstrates the click throughs. |
| **Respond** | |
| <p> Respond and reflect on the story by describing what appears notable in search results in terms of the race, gender, and class relations. Prompts include: </p>  <li>1. Comparethe number of lower class, women, and Black characters to characters that are white, male, and upper-class. Literally, what are the numbers for each category? </li>  <li>2. Given the story’s character representations, what is the likely race, gender, and class demographic of the story’s narrator? </li>  <li>3. What would be differentif the story were told from Homer Barron’s point of view? Or, Tobe’s point of view? Or, Emily Grierson’s point of view? Or, any other character’s specific point of view? </li>  <li>4. Reflect on DY’s social categorizations of Faulkner’s characters. Are the social designations pertaining to race, class, and gender fair and accurate representations of the characters’ social positions? For example, do you find it convincing that Homer Barron is designated lower class, or Tobe is designated free Black? What other social designations might be applied to any of the characters? </li>  <li>5. What are the strengths and weaknesses of Faulkner’s choices in depicting the story with these primary and secondary characters as opposed to characters that are not primarily white, male, and upper or middle class? </li> | **Media component (optional)**  Fig. 1 Visualization of upper-class social relations in “A Rose for Emily.” Still from “Characters in Force Directed Graph,” Digital Yoknapatawpha, University of Virginia, [http://faulkner.iath.virginia.edu/char-char-force.html](C:\\Users\\jonhayes\\Desktop\\Fig. 2 Visualization of upper-class social relations in \“A Rose for Emily.\” Still from \“Characters in Force Directed Graph,\” Digital Yoknapatawpha, University of Virginia, http:\\faulkner.iath.virginia.edu\\char-char-force.html) |

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| **Activity 2: “A Rose for Emily,” an Unpublished Conversation, and the Great Migration** | |
| <p> Digitized copies of an unpublished section of “A Rose for Emily” illuminates aspects of the story that are unknown to most readers. This removed section, featuring a conversation at the end of section four between Emily and Tobe, marks the only time in the story that Tobe speaks. As Stephen Railton notes on the linked page to the typescript below, we do not know who decided to remove the section for the story’s publication in the April 1930 edition of *Forum*; however, by studying the removed section students will reflect on the historical context of the story as well as the story’s venue of publication and its readership. </p> | |
| <p> Study the conversation between Emily and Tobe that appears in the typescript for “A Rose for Emily.” Note that the conversation ends section four of the story. Available at [Digital Yoknapatawpha](http://faulkner.drupal.shanti.virginia.edu/node/7862?canvas). </p> | **Media Component (optional)**  Fig. 2 Still from typescript of “A Rose for Emily.” Railton, “Manuscripts &c: 'A Rose for Emily,’” Digital Yoknapatawpha, University of Virginia, <http://faulkner.drupal.shanti.virginia.edu/node/7862?canvas> (Date added to project: 2015) |
| <p> Study information about the Great Migration on [History.com](https://www.history.com/topics/black-history/great-migration). Also watch Yohuru Williams’s video on the Great Migration on the [same page](https://www.history.com/topics/black-history/great-migration). </p> | **Media Component (optional)** |
| <p> Respond and reflect on the story’s typescript version. Prompts include: </p>  <li>1. According to the article by editors at History.com, when did the Great Migration take place, and what were its causes? What connection does Yohuru Williams make between the Great Migration and the Civil Rights Movement? </li>  <li>2. What does Tobe’s plan to go to Chicago indicate about the story’s historical context? Why do you think Tobe eventually refuses to inherit the house? </li>  <li>3. Does the conversation between Tobe and Emily in the typescript of “A Rose for Emily” change any aspect of the story’s meaning? </li>  <li>4. What do you think readers learn about Tobe in this conversation from the typescript? What does the story lose without this conversation? Do you think the story is more effective overall with or without the conversation? </li> | **Media component (optional)**  If you want to highlight particular images, videos, or a fancy quote enter them here. Otherwise leave this blank. |

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| **Activity 3: Visualizing Narrative** | |
| <p> “A Rose for Emily” features non-linear narrative shifts from its present time to events in the past. Visualization tools, including narrative analysis charts, assist students to comprehend the story’s narrative structure. Reflection on these visualizations help students to think critically about the effects of Faulkner’s storytelling strategies. </p> | |
| <p> Explore the chronology bar on the homepage of “A Rose for Emily.” </p> | |
| <li>Click the [page order](https://faulkner.iath.virginia.edu/?&text=RE), paying attention to the dates of each event in the chronology bar. </li>  <li>Reset, and click slowly from event to event, noting again the dates of the story’s events. </li>  <li>Go to [narrative analysis charts](http://faulkner.iath.virginia.edu/narrativeanalysis.html), and view several of the graphs and charts that visually depict the narrative. </li>  <li>Click add chart, and view the events by date order. </li> | **Walkthrough video**  Short video that demonstrates the click throughs. |
| Respond | |
| <p> Respond and reflect on the story’s narrative structure. Prompts include: </p>  <li>1. What do you notice about the relation to the story’s plot order and the dates of its events? </li>  <li>2. What do narrative analysis charts indicate about the relation between the story’s narration and the date of the events indicated? </li>  <li>3. What do you think is the effect or purpose of Faulkner telling this story with flashbacks from a present time frame to the past? </li>  <li> 4. As a representation of the historical past, whose points of views are prioritized, and whose are minimized or occluded? (Reflect on activities one and two to respond to this prompt.)</li> | **Media component (optional)**  Figure 1  Fig. 3 Still from Burgers, “Narrative Structure Analysis: Plot Structure ‘A Rose for Emily,’” Digital Yoknapatawpha, University of Virginia, [http://faulkner.iath.virginia.edu/narrativeanalysis.html](file://C:\\Users\\jonhayes\\Desktop\\ig. 1 Still from Burgers, \“Narrative Structure Analysis:                                                   Plot Structure ‘A Rose for Emily,’\” Digital Yoknapatawpha, University of Virginia,  http:\\faulkner.iath.virginia.edu\\narrativeanalysis.html) |

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| **Activity 4: From Visualization to a Thesis Statement** |
| <p> Write a provisional thesis statement related to any of the above activities or other tools and activities you have explored from Digital Yoknapatawpha in class or on your own. For example, your thesis statement could make a claim about one or more of following aspects of the story: character identities and social relations; the historical context(s) of the story; narrative structure and its effects; or any other aspect of the story. </p> |

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| **Final Product** |
| <p> Requirements for final essays include students citing Digital Yoknapatawpha tools as part of their scholarly research. It is recommended that essays cite Digital Yoknapatawpha at least twice in their essays in any of the following ways (but not limited to these options): </p>    <li>Students will include a [hyperlink](https://faulkner.iath.virginia.edu/) to a relevant page on Digital Yoknapatawpha. </li>  <li>Students will include an image or screenshot of a tool or resource from Digital Yoknapatawpha with caption citations. Students may choose images on the site, or they may include a self-generated image from the site. </li>  <li>Students will have the option to analyze a Faulkner text with self-generated video content focusing on a tool or feature of Digital Yoknapatawpha. </li>  <li>Finally, students will include citation of Digital Yoknapatawpha on a works cited page. </li>  <p> Essay lengths will depend on student levels (secondary, undergraduate, or graduate) and course objectives, and essay formats (Word, Google document, etc.) will vary depending on instructor preference. </p> |