

UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF GENERAL STUDIES
ENGLISH DEPARTMENT

Course Title:	The Journey in Literature
Título:	El viaje en la literatura
Course Code:	INGL 3135
Credit/Hours:	3 credits/ 45 hours of class
Prerequisites:	None

Course Description

This course is an option for completing the literature requirement of the general education component. The course analyzes the travel narrative in a variety of texts, including fiction, non-fiction, prose, drama, film, and poetry, to understand the relationship between these works and themes of self-discovery, cultural identity, personal achievement, and a search for meaning. Students and the professor will look at the master narratives of the journey in literary texts as a window into various issues. The course can be altered to emphasize particular geographic sites, types of journeys, a specific theme related to the journey, or representations of journey in a specific genre. The professor will use one or several of the following focuses: scientific discovery, gender, sexual preference, personal and national identity, race, colonialism, post-colonialism and philosophy.

Descripción del curso

Este curso es una alternativa para cumplir con el requisito de literatura del componente de educación general. Se analiza la narrativa del viaje en una variedad de textos, incluyendo ficción, no-ficción, prosa, drama, cine, y poesía, con el propósito de entender la relación de dichas obras con los temas de auto-descubrimiento, identidad cultural, logros personales, y la búsqueda de significado. Los estudiantes y el profesor mirarán los narrativos maestros del viaje en textos literarios como una ventana a varios asuntos. El curso puede ser variado para hacer hincapié en un tipo de viaje, un tiempo específico, un tema relacionado o representaciones del viaje en un género literario específico. El profesor utilizará uno o más de los siguientes enfoques: el descubrimiento científico, género, preferencia sexual, identidad personal y nacional, raza, colonialismo, post-colonialismo, y filosofía.

Justification

The journey is one of the major themes and structures for narrative in almost all classical, religious, and popular literature. It is also an important metaphor for life itself. Through the study of literature about journeys, students will understand how the journey is used to explain abstract ideas in fields as varied as art and evolution. They will also learn to connect their readings of journey literature with their own cultural experiences in Puerto Rico, a frequent tourist destination and site of emigration and return.

Course Objectives

By the end of the semester, students will be able to:

- Distinguish various types of journeys – exile, immigration, leisure, exploration, pilgrimages – and the narrative and cultural expectations associated with them.
- Analyze the function of journeys in literature, locating specific structures and themes.
- Examine the motivations, sites, and effects – both thematic and formal- of travel within texts.

- Identity ways that the journey reveals aspects of individual identity, including race, gender, sexuality, the “Other”, and nationality.
- Write analysis of travel literature utilizing literary theory and terminology.
- Re-evaluate literary representations of the journey by employing perspectives and knowledge from other disciplines, including economics, politics, philosophy sociology, art, science, architecture, and engineering.
- Identify the ways the travel narrative structures knowledge in other disciplines, including economics, politics, philosophy, psychology, religion, sociology, art, science, and engineering.
- Evaluate theories used for the analysis of travel literature, including postcolonial theory.
- Develop and refine their critical thinking, reading, research, and writing skills.
- Foster the inclusion of students with disabilities in the classroom environment.

Course Outline and Time Distribution

The course will be organized around the following themes, which will be developed through specific works, determined by the professor. The order of elements is flexible and may be determined by the professor and his/her choice of material. The works included below are an example of possible readings.

Unit I. Background of Travel Literature and Review of Literary Terms **10 hours**

A. Introduction to the Course

1. History of travel writing
 - a. “*The Parable of the Prodigal Son*”
 - b. Excerpt from *The Odyssey* by Homer
 - c. Excerpt from *Travels of Sir John Mandeville*
2. Literary theory and terms
 - a. Tropes
 1. Chapter 1, *More than Cool Reason: A Field Guide to Poetic Metaphor* by Georges Lakoff and Mark Turner
 2. Emily Dickenson, Hart Crane, Wallace Stevens
 - b. Literary theory/theories

Unit II. Travel as a basic narrative formula **26 hours**

A. Categories of travel writing

- a. Religion, myth and philosophy (quest, crusade, pilgrimage, crusades)
Candide by Voltaire
- b. Social - political (immigration, banishment, home building)
How the García Girls Lost their Accent by Julia Alvarez
Poems by Li-Young Lee
The Beautiful Country directed by Hans Petter Moland
- c. Cultural (exploration, return, wandering, colonization)
- d. Adventure (wandering, picaresque, war) *Cruddy* by Linda Barry
- e. Scientific (discovery, science fiction)

B. Inner journey

- a. “*Young Goodman Brown*” by Nathaniel Hawthorne
- b. “*Miss Brill*” by Katherine Mansfield

Unit III. Special Topic: Gender and travel

9 hours

- A. *Diving into the Wreck* by Adrienne Rich
- Thelma and Louise*, directed by Ridley Scott
- B. *The Passion* by Jeannette Winterson

Total: **45 hours**

Instructional Strategies

- The instructor will emphasize full class and small group discussions of the assigned readings as a way to analyze, theorize, and evaluate journeys in literature.
- Students will respond regularly to the readings in informal writing, such as reading journals or responses on Blackboard.
- The instructor will emphasize the interdisciplinary nature of the journey by regularly supplying audio-visual and theoretical materials from disciplines other than literature. This will comprise a significant portion of class discussion. Students will in turn be asked to informally share or formally present artifacts from other disciplines that relate to the text being studied.
- The instructor will teach students methodologies of literary research, such as using databases from the library, defining and focusing writing topics, and integrating secondary sources into writing.

Resources

Classroom and blackboard
Monitor and DVD player
Electronic platform

Evaluation Strategies

These will vary among instructors, but will generally consist of written assignments, exams, and presentations. Alternative evaluation methods will be provided to students with identified special needs.

A. Formal written essays (2)	20%
B. Informal writings	10%
C. Group presentation	10%
D. Exams (2)	30%
E. Research project	20%
F. Class participation	10%
Total:	100%

Methods of Evaluation

Students will be graded on an A, B, C, D, F system.

A 90-100
B 80-89
C 70-79
D 60-69
F 0-59

Law 51

In accordance with the recommendations of the Dean of Students Office (Division for Persons with Disabilities), students who are client of the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester in order to make arrangements for reasonable accommodations and for any necessary auxiliary equipment. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor.

Electronic Sources

<http://www.jstor.org>

<http://www.mla.org/bibliography>

<http://www.muse.jhu.edu/>

<http://www.tendenciaspr.com/>

<http://umbral.uprrp.edu/files/Bibliografia>

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Cather, Willa. *My Antonia*. Peterborough, Ontario: Broadview Press, 2003.

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Crane, Hart. *The Complete Poems and Selected Letters and Prose of Hart Crane*. Ed. Brom Weber. New York: Doubleday, 1966.

Fludernik, Monica. *An Introduction to Narratology*. New York: Routledge, 2009.

Garland, Hamlin. “Up the Coule.” In *Main-Travelled Roads; Six Mississippi Valley Stories*. Boston: Arena Publishing Company, 1891.

Halverson, Catheryn. “John Steinbeck's Sweetheart: The Cosmic American Bus.” *College Literature* 35.1 (Winter 2008): p82-99. p82.

Homer, *The Odyssey*. Translated by Robert Fagles and edited by Bernard Knox. New York: Penguin, 1996.

Kerouac, Jack. *On the Road*. New York: Viking, 2007.

Lakoff, George and Mark Turner. *More than Cool Reason: A Field Guide to Poetic Metaphor*. Chicago. University of Chicago Press. 1989.

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Molland, Hans Petter. *The Beautiful Country*, 2004 (film)

Rich, Adrienne. *Adrienne Rich's Poetry and Prose*. Selected and Edited by Barbara Charlesworth Gelpi and Albert Gelpi. New York: Norton, 1993.

Rogers, Shef. "An Extra Echo to Swift's Epigraph for Gulliver's Travels (1735)." *Notes and Queries* 55 (253).3 (Sept. 2008): p326.

Scott, Ridley. *Thelma and Louise*, 1991 (film)

Voltaire, *Candide*. Translated and edited by Robert Adams. New York: Norton, 1991.

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Secondary Sources

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Bradbury, Malcolm, *Dangerous Pilgrimages: Trans-atlantic Mythologies and the Novel*. New York: Viking, 1996.

Buckton, Oliver S. *Cruising with Robert Louis Stevenson: Travel, Narrative, and the Colonial Body*. Athens: Ohio University Press, 2007.

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- Knight, Diana. *Barthes and Utopia: Space, Travel, Writing*. New York: Oxford University Press, 1997.
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Revised April 2015