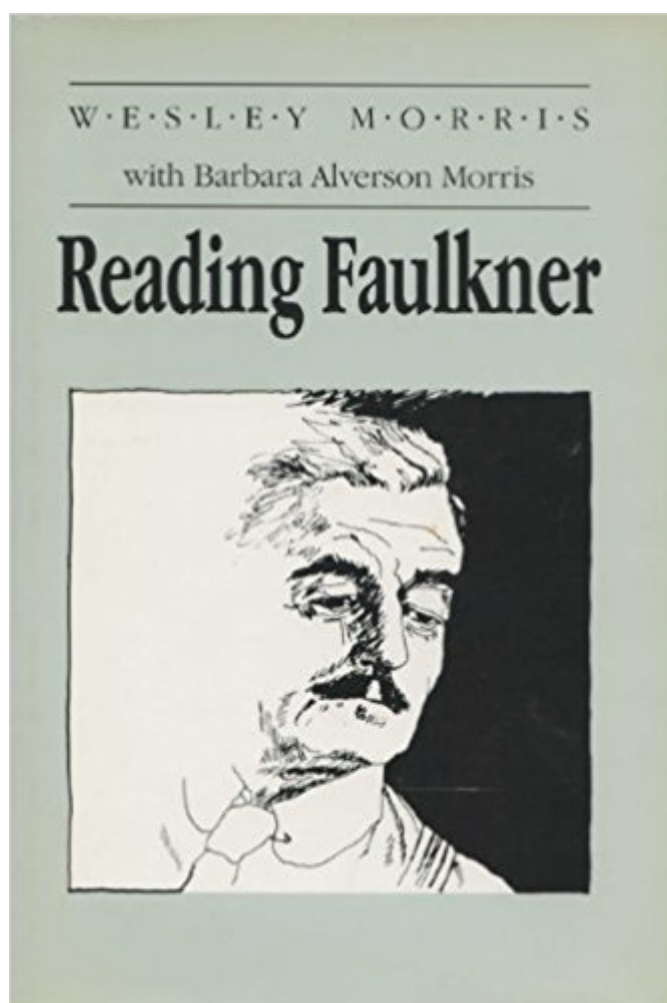


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Reading Faulkner (Wisconsin Project On American Writers)



Synopsis

The general argument advanced by the Morris in this ambitious work revolves around the idea that William Faulkner is deeply critical of the prevailing Southern myth and discourse; furthermore, that his narratives are an attempt to discover and amplify alternative voices within that dominant milieu. Those voices and the stories they tell are most often those of the unprivileged in race, class, and genderâthe black, the poor white, the woman, the neurotic, and so forthâwho act out the disintegration of Southern culture even as they may be said to hold it together in a communal act of mythmaking. This âreadingâ thus makes the case (a largely revisionary one) for Faulkner as a fully engaged political writer, a writer embroiled in the process of the subversion and dissolution not only of dominant Southern myth, but of dominant Southern reality as well. Structured in the way Faulkner imagined his entire fictional universeâas a single narrativeâReading Faulknerâs incremental design results in a âstoryâ that has much of the drive and force of Faulknerâs âstoryâ itself.

Book Information

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Customer Reviews

"Reading Faulkner is one of the most interesting books on Faulkner to appear in the last decade or more. Its approach is fresh and inventive, its readings of the novels always revealing, and its general conception and contribution to our understanding of Faulkner superior."âEric Sundquist,

Wesley Morris is professor of English at Rice University. He is author of *Toward a New Historicism* and *Friday's Footprint: Structuralism and the Articulated Text* and has published articles on Jacques Lacan, Murray Krieger, Jacques Derrida, and contemporary literary theory. Barbara Alverson Morris is a genealogist and has worked to compile books on the genealogy of her own family as well as others. Together with Wesley Morris, they served as Hanszen College masters, one of the four original colleges of Rice University.

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