

ENG 645
PLC 253
F 9 – 11:50
16415
blackboard.uoregon.edu

Liz Bohls
PLC 527
Hours: T, H 2 – 3:30
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**Writing the journey:
travel, mobility and displacement in theory and text**

DESCRIPTION: Travel can be transformative, jolting the traveler out of her comfortable world-view, or it can reaffirm that complacent perspective. It can be difficult and dangerous, true to its roots in "travail" (toil, labor, hardship, suffering), or it can be convenient, even luxurious. Before planes, trains, steamships and the Internet, travel and travel writing were important sources of information about other cultures and little-known areas of the globe. We'll read a variety of travel and exploration writing from the sixteenth century to the present day, focusing mostly on the eighteenth century, in conjunction with criticism and theory concerning place, displacement, and mobility. Questions include: how do the conditions of travel (working or leisured, voluntary or compulsory) shape travelers' experiences? How do travelers' preconceptions shape their experiences, and under what conditions do preconceptions get overturned? What rhetorical devices or strategies do travel writers use to represent their encounters with unfamiliar cultures and peoples? What is the relation between travel writing and anthropology or ethnography? What is tourism, and what is its history? How do travelers impact their "travelees"—those who inhabit the places they explore, colonize, or tour?

TEXTS:

Bohls and Duncan, ed., *Travel Writing 1700-1830* (Oxford)
Carl Thompson, *Travel Writing* (Routledge New Critical Idiom)
Liz Jobey, ed., *The New Granta Book of Travel* (Granta)
Mary Wortley Montagu, *Turkish Embassy Letters* (Broadview)
Laurence Sterne, *A Sentimental Journey* (Broadview)
Mary Wollstonecraft, *Letters Written . . . in Sweden* (Oxford)
Mungo Park, *Travels in the Interior Districts of Africa* (Duke)
Mary Prince, *The History of Mary Prince* (Penguin)
Jamaica Kincaid, *A Small Place* (Penguin).

Texts available at Duck Store (please get specified editions);
supplemental readings on Blackboard.

COURSE OBJECTIVES: By the end of the term students will:

1. Know the history of travel writing in English as a literary genre and its importance to the literary and cultural history of the British Empire.
2. Understand and be able to use a range of critical methods for analyzing travel narratives, including postcolonial criticism, theories of place, and feminist criticism.
3. Undertake original research on a topic related to travel narrative and write a clear, persuasive critical analysis grounded in this research.

SCHEDULE OF READINGS AND ASSIGNMENTS

THEORIES OF PLACE / EARLY ENCOUNTERS

Week 1 10/3

Tim Cresswell, *Place, An Introduction* 1-12 (Blackboard)
 Doreen Massey, "A Global Sense of Place" and "A Place Called Home?" (Blackboard)
 Thompson, *Travel Writing*, 1–61 ("Introduction" and "Travel Writing Through the Ages")
 Jean de Léry, *History of a Voyage to the Land of Brazil*, excerpt (Blackboard)
 Claude Lévi-Strauss, *Tristes Tropiques*, excerpt (Blackboard)
Recommended: Debbie Lisle, *Global Politics of Contemporary Travel Writing*, Intro & Ch. 2 (Blackboard)

TOURISM

Week 2 10/10

Bohls & Duncan 3-68 (The Grand Tour, Revolutionary Tourism)
 Guidebook introductions (Blackboard)
 James Buzard, *The Beaten Track*, Introduction (Blackboard)
 Cheryl Shanks, "Nine Quandaries of Tourism" (Blackboard)
 Jamaica Kincaid, *A Small Place*
 Decca Aitkenhead, "Lovely Girls, Very Cheap," in Jobey, ed., 224-249
Recommended: Thompson, *Travel Writing* 96-129 ("Revealing the Self")

Week 3 10/17

Montagu, *Turkish Embassy Letters*
 Appendices E, F, G, H (Broadview edition)
Recommended: Said, *Orientalism*, 1-110 (Blackboard)
 Bohls, *Women Travel Writers and the Language of Aesthetics, 1716-1818*, Ch. 1 (Blackboard)
 Thompson 168-198 ("Gender and Sexuality")

Close reading #1 due 10/17

SENTIMENTAL TRAVEL

Week 4 10/24

Sterne, *A Sentimental Journey*
Recommended: Ann Jessie Van Sant, *18th-Century Sensibility and the Novel*, Chs. 1, 6 (Blackboard)

Week 5 10/31

Wollstonecraft, *Letters Written During a Short Residence in Sweden, Norway, and Denmark*
Recommended: Virginia Sapiro, *A Vindication of Political Virtue*, Ch. 2 & 3 (Blackboard)
 Bohls, *Women Travel Writers and the Language of Aesthetics, 1716-1818*, Ch. 5 (Blackboard)

Close reading #2 due 10/31

EXPLORATION

Week 6 11/7

Bohls & Duncan 180-227, 237-256 (Africa)
 David Livingstone, *Missionary Travels and Researches in South Africa*, excerpt (Blackboard)
 Binyavanga Wainana, "How to Write About Africa" (Blackboard)
 Johannes Fabian, *Out of Our Minds*, Ch. 2 (Blackboard)

Recommended: Thompson, *Travel Writing* 63-95, 130-167

Mary Louise Pratt, *Imperial Eyes*, Ch. 2 (Blackboard)

Adrian Wisnicki, "Interstitial Cartographer: David Livingstone and the Invention of Central South Africa" (Blackboard)

Mary Kingsley, *Travels in West Africa*, excerpt (Blackboard)

Week 7 11/14

Park, *Travels in the Interior Districts of Africa*

Recommended: Mary Louise Pratt, *Imperial Eyes*, Ch. 4 (Blackboard)

Tim Fulford and Debbie Lee, "Mental Travelers" (Blackboard)

Final paper proposals due 11/14

INVOLUNTARY TRAVEL

Week 8 11/21

The History of Mary Prince

Bohls, *Slavery and the Politics of Place*, Ch. 6 (Blackboard)

James Clifford, "Traveling Cultures" (Blackboard)

Albino Ocheru-Okello, "Arrival," in Jobey, ed., 1-14

Annotated bibliographies due 11/21

Week 9 11/28 **THANKSGIVING—NO CLASS** [Makeup session to be arranged, probably a visit to Special Collections to examine illustrated travel books]

Week 10 12/5 *New Granta Book of Travel* selections (student choice); share research

Recommended: Lisle, *The Global Politics of Contemporary Travel Writing*, Ch. 4

Week 11 12/12 **Final papers due** (10-12 pp), 4pm, 527PLC

REQUIREMENTS AND EXPECTATIONS:

ASSIGNED READINGS: The reading for this course is sometimes heavy and always challenging. Primary texts are supplemented by critical readings, which will be posted on Blackboard. It is vital that you keep up with the reading schedule.

COURSE WEBSITE (blackboard.uoregon.edu): You'll need to access the site regularly throughout the term. The syllabus, paper topics, and other course-related materials will be posted.

ATTENDANCE: I expect everyone to attend every class session. If emergencies arise, please contact me.

CLASS PARTICIPATION: Regular and productive class participation is expected in graduate seminars and makes up 15% of your final grade. I expect to hear from everyone, at every class, on every reading.

OFFICE HOURS: T, H 2 – 3:30 and by appointment. I require each student to meet with me once at the beginning of the term to discuss the place of this seminar in your plan of graduate study; please sign up for an appointment at our first class meeting.

PRESENTATIONS: Over the term, each seminar participant will give a 20-minute presentation on recent scholarship related to the text/topic under discussion. The MLA bibliography should be your principal source for this scholarship (15% of course grade). I'll provide additional information on presentations; you should consult me during office hours as you begin your research. Your presentation may lead to a paper topic; this is encouraged (but not required).

PAPERS: Written work includes 2 close readings of a passage from a travel book (2-3 pages each) and a conference-length research paper (12 pages), due finals week (12/12). You will design final paper topics in consultation with me; papers must draw on research and include an annotated bibliography. Proposals (200-250 words) due Week 7 (11/14); annotated bibliographies due Week 8 (11/21). A rough draft of the final paper may be handed in for comment (optional) by Dec. 8 at the latest.

ANNOTATED BIBLIOGRAPHY: Each seminar participant will research, compile, and annotate a bibliography of 10 works of recent scholarship related to your final paper topic (15% of final grade). These critical texts will serve as basic research for your final paper. Your primary resource for this research should be recent scholarly journals or books indexed in the MLA bibliography; sources of other types may also be appropriate, depending on your topic.

GRADE: Participation 15%; presentation 15%; close readings 10% each; bibliography 15%; final paper 35%.

PLAGIARISM: Unacknowledged borrowing of others' words or ideas constitutes plagiarism, a serious academic crime that results in disciplinary action up to expulsion. If you have doubts or questions about plagiarism or the University's policy on it, talk to me or see the University's *Student Conduct Code* (conduct.uoregon.edu).

STUDENTS WITH DISABILITIES: If you have a documented disability and foresee needing accommodations, please make arrangements with me as soon as possible. Please request that the office of Disabilities Services send me a letter verifying your disability (ds.uoregon.edu). I assume that you will also meet with the Accessible Education Center, which will help provide needed accommodations.