

The background of the poster is a collage. The top half shows three students (two women and one man) sitting at a desk, looking at a laptop and papers. The bottom half shows a large, modern building with a prominent dome, illuminated at night, with its reflection in a body of water. Red and grey geometric shapes are overlaid on the image.

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AUTHOR'S APPROACH ON SOCIAL STATUS IN "A ROSE FOR EMILY" BY WILLIAM FAULKNER

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Abstract. *This paper explores "A Rose for Emily" by William Faulkner, focusing on the role that social class plays in individuals' lives. It also delves into Faulkner narrative technique in the story.*

Key words: *social status, societal expectations, class system, social norms, normative construct, social behaviour, narrative techniques, anonymous communal voice.*

INTRODUCTION

This essay explores the concept of social status, a crucial element in the structure of human societies, as reflected through various linguistic expressions of human behaviour. Faulkner intricately weaves elements of social status throughout the story through the protagonist's actions, the townspeople's perceptions, and their reactions to societal norms. The narrative voice extends empathy towards Miss Emily, avoiding any judgement of her actions. This admiration extends to her noble detachment, seen in her disregard for mundane obligations like tax payment or mingling with the lower classes.

In "A Rose for Emily," Faulkner employs a unique narrative technique that mirrors the complexities of social status through its structure, point of view, and character development. The story is told from the perspective of an unnamed narrator, representing the collective voice of the town, which allows Faulkner to explore the societal norms and attitudes towards social hierarchy in a small Southern community. This collective narration provides insight into how the community collectively observes, judges, and interacts with individuals based on their social standing, particularly focusing on Miss Emily Grierson. The fragmented, non-linear time line of the narrative reflects the way social status can transcend time, with past actions and reputations echoing in the present. Faulkner's choice to shuffle events serves to reveal how deeply entrenched social values impact the characters' lives across generations, emphasizing the weight of tradition and reputation in determining one's place in society. Through the character of Miss Emily Grierson, Faulkner examines the decline of the old Southern aristocracy and the resulting tensions as new social orders emerge. Miss Emily's actions, such as her refusal to pay taxes:

"I received a paper, yes," Miss Emily said. "Perhaps he considers himself the sheriff . . . I have no taxes in Jefferson."

"But there is nothing on the books to show that, you see We must go by the--"

"See Colonel Sartoris. I have no taxes in Jefferson."

"But, Miss Emily--"

"See Colonel Sartoris." (Colonel Sartoris had been dead almost ten years.

"I have no taxes in Jefferson. To be!" The Negro appeared.

"Show these gentlemen out" .

and her relationship with Homer Barron, a Northern laborer, challenge traditional social norms.

"At first, we were glad that Miss Emily would have an interest, because the ladies all said,

"Of course, a Grierson would not think seriously of a Northerner, a day laborer." But there were still others, older people, who said that even grief could not cause a real lady to forget noblesse oblige without calling it noblesse oblige. They just said, "Poor Emily. Her kinsfolk should come to her" .

However, in a twist of irony, she selects Homer Barron, a man of significantly lower social standing and, more notably, a Northerner, as her companion. This choice highlights a complex dichotomy: while Miss Emily is praised for her superior demeanour, distancing herself from the base, common world, she simultaneously engages in an act of extreme desperation.

The idea of class systems has been around forever and with these classes come expectations for those within them. The short story "A Rose for Emily," was written by William Faulkner. The main character that the story follows is Miss Emily Grierson. This story is about a woman who lives in Jefferson Mississippi during the 1930's . Her father always protected her very closely but, after his passing she spirals out of control. The people in the town are curious of what is going on with Emily however, they never question her for many reasons. The main reason being her family's reputation. In "A Rose for Emily," by William Faulkner reveals how the class system and societal expectations pressure Emily to isolate herself, lose touch with reality and eventually be discovered to have killed a man she loves .

William Faulkner illustrates throughout "A Rose for Emily" how Emily' s perception by the villagers deprived her of reality and permitted her to live in complete seclusion. Because she came from a decent family, people felt she couldn't do anything wrong, therefore they didn't examine her odd behaviours based on her name. However, they might have spared Homer Baron's life if they had visited her or asked her a few things.

In conclusion, the analysis demonstrates how Emily' s wealth and status naturally made the town think well of her. For fear of upsetting a lady, they dared not accuse

her of all the unusual happenings. This demonstrates how social norms and class structures enabled her to become more detached from reality and alone.

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