

DAILY WORKSHOP SCHEDULE

Sunday:

Welcoming reception in garden of Eudora Welty House. Dinner at Millsaps College.
Lecture about Eudora Welty's life by Suzanne Marrs, Welty biographer.

Monday:

Required readings—

- One Writer's Beginnings
- Prenshaw, Peggy W. "Surveying the Postage-Stamp Territory: Eudora Welty, Elizabeth Spencer, and Ellen Douglas," in Faulkner and His Contemporaries. Ed. Joseph Urgo. Jackson: Univ. Press of Mississippi, 2004. 113-131
- Hampl, Patricia. "Memory and Imagination." In The Dolphin Reader. Ed. Douglas Hunt. Boston: Houghton Mifflin, 1990. 93-104.

Breakfast at Millsaps.

9:00—Interpreting landmarks. Lecture by Peggy Prenshaw

10:30—Tour of the Welty House and Garden

Noon—Picnic lunch in the garden.

1:30—Driving tour of Welty's Jackson: childhood home, sites in her fiction, burial place.

3:00—Interpreting the landmarks: discussion. Marrs and Prenshaw

4:00—Pedagogical strategies: Landmark interpretation in high school classes. Preparing lesson plans, new courses. Formative evaluation. Master teachers

or

4:00—Writing scholarly articles about Eudora Welty. Formative evaluation. Marrs and Prenshaw.

Dinner at Millsaps.

Tuesday

Required readings—

- One Writer's Beginnings, "The Winds," "A Curtain of Green"
- Kreyling, Michael. "Subject and Object in One Writer's Beginnings." Mississippi Quarterly 39 (Fall 1986): 627-38.

Breakfast at Millsaps.

9:00—Eudora Welty and Autobiography. Peggy Prenshaw

10:00—Discussion of One Writer's Beginnings. Prenshaw and Marris

Lunch at Millsaps.

1:30—Biography and Literary Interpretation: Danger and Insight. Suzanne Marris

2:30—Discussion of Welty's fiction in the biographical context of the landmark: "The Winds" and "A Curtain of Green." Prenshaw and Marris

4:00—Pedagogical strategies: Incorporating One Writer's Beginnings, "The Winds," and "A Curtain of Green" into high school classes. Master teachers

Or

4:00—Writing scholarly articles about Eudora Welty. Marris and Prenshaw.

Dinner at Millsaps.

Wednesday

Required readings—

- "The Whistle," "Where is the Voice Coming From?" "Keela, the Outcast Indian Maiden," "Flowers for Marjorie," "A Worn Path," "Livvie"
- Kreyling, Michael. Eudora Welty's Achievement of Order. Baton Rouge: Louisiana State University Press, 1980. Chapter 1
- Pollack, Harriet. "Photographic Convention and Story Composition: Eudora Welty's Use of Detail, Plot, Genre and Expectation from "A Worn Path" through The Bride of the Innisfallen." South Central Review 14.2 (Summer 1997).

Breakfast at Millsaps.

8:30—A visit to the Mississippi Department of Archives and History to view manuscripts, photographs, and correspondence in the Eudora Welty Collection.

Introduction plus time for individual work. Suzanne Marris

11:30—Tour of and lunch at the Mississippi Agricultural and Forestry Museum (participants pay individually for lunch)

1:30—Comparison of “The Whistle” and “Where is the Voice Coming From?” in manuscript and in published form. (Pollack, Polk and Kreyling or Pollack, Polk, and McHaney)

3:00—Discussion of Welty photographs in relation to “Keela, the Outcast Indian Maiden,” “A Worn Path,” “Flowers for Marjorie,” and “Livvie”—(Pollack and McHaney or Marris)

4:30—Discussion of Welty’s correspondence—its relationship to her fiction. (Polk and Kreyling or McHaney) Formative evaluation.

Dinner at Millsaps.

Thursday

Required readings—

- “Where Is the Voice Coming From?” “The Demonstrators”
- Marris, Suzanne. Eudora Welty, A Biography. New York: Harcourt, 2005. Chapter 6

Breakfast at Millsaps.

9:00—Incorporating archival materials into the high school classroom. Marris and

Prenshaw, master teachers

10:30—Tour of the Medgar Evers House and of the Smith-Robertson Museum.

Lunch at Millsaps.

2:00—Discussion of Welty’s stories “Where is the Voice Coming From?” and “The Demonstrators” in their historical context (Sallis or Gwin)

4:30—Pedagogical strategies: Welty’s Civil Rights era stories in the high school classroom (master teachers). Formative evaluation

Or

4:30—Writing scholarly articles about Eudora Welty. Marris and Prenshaw. Formative evaluation.

Friday

Required reading—

- The Optimist’s Daughter
- Marris, Suzanne. One Writer’s Imagination. Baton Rouge: Louisiana State University Press, 2002. Chapter 9

Breakfast at Millsaps.

9:00—The Optimist’s Daughter: scholarly perspectives. (Pollack; Polk; Kreyling or McHaney; Mark; and Prenshaw)

Lunch on your own.

1:30—Discussion with the scholars.

3:00—The Optimist’s Daughter in archival, biographical and landmark contexts. (Marris)

4:30—Welty in the high school classroom. Strategies drawn from the workshops.

(Marris, Prenshaw, master teachers).

5:00— Summative evaluation of the workshop.

Dinner at Bill's Burger House—Participants pay individually for dinner.