

UNIVERSIDAD SAN FRANCISCO DE QUITO  
**SCHOOL: CIENCIAS SOCIALES Y HUMANIDAD.**

**Semester: 1<sup>st</sup> semester**  
**Schedule: 00:00 - 00:01 (Aula -)**

**INSTRUCTOR/TEACHER INFORMATION:**

**Professor:** Enrique Wong Reyna  
**Email** ewong@usfq.edu.ec  
**Office:** Online.  
**Office hours:** appointments by request

**COURSE INFORMATION:**

**COURSE: LIT-3093E - FAULKNER IN HIS STORIES**

**NRC:** 4311

**Credits:** 3

**Pre-requisites:** Verify pre-requisites in Banner academic system.

**Co-requisites:** The course doesn't have Co-requisites

**COURSE DESCRIPTION:**

Although William Faulkner is known for the complexity of his novels about the human condition, his short stories also stand out for their psychological depth, innovative use of language, and portrayal of the American South. Through reading, writing, and discussion, this course will explore how Faulkner, through his short stories set in the fictional county of Yoknapatawpha, helps us understand a regional culture that transcends the geographical framework of his native South.

**Expected outcome:**

The expected outcome of **Faulkner in his Stories** is to facilitate students' creative thinking and writing skills while engaging with William Faulkner's selected works. Through in-depth reading, thoughtful discussion, and reflective writing, students will inquire into the central concerns and themes of this renowned author. By exploring Faulkner's fiction, this course aims to enhance students' ability to interact with literature, enabling them to derive greater enjoyment from the reading experience as a whole and to find paths for personal expression.

**Writing Intensive:**

This section is designated a Writing Intensive (WINT) course. Following the Liberal Arts tradition of education, WINT courses develop skills in the effective use of language and argumentation across content areas. Writing will be the primary means through which you demonstrate your learning of the course content. You will be expected to write frequently throughout the semester, both informally and formally. Overall, you will produce a minimum of 3,000 words (roughly 10 pages) of polished writing that has undergone extensive drafting, revising, and editing.

All students are encouraged to seek tutoring from the USFQ Writing Center (Galileo 110), which provides support during any stage of the writing process. Services are provided both via walk-in and appointment from Monday through Thursday, 8:30 to 17:30, and Friday, 8:30 to 12:30, during the regular semester and summer academic periods. For more information, visit the Writing Center website:

<https://www.usfq.edu.ec/en/writing-center>

**COURSE LEARNING OUTCOMES:**

<b>Nro</b>	<b>Resultado de Aprendizaje</b>	<b>Nivel</b>
1	Contextualize William Faulkner and his fiction in their cultural and historic environment.	Medio
2	Examine the southern imaginary as a cultural construction.	Medio
3	Identify ideas, images, stereotypes, and cultural representations associated	Medio

	with the South in a group of short stories.	
4	Analyze aspects of Narratology and assess their significance in literary texts.	Medio
5	Identify themes, literary images, allusions, references, and symbols and connect them to main themes of the text.	Medio
6	Utilize critical literary analysis techniques in written assignments.	Medio
7	Examine narrative voice, time, space and character in the stories.	Medio
8	Examine Faulkner's use of experimental techniques and oral tradition in his short stories.	Medio

### **COURSE CONTENTS:**

1. Definition of the imaginary from a cultural anthropology perspective. 2. Introduction to Narratology. 3. Study of the narrator and voice. 4. Analysis of time and space in fictional short stories. 6. Study of character typology in narrative fiction. 7. Analysis of the role of orality in a regional culture. 8. Exploration of the historical and cultural context of the southern United States before and after the Civil War. 9. Analysis of short stories to discover dominant and residual values of a regional imaginary. 10. Exploration of the role of community sense, tradition, and oral culture in the formation of an imaginary. 11. Exploration of racial and social hierarchy, justice, and economic and class conflicts in the formation of an imaginary.

### **METHODOLOGY FOR THE INTEGRATION OF THEORETICAL AND PRACTICAL CONTENTS:**

**LIT-3093E - FAULKNER IN HIS STORIES** is a regular, three-credit online course. The teaching methodology used in all courses at USFQ follows the liberal arts philosophy: encourage dialogue and enable learning through opportunities to exchange ideas among teachers and students. It is expected that all the theoretical content courses explore potential applications to professional practice and work contexts through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

### **ASSESSMENT:**

<b>Type</b>	<b>General Description</b>	<b>% of final grade</b>
<b>Forum</b>	There will be four group discussions in online forums, where you will debate and articulate the value system that underpins Faulkner's world.	25
<b>Video conferences</b>	Active participation in six videoconferences.	25
<b>Essays</b>	One mid-term analytic essay on a chosen text, and one final multimedia project on chosen texts, around 900 – 1200 words each.	25
<b>E-journal</b>	The e-journal in this course is a group activity that serves as a collaborative platform for you and your peers to explore the themes, ideas, plots, and characters that shape William Faulkner's fictional Yoknapatawpha County. Together, you will reflect on the stories and their context, connecting them to the broader moral and philosophical questions that define this imagined world. Only one member of the group will be responsible for creating the shared document and providing the link to both the group members and the professors.	25

## **Description of Assessment Categories**

**D2L discussions (forums):** Every two weeks, a group forum will be held, providing the opportunity to engage in discussions with your classmates about the moral framework of Faulkner's fictional Yoknapatawpha County. These forums will act as collaborative spaces where everyone contributes to shaping the county's moral universe, building on both the values diagram introduced in the first module and the conclusions drawn from your group e-journals. The goal is for the class to collectively outline the value system that defines Faulkner's fictional world. As you reach conclusions on these values, you will support them with examples from the stories read during the module. Your participation in these discussions will be assessed using evaluation rubrics.

**Videoconferences:** The course will include six theme-based videoconferences conducted via Zoom, each lasting one hour. These conferences serve as a platform for expressing your thoughts and ideas regarding the works of fiction and the accompanying theory we will study. Your participation in these videoconferences will be evaluated based on your attendance and active engagement in the dialogues.

If you cannot attend a session, it is mandatory to watch the recording of the Zoom session. Afterward, you will be required to take a brief test demonstrating your understanding of the content discussed during the session, serving as evidence of your active participation.

**Essays:** You will be required to complete two essays: a midterm essay and a final essay. Each essay should be between 900 and 1200 words in length. The midterm essay focuses on literary analysis, where you will use narratological analysis tools to examine specific literary texts. The final essay, on the other hand, is a multimedia project that integrates various forms of expression, including video, images, and a written component. In the final essay you can employ an impressionistic approach and you should connect it to your e-portfolio.

### **E-journal:**

The e-journal in this course serves as a collaborative platform for you and your group to explore the themes, ideas, plots, and characters that shape William Faulkner's fictional Yoknapatawpha County. As you reflect on the stories and their context, you will connect them to the broader moral and philosophical questions that define this imagined world.

Each group will collaborate to answer the questions provided for each module. Throughout the term, you are required to complete 4 journal entries, each at least 2,000 words. These reflections should not only demonstrate your critical engagement with the stories and your grasp of literary concepts, but also extend beyond the narratives to explore the larger imaginative framework of Yoknapatawpha County.

Your entries will be evaluated using rubrics that assess the depth of your analysis, the coherence of your arguments, the integration of literary concepts, and the clarity of your writing. By actively participating in the e-journal, you will deepen your understanding of Faulkner's works and develop critical thinking and writing skills essential for literary analysis. Only one member of the group will be responsible for creating the shared document and providing the link to both the group members and the professors.

## **LIBRARY BIBLIOGRAPHY:**

**Blotner, Joseph. (2005). *Faulkner: A Biography*. Faulkner, William. (1994). *Faulkner*. Geertz, Clifford. (2008). *Local Knowledge: Further Essay in Interpretive Anthropology*.**

## **COURSE BIBLIOGRAPHY:**

**Selections from Kartinager, Donald (1995) *Faulkner in Cultural Context*. Kartinager Donald (1999), *Faulkner and the natural World*. Weinstein, Phillip (1994) *The Cambridge Companion to William Faulkner*. Penn Warren, Robert (1966) *Faulkner*. The selections will be available in the D2L Learning Objects.**

## **POLICIES:**

All students taking courses at USFQ must follow the rules for ethics of learning, research, and behavior detailed in the [Código de Honor](#)

All courses should follow the policies stated in USFQ's [Manual del Estudiante](#)

Late submissions are not accepted, except with prior extension requests made at least one day in advance, with an eight-hour grace period after the deadline, termed the "end-date." Homework grades are typically returned within 72 to 96 hours of the submission deadline. Any technical issues regarding D2L platform connectivity should be reported immediately to [dlsoporte@usfq.edu.ec](mailto:dlsoporte@usfq.edu.ec). Academic dishonesty, including plagiarism and the use of generative artificial intelligence, will result in penalties such as an "F" grade for the assignment or course, and repeated offenses will be reported to the Dean. It is crucial for students to familiarize themselves with the USFQ Honor Code and to properly cite sources to avoid plagiarism, with failure to do so resulting in an automatic "F" grade and potential disciplinary action.

## **SCHEDULE OF ACTIVITIES:**

### **MODULE 1: William Faulkner: A Life Less Ordinary. Introduction to the class.**

**October 21- November 3, 2024.**

**Topic:** William Faulkner, a fiction-like life. Introduction to Narratology. Introduction to Faulkner's themes: The influence of community on individual identity, tradition, and rural life.

**Stories:** "A Rose for Emily," "Shingles for the Lord."

**Mandatory readings: Learning Object 1:** Introduction to the class. **Learning Object 2:** Faulkner: a Life Less Ordinary. **Learning Object 3:** Introduction to Faulkner's "A Rose for Emily" and "Shingles for the Lord." **Learning Object 4:** Narratology. Videoconference 1: October 23, 2024, from 18:00-19:00 PM (introduction to the class). Videoconference 2: October 26, 2024, from 11:00-12:00 AM (Analysis of "A Rose for Emily"). Forum 1. October 29-November 1, 2024. Group discussion of the stories and collective building of the Southern Imagination Diagram. E-portfolio-group work: Exploring Faulkner's Themes and cultural values of the south as seen in the stories. End date: Sunday, November 3, 2024, at 23:59.

### **MODULE 2: William Faulkner: a modernist writer. Introduction to his Yoknapatawpha county. RACE, SOCIAL HIERARCHY, AND THE BURDEN OF THE PAST.**

**November 4- November 17, 2024.**

**Topic:** Yoknapatawpha of the mind. Race, social hierarchy, and the burden of the past.

**Stories:** "Barn Burning," "Dry September," "That Evening Sun."

**Mandatory readings:** Learning Object 1: Modernism: From Henry Adams to William Faulkner (part I). Learning Object 2: Yoknapatawpha: approach to a cultural imaginary. Learning Object 3: Introduction to Faulkner's "Barn Burning" and "Dry September." **Movie:** Mandatory viewing of James Franco's *The Sound and the Fury* (available in Filmin).

Activities: Videoconference three. November 9, 2024, from 10:00-11:00 AM, theme: "Barn Burning." Videoconference Four. November 16, 2024, from 10:00-11:00 AM, theme: "Dry September." Forum 2. November 12- November 15, 2024, Group discussion of the stories and collective building of the Southern Imagination Diagram. E-portfolio-group work: Exploring Faulkner's Themes and cultural values of the south as seen in the stories. End date: Sunday 17, 2024 at 23:59.

### **Module 3: Corruption, Justice, and Class Conflict in Faulkner's Yoknapatawpha county**

**November 18- December 1, 2024.**

**Topic:** The tension between justice and corruption, class struggles, and the challenges of maintaining integrity in a divided society.

**Stories:** "Centaur in Brass," "Wash," "A Point of Law."

**Mandatory readings:** Learning Object 1: Modernism: From Henry Adams to William Faulkner (part II). Learning Object 2: Faulkner: A Modernist Writer. Learning Object 3: Introduction to Faulkner's "Centaur in Brass," "Wash," "A Point of Law" (Power and Prejudice in a Broken South. (introducing the stories).

Activities: Videoconference five: November 23, 2024, from 10:00-11:00 (Analysis of "Centaur in Brass"). Forum 3. November 26- November 28, 2024. Group discussion of the stories and collective building of the Southern Imagination Diagram. E-portfolio-group work: Exploring Faulkner's Themes and cultural values of the south as seen in the stories. End date: Sunday End date: Sunday, November 3, 2024, at 23:59.

### **Module 4: Family, Loyalty, Humor, and Eccentricity**

**December 2- December 15, 2024**

**Topic:** The bonds of family, the complexities of loyalty, the role of humor, and the unique eccentricities of Southern characters.

**Stories:** "Two Soldiers," "Shall Not Perish," "The Tall Men," "Was."

**Mandatory readings:** Learning Object 1: William Faulkner's Legacy. Learning Object 2: Introduction to Faulkner's "Two Soldiers," "Shall Not Perish," "The Tall Men," "Was" (loyalty, humor, and eccentricity).

Activities: Videoconference 6, theme "Two Soldiers." December 7, 2024, from 10:00-11:00 AM. Forum 4. December 10- December 13, 2024. Group discussion of the stories and collective building of the Southern Imagination Diagram. E-portfolio-group work: Exploring Faulkner's Themes and cultural values of the south as seen in the stories. End date: Thursday, 12, 2024, at

23:59. Multimedia project: For this comprehensive multimedia project, you will apply the insights gained from our course to create an engaging and thought-provoking exploration of William Faulkner's fictional county (Yoknapatawpha). Your project will integrate visuals, video, and an analytical essay to provide a multi-dimensional perspective on the themes, characters, and stylistic elements that define Faulkner's works. You can use any free software to create interactive pages, such as Adobe Spark, Wix, Google Sites, WordPress, Canva, and Genially, among others— submission deadline: December 13, 2024 at 23:59.