ABSTRACT

JOEL HOUSTON ORR. Performance Theory in a Pedagogical Approach to Perspective(s) in Flannery O’Connor’s “Revelation.” (Under the direction of Professor Dr. Barbara Bennett.)

With a theoretical focus on performance theory and pedagogical-styled “delivery,” this capstone is a practice in analyzing two 'visions' of or approaches to perspective in Flannery O’Connor's "Revelation.” The practice (its groundwork laid out and summarized in this paper) culminates in a lesson plan that includes pedagogical artifacts such as scene reenactment (some through video, some by student participation), group discussion, and a writing assignment in which students reflect autobiographically on what they have learned.

The first approach to perspective will focus on O’Connor’s use of eye-related imagery within the story. The second approach to perspective will focus on ‘physical’ elements of the text, including the layout of furniture and seating arrangement (spatial perspective) of characters within the doctor’s office, social-status (especially based on appearance) of the characters, and how characters acknowledge sharing/‘seeing’ (or not ‘seeing’) the perspective of other characters within the text.

The purpose of the capstone is to illustrate how O’Connor’s story itself, through its “staging,” anticipates and invites a reading practice theoretically grounded in performance theory.