

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Travel Writing: Texts, Contexts, Theory
2	Module Code:	ENGL 35514
3	Credit Points:	20
4	Duration:	Full-year
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre		Completion of Level One
Pre	ENGL11411	Foundations of Literary Studies
Pre		40 ENGL Level Two Credits

9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
6	O	FT	ENGL001	BA (H) English
6	O	FT/P T		All School of Arts and Humanities Courses for which English is an option

10 Overview and aims

This module introduces students to post-1780 travel writing and introduces travel writing into the curriculum. It examines important elements of travel writing, including questions of 'race', gender, class, self and group identity, and the environment. It also engages with criticism and theories of the genre (including arguments over whether it constitutes a genre at all), and encourages students to consider the relationship of travel writing to society and to other forms of literature, both canonical and non-canonical. The aims of the module are to examine a selection of the following issues:

- The translation of travel experiences into forms and genres of writing
- The construction of self in travel texts
- The representation of the environment in travel writing
- Travellers' representation of other cultures
- Travel and gender
- Theoretical and cross-disciplinary approaches to travel writing

In studying these issues, we will take account of historical and social context.

11 **Module content**

The module is structured by topic. Each of these will typically be studied for between 2 and 4 weeks. They will allow us to consider the texts' formal literary features and their contexts. The exact combination of these topics will vary from year to year, depending on the expertise and interests of the staff running the module. The following are therefore *indications* of the questions students may expect to encounter on the module:

- Travel writing and 'race'
- Travel, writing and gender
- Travel, writing and social class
- Travel, writing and tourism
- Travel writing and mode of transport
- Travel writing in the digital age
- Television travel documentaries

Within most of each these topics we shall discuss texts from different periods, on different destinations and/or in different forms (such as the diary, letters, full-length narrative or journalism), and by authors of different genders, sexualities and/or nationality and ethnicity. Through a comparison of these, students will have the opportunity to consider the effects upon travel accounts of historical context, place and topographical features, literary genre and subject-identity.

Our travel texts will be selected from key periods since 1780, reflecting, for example, Romanticism, the New Imperialism, the interwar years and modernism, decolonisation and postcolonialism. All texts will be in English but a few may be translations from other languages. In some years the module may focus a number of the texts on a particular part of the world (e.g. Australia or India).

12 **Indicative reading**

Students: Please do not use the indicative reading list as a preliminary reading list. A preliminary reading list will be made available to you towards the end of the preceding term.

Among the critical introductions to and surveys of travel writing are:

- Clark, Steve ed, *Travel Writing and Empire: Postcolonial Theory in Transit*. London: Zed Books, 1999.
- Holland, Patrick and Huggan, Graham *Tourists with Typewriters: Critical Reflections on Contemporary Travel Writing*. Michigan: Michigan University Press, 1999.
- Hulme, Peter and Youngs, Tim, eds, *The Cambridge Companion to Travel Writing*. Cambridge: Cambridge University Press, 2002
- Korte, Barbara *English Travel Writing: from Pilgrimage to Postcolonial Explorations*. Basingstoke: Palgrave, 2000.
- Julia Kuehn and Paul Smethurst, eds, *New Directions in Travel Writing Studies*. Basingstoke: Palgrave Macmillan 2015.
- Pratt, Mary Louise *Imperial Eyes: Travel Writing and Transculturation*. London: Routledge, 1992.
- Thompson, Carl. *Travel Writing*. London: Routledge, 2011.
- Youngs, Tim. *The Cambridge Introduction to Travel Writing*. Cambridge University Press, 2013.

Primary texts that may be studied include:

- Davidson, Robyn. *Tracks* [1980]. London: Vintage, 1992.
- Greene, Graham. *Journey Without Maps* [1936].
- Matthiessen, Peter. *The Snow Leopard* [1978].
- Phillips, Caryl. *The European Tribe* [1987].
- Stanley, Henry M. *Through the Dark Continent* [1878].
- Wheeler, Sara. *Terra Incognita: Travels in Antarctica* [1996].
- Wollstonecraft, Mary. *Letters Written During a Short Residence in Sweden, Norway and Denmark*. *Letters Written During a Short Residence in Sweden, Norway and Denmark* [1796].

13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Note about English learning outcomes

Although the learning outcomes do not specify everything you learn on the module, they indicate the main areas it addresses and of which you should be aware.

While some learning outcomes may be specific to this module, those with

alphanumeric labels at the end – (A1), (B3), etc. – map into the learning outcomes for English degree programmes. You can see these – and use them to trace your progress through the degree – by consulting the English learning outcomes map.

Knowledge and understanding. After studying this module you should be able to:

- Demonstrate a knowledge of the development of travel writing in English, of the diversity of forms, themes and narratorial/travel personae embraced by the genre, and of the relationship between travel texts and their historical and cultural location.
- Demonstrate a critical awareness of past and current literary and theoretical approaches to the study of travel writing A4
- Compare, evaluate and debate theoretical viewpoints A5
- explore how aspects of the discipline contribute to Sustainable Development Goals 5, 10, 15
- examine relationships between environmental, social and economic systems from local to global level.

Skills, qualities and attributes. After studying this module you should be able to:

- Apply advanced literacy and communication skills to appropriate contexts B3
- Apply to travel texts varied and relevant modes of evaluation B2
- Reason critically B7
- Research Skills B14
- recognise connections and interactions between factors, and understanding that actions often have multiple consequences.
- dialogue and debate on critical issues related to global social responsibility within the wider sustainability agenda, fostering respect for different values and world views.
- demonstrate the capacity for independent, evidence-based integrated thinking as the foundation for developing their personal ethical code.

14 **Teaching and learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

1 hr lecture x 26

1 hr seminar x 26

Total contact hours:

52

Range of other learning methods	
This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research	
Independent study and research	
Total non-contact hours:	148

15

Assessment methods

This indicates the type and weighting of assessment elements and sub-elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
1	30%	Project	A travel account or document to be produced in the style of a type of travel writing (700-1000 words) with commentary (300-500 words). Due at the end of term one.
2	70%	Essay	3000 words. Due in towards the end of the module.

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

1. An essay plan with sample paragraph, footnote, and 6 bibliographical items so that we can check for content and style. Max 2 sides of A4. Written feedback.

Further information on assessment

This section provides further information on the module's assessment where appropriate

For the project students will be given a list of types of account or document to produce (e.g. journalism, letter, diary or blog entries, a narrative in the voice of the Other, a plan or part-script for a TV documentary) from which they choose one. Further to enhance the personalisation relating to the task, they may consult with us about a suggestion of their own not on the list. Similarly, they may negotiate an essay title with us. In either case they will need written confirmation of our approval of any agreed choice.

Document management	
16	Module Title:
17	Module Code:
18	Subject (JACS) Code:
19	Cost Centre:
20	School:
21	Academic Team:

22	Campus:		
23	Other institutions providing teaching:	<i>Please complete in box 23 a-d - if applicable</i>	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):		