Travel, or the journey, is often conceptualized in relation to home as the point of departure and return: in Homer’s *Odyssey*, the hero wanders as his wife waits faithfully in Ithaca. These gendered roles—man as traveler, woman as homebody—reflect age-old assumptions about travel. But women have always traveled: as pilgrims, migrants, settlers, nurses, even soldiers and sailors, as well as the involuntary travel of millions of enslaved women. Travel writing as a literary genre included less women than men in its early periods due to women’s limited access to education and publication. We’ll read published and unpublished writings by early women travelers, from witty aristocrat Mary Wortley Montagu to Victorian nursing pioneer Mary Seacole. Others include feminist thinker Mary Wollstonecraft, Scottish traveler Janet Schaw, and enslaved traveler Mary Prince.

**TEXTS (Duck Store)**

**PLEASE get the assigned editions** (used copies should be available) so that:

1. Everyone can literally be on the same page and can follow and participate in class
2. Modern editors’ introductions and footnotes can help you understand early literature

Mary Wortley Montagu, *The Turkish Embassy Letters* (Broadview)
Janet Schaw, *Journal of a Lady of Quality* (Nebraska)
Mary Wollstonecraft, *Letters Written in Sweden, Norway, and Denmark* (Oxford)
Mary Prince, *The History of Mary Prince* (Penguin)
Mary Seacole, *Wonderful Adventures of Mrs. Seacole in Many Lands* (Penguin)

**PLEASE HAVE YOUR BOOK HANDY DURING CLASS. Additional readings on Canvas.**
Learning outcomes

- Identify common features or conventions of travel writing as a literary genre.
- Analyze women travel writers’ strategies for reporting the world, representing the other, and revealing the self.
- Develop the skill of analytical close reading of literary texts.
- Develop a clear interpretive thesis for a critical essay on literature and support it, using textual evidence and logical argument.

Assignments and Grading

Syllabus quiz (5%) ensures that you’ve read the syllabus carefully and know the ground rules of our course.

Discussion board posts (25%) are central to our learning community. See “Guidelines for Discussion” for instructions on primary and secondary posts and peeps. Primary posts are due each week, starting in Week 2, by Monday at 8 a.m. (Week 1 primary post is due Wednesday at 8 a.m.) This means you’ll need to finish each week’s reading by the start of the week. Secondary posts and peeps are due each week by Sunday at 11:59 pm.

Weekly writing assignments (25%) are approximately 400 words and are due each Sunday at 11:59 pm. These will help you work through course concepts and readings, test interpretations, and practiced close reading skills, as well as preparing for our Zoom discussions.

Short essays (20%) ask you to engage more deeply and formally with the readings than the weekly writing assignments. You’ll write two short essays in Weeks 3 and 8.

Final Essay (25%) is due at the time our final exam would have been held.

Formatting essays: Please use double-spaced, 12-point Times or Times New Roman. Essays with larger font sizes, gaps, or margins will be penalized. In literary essays, MLA style indicates you need only the page number in parentheses followed by a period. You do not need to cite the author (e.g. Prince 87) if this is obvious from the context. Longer quotes should be indented 4 spaces, with no quotation marks.

Assessment: Discussion board posts, short writing assignments, and essays each have a list of core criteria. If your work meets these core criteria, then it will earn a “B.” If it exceeds them (this is relatively rare), you may earn an “A.” Assignments that do not adequately meet the core criteria will earn a “B-.” Assignments that are missing any of the criteria will earn a “C” or below. Please contact me if you are struggling to meet criteria and would like help improving your work.

Discussion Board work: To achieve our goal of lively, interesting discussions, I ask students to post a “primary post” each week. Doing this will earn students a “C” as your discussion board grade. A primary post each week and three secondary posts across the term will earn a “B,” provided posts meet core criteria. A primary and secondary post each week, plus 8 “peeps” across the whole course, will earn an “A” for the discussion board grade, provided posts meet core criteria. Refer to the “Guidelines for Discussion.”

Late work: Submitting assignments on time will help you manage your time and workload. It helps your fellow students, who benefit from your voice and perspective. It helps me give you timely feedback on
your work. However, life happens . . . and sometimes technology happens, too. Here is how late work will affect your course grade.

**What is “late” work?** Late work is defined as any discussion post, assignment, or essay that is submitted after the due date/time BUT within 48 hours of that date/time. To keep things fair and equitable for everyone, I do not accept work beyond 48 hours after the due date/time; it gets a zero.

**Every student is allowed 2 late assignments without penalty. To earn an “A” in the course, you cannot have more than 1 late assignment.** Late assignments are marked in pink on Canvas.

Exceeding the number of late assignments allowed will lower your course grade by -3% (1/3 of a letter grade) for each late assignment or post. Example: a student with a B in the course who has 3 late assignments will earn a B- (2 late assignments without penalty).

**Academic honesty:** All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. **Academic dishonesty, including plagiarism, will result in a failing grade for the course.**

**What is plagiarism?** It’s important to understand ‘authorship’ and ‘ownership of ideas and words’ in academic writing. This helps writers give the correct credit to other writers, thinkers, and sources for their words and ideas. When you use someone else’s or another source’s words or ideas without telling your reader where they come from, you are PLAGIARIZING. See the Library’s website for more information about plagiarism in general, and about specific UO policies: [https://researchguides.uoregon.edu/citing-plagiarism](https://researchguides.uoregon.edu/citing-plagiarism)

Common examples of plagiarism include incorrect citation of sources and copying and pasting parts of an assignment from the internet or other students. Copying from unauthored webpages is plagiarism. Getting too much help from someone editing your writing is also a form of academic dishonesty.

Submit original work and **cite the sources** you consult! All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. For more information about the consequences of academic dishonesty, refer to the Student Conduct Code (especially Article V), and see me with any questions: [https://studentlife.uoregon.edu/conduct](https://studentlife.uoregon.edu/conduct)

**Students with disabilities:** If you have a disability (physical or learning), or any other issue, which you think may affect your performance in this class, please contact me during the first week of term so that we can make a plan for you to succeed in the course. You may also wish to contact the Accessible Education Center at 541-346-1155 or uoaec@uoregon.edu

**Victim support:** I am a “student-designated reporter” of sex or gender-based violence, which means I will only report if you wish me to. I can connect you with confidential employees and counselors - I recommend the 24-7 hotline 541-346-SAFE. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information at safe.uoregon.edu (concerning sex and gender-based violence), respect.uoregon.edu (concerning bias, hate, or discrimination), titleix.uoregon.edu (Title IX coordinator), or aaeo.uoregon.edu (office of affirmative
action). You may contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123), or Dean of Students offices (541-346-3216). I am also a mandatory reporter of child abuse.

Other support: Justine Carpenter, director of Multicultural and Identity-Based Support Services, is the campus point-person in support of undocumented and DACA students. She can be reached at 541-346-1123 or justcarp@uoregon.edu. For additional information on the UO’s support for DACA students, please visit the UO DREAMers Workgroup website at https://blogs.uoregon.edu/dreamers/. Local resources include Centro Latino at http://centrolatinoamericano.org/.

Mental Health and Wellness

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you’re facing such challenges, you don’t need to handle them on your own–there’s help and support on campus.

As your instructor, if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).”

Navigating this Course

Paced Modules: The course is organized in 10 modules, following the 10-week term. We will read a variety of travel writers and complete discussion board posts each week, with short writing assignments in some weeks. This course asks for consistent and regular participation in different activities and assignments each week. You cannot wait until the end of the term to complete the work for the course. To succeed in the course, you will need to follow the weekly schedule of readings and assignments.

Turn on Canvas Notifications + Check your UO Email! Remaining engaged also requires you to check your university email at least once a day. In a remote course, that will be my primary method of contact with you. Announcements made to the entire class will also arrive in your university email’s inbox.

Double check your Canvas notification settings, and make sure if you have your university email forwarded to a personal email client that all relevant emails from me and/or Canvas are making it to your inbox. “I didn’t receive that email” or “I didn’t see that announcement on Canvas” will never be an excuse for missed work in this class. Let me know if you have questions or concerns about communications and notifications for this class.
I care about your success! Since your essays will develop from our discussion board and Zoom conversations and your weekly writing assignments, your success depends on your timely participation and submission of assignments. Success in any remote course requires keen time management and organization, as well as the ability to work both diligently and independently.

If at any time you find yourself struggling to keep up with the readings and assignments, please reach out to me as soon as possible. If aspects of this course prevent you from learning, or exclude you, please let me know as soon as possible. The more quickly you contact me, the more helpful I can be.

Netiquette

To create a safe, productive working environment, be mindful when you communicate with both your colleagues and professors. These guidelines for online behavior and interaction are known as netiquette.

- Respect the privacy of your classmates and what they share in class. It is prohibited to screenshot and repost posts or material from this course on social media.
- Do not make personal or insulting remarks.
- Ask classmates for clarification if you find a discussion posting offensive or difficult to understand.
- Avoid sweeping generalizations. Back up your stated opinions with facts and reliable sources. Stay focused on the text and topic.
- Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience.
- Be respectful of each other. We’re all in this together. Before posting a comment, ask whether you would be willing to make the same comment to a person’s face.
- Keep in mind that you are taking a college class. Something that would be inappropriate in a traditional classroom is also inappropriate in an online classroom.
- Remember that all college-level communication should be in complete sentences and proofread for clarity. Tip: Start in Word and use the spell and grammar check.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”.
- Be careful with personal information (both yours and others’).
- When emailing your professors or peers, use a descriptive subject line and don’t forget to sign your message with your name.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be aware that typing in all capital letters indicates shouting.
SCHEDULE OF READINGS & ASSIGNMENTS

Welcome module (Week 1)

Pre-class survey and Welcome Discussion Board post due Monday, March 29, 8 am.
Primary Discussion Board post and Syllabus Quiz due Wed., March 31, 8 am.

*We’ll all meet on both days, M and W, in Week 1.*
*Starting in Week 2, we’ll break into M and W groups, and each will meet on Zoom once a week.*

WEEK 1
M Mar. 29  Introductions
W Mar. 31  Watch (6:13) https://www.youtube.com/watch?v=AbNUG6T-7UA
            Read Bohls, “Travel Writing and Gender,” excerpt (11 pp., Canvas)
            Read Montagu 47-73 (Letters 1-14)

WEEK 2 (April 5 & 7): Lady Mary Wortley Montagu’s epic journey

Read Tim Cresswell, Place, An Introduction, selection (11 pp., Canvas)
Read Vivien Jones, Women in the Eighteenth Century, sel. (6 pp., Canvas)
Read Montagu 74-145 (Letters 15-36)

*Note: Starting with Week 2, primary discussion board posts are due Mondays by 8 am.
Secondary posts, peeps and weekly writing assignment due Sunday, April 11.

WEEK 3 (April 12 & 14): Lady Mary heads home

Read Montagu 146-220 (Letters 37-53)
Primary discussion posts due Monday, April 12, 8 am.
Secondary posts, peeps and Short Essay 1 due Sunday, April 18. (No weekly writing assgmt.)

WEEK 4 (April 19 & 21): Janet Schaw’s transatlantic voyage

Read Schaw 19-77
Primary discussion posts due Monday, April 19, 8 am.
Secondary posts, peeps and weekly writing assignment due Sunday, April 25.

WEEK 5 (April 26 & 28): Janet Schaw in the Caribbean

Watch (11:07s) https://www.youtube.com/watch?v=dnV_MTFEGlY
Read Schaw 78-133
Primary discussion posts due Monday, April 26, 8 am.
Secondary posts, peeps and weekly writing assignment due Sunday, May 2.
WEEK 6 (May 3 & 5): Mary Wollstonecraft’s Scandinavian sojourn

Watch (10:25)  https://www.youtube.com/watch?v=clB2oxayCFw
Read Burke, “The Sublime” (4 pp., Canvas)
Read Wollstonecraft 1-56 (Letters I–VIII)
Primary discussion posts due Monday, May 3, 8 am.
Secondary posts, peeps and weekly writing assignment due Sunday, May 9.

WEEK 7 (May 10 & 12): Wollstonecraft, love and politics

Read Wollstonecraft 56-132 (Letters IX-XXV and Appendix)
Primary discussion posts due Monday, May 10, 8 am.
Secondary posts, peeps and weekly writing assignment due Sunday, May 16.

WEEK 8 (May 17 & 19): Mary Prince, involuntary traveler

Read Prince 3-70 (including Supplement)
Primary discussion posts due Monday, May 17, 8 am.
Secondary posts, peeps and Short Essay 2 due Sunday, May 23. (No weekly writing assignment.)

WEEK 9 (May 24 & 26): Mrs. Seacole’s wonderful adventures

Read Seacole 11-118
Watch (9:09) https://www.youtube.com/watch?v=RIrim4r-LbY (optional)
Watch (13:22) https://www.youtube.com/watch?v=JRfW_hX7vUA (optional)
Primary discussion posts due Monday, May 24, 8 am.
Secondary posts, peeps and weekly writing assignment due Sunday, May 30.

WEEK 10 (May 31, June 2): Mrs. Seacole goes to war

Read Seacole 119-171
Watch (15:54) (optional) https://www.youtube.com/watch?v=eHsYma3RDdl&list=TLPOQTgxmJlJwMTmCgQS6UsV8tA&index=4
Watch (10:30) https://www.youtube.com/watch?v=SfdqYBY5SyQ&t=2s (optional)
Watch (1:55) https://www.youtube.com/watch?v=TCx1cVDdRz0 (optional, but fun)
Primary discussion posts due Monday, May 31, 8 am.
Secondary posts and peeps due Sunday, June 6. (No weekly writing assignment.)

Final essay due
Tuesday June 8, 12:15 pm via Canvas