

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

Course Title: The Journey in Literature

Course Code: INGL 3135

Credits/Hours: 3 credits/ 3 hours weekly/45 hours a semester

Prerequisite: Advanced Placement in English (score of 4 or more) or completion of first-year English (INGL 3101-3102 or INGL 3103-3104 or INGL 3123-3124 or INGL 3011-3012)

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, nonfiction, 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, postcolonialism and philosophy.

Learning Objectives:

Consistent with the English Department's general objectives, by the end of the INGL 3135 course, the 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.
- Identify 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.

Content 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*” **9 hours**
- 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

3. 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 Garcia 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

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

Total Contact Hours : **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.

Required Student Resources:

Classroom and Moodle, Electronic platform
Monitor and DVD player

Evaluation Strategies:

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	<u>10%</u>

Total: 100%

Students' Rights with Disabilities:

The University of Puerto Rico complies with all state and federal laws and regulations related to discrimination including "The American Disabilities Act" (ADA) and Law #51 from the Puerto Rico Commonwealth (Estado Libre Asociado de Puerto Rico). Every student has the right to request and receive reasonable accommodation and Vocational Rehabilitation Services (VRS). Those students with special needs that require some type of particular assistance or accommodation shall explicitly communicate it directly to the professor. Students who are receiving VRS services shall communicate that to the professor at the beginning of the semester to facilitate appropriate planning and the necessary equipment according to the Persons with Disabilities Affairs Office (Oficina de Asuntos para las Personas con Impedimentos [OAPI]), administered by the Dean of Students Office. Any other student requiring assistance or special accommodation shall also communicate directly with the professor. Reasonable accommodations requests or services DO NOT exempt the student from complying and fulfilling academic and course related requirements and responsibilities. Differential evaluation will be provided to students with special needs who have been duly certified by OAPI. (See Circular Núm. 9 de 2002–2003.)

Academic Integrity Policy:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

Gender and Sexual Identity Discrimination Policy:

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

Grading System:

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

Bibliography:

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