



School of English, Journalism  
& European Languages

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## Unit Outline

HEA419  
Contemporary Travel Narratives  
Semester 1  
<http://www.utas.edu.au/english/>

<b>Convenor:</b>	<b>Dr Victoria Burrows</b> Room: HUM 562 Phone: 6226 1722 Email: Victoria.Burrows@utas.edu.au
<b>Consultation Hours:</b>	Monday 3-4.30pm
<b>Unit Description:</b>	Travel narratives provide a rich opportunity to examine the relationship between texts and cultures. This unit explores travel narratives from the 19th and 20th centuries, both fictive and factual, in conjunction with contemporary theories about travel and travel writing. It enables students to engage with a wide range of texts (which may include travel writing, novels, and film) in a stimulating critical framework. Key issues pertinent to contemporary literary and cultural studies are addressed, including questions about cross-cultural encounters; the legacies of colonialism and empire; the tourist gaze; writing the travelling self, technology and modernity; postmodern travel and narrative, genre; and place.
<b>Unit Aims and Objectives:</b>	<ul style="list-style-type: none"><li>• To introduce students to a new genre within literary studies</li><li>• To examine the links between travel practices and travel writing, particularly in the context of colonial and postcolonial cultures</li><li>• To explore the diverse ways in which travel writing is being analysed in contemporary literary scholarship and theory</li></ul>
<b>Learning Outcomes:</b>	<ol style="list-style-type: none"><li>1. To develop scholarly research and writing skills</li><li>2. To demonstrate familiarity with a range of theoretical and critical perspectives that have been brought to bear on the set texts</li><li>3. To present informed discussion of the ways the set texts relate to each other and the periods and cultures which produced them.</li></ol>

<p><b>Required Texts:</b> <b>(in order of study)</b></p>	<p><i>Unit Reader</i> – containing critical articles</p> <p><i>In Patagonia</i>, Bruce Chatwin</p> <p><i>Into the Heart of Borneo</i>, Redmond O'Hanlon</p> <p><i>In An Antique Land</i>, Amitav Ghosh</p> <p><i>Video Night In Kathmandu</i>, Pico Iyer</p> <p><i>Tracks</i>, Robyn Davidson</p>
<p><b>When Taught:</b></p>	<p>Tuesday 9-12am, SB. SocSci 309</p>
<p><b>Assessment:</b></p>	<p>Coursework: 100%</p> <p>Critical exercise: 20% (1000 words, due Monday, April 2)</p> <p>Essay: 80% (4000 words, due Monday, May 28)</p>

## SEMINAR SCHEDULE

Week	Topic	Reading
27-Feb (week 1)	<b>Meeting each other</b>	'Has the romance left travel?'
6-Mar (2)	<b>Beginning the Journey: Travel Theory</b>	Holland and Huggan Hulme and Youngs Gilbert and Johnston
13-Mar (3)	<b>Encountering the White Nomad</b>	<b>Bruce Chatwin</b> <i>In Patagonia</i> Taylor, Kaplan
20-Mar (4)	<b>Masculine Desire</b>	<b>Redmond O'Hanlon</b> <i>Into the Heart of Borneo</i> Kerridge
27-Mar (5)	<b>Blurring National Boundaries</b>	<b>Amitav Ghosh</b> <i>In an Antique Land</i> Wassef, Gopal
* * * * *	<b>CRITICAL EXERCISE DUE MONDAY 2<sup>nd</sup> APRIL</b>	* * * * *
3-Apr (6)	<b>Postmodern Globality</b>	<b>Pico Iyer</b> <i>Video Night in Kathmandu</i> Smethurst
10-Apr	<b>No Class – EASTER BREAK</b>	
17-Apr (7)	<b>Gender and travel</b>	<b>Robyn Davidson, <i>Tracks</i></b> Bassnett, Smith, Blunt and Rose
24-Apr (8)	<b>Sites of Resistance</b>	<b>Jamaica Kincaid, <i>A Small Place</i>, Arundhati Roy, <i>The God of Small Things</i></b> Nash
1-May (9)	<b>Travel and Film</b>	<b>Danny Boyle, <i>The Beach</i></b> Beeton, Urry
* * * * *	<b>ESSAY DUE MONDAY 28<sup>th</sup> MAY</b>	* * * * *

## ASSIGNMENTS

### **Critical Exercise: Critique of Secondary Material (20%: 1000 words, due 2<sup>nd</sup> April)**

The critical exercise is essentially a considered review of **one book** taken from the list provided below. The aim of the exercise is to get you engage critically with some of the most important theoretical work in the field of contemporary travel narratives and learn to provide your own critique/interpretation of such work. Thus your critique should both summarise *and analyse* the overall argument of the text rather than merely offering a chapter-by-chapter restatement of content.

Clark, Steve, ed. *Travel Writing and Empire: Postcolonial Theory in Transit*, New York: Zed Books, 1999.

Holland, Patrick and Huggan, Graham, eds. *Tourists with Typewriters*, Ann Arbor: University of Michigan Press, 2000.

Hulme, Peter and Youngs, Tim, eds. *The Cambridge Companion to Travel Writing*, Cambridge & New York: Cambridge University Press, 2002.

Kaplan, Caren, *Questions of Travel: Postmodern Discourses of Displacement*, Durham & London: Duke University Press, 1996.

Pratt, Mary Louise, *Imperial Eyes: Travel Writing and Transculturation*, New York: Routledge, 1992.

Smith, Sidonie, *Moving Lives: 20<sup>th</sup> Century Women's Travel Writing*, Minneapolis & London: University of Minnesota Press, 2001.

Spurr, David, *The Rhetoric of Empire: Colonial Discourse in Journalism, Travel Writing, and Imperial Administration*, Durham & London: Duke University Press, 1996.

Young, Robert J.C. *Colonial Desire: Hybridity in Theory, Culture and Race*, London & New York: Routledge, 1995.

This assignment will assess learning outcomes 1 & 2.

### **Essay (80%: 4000 words, due Mon 28 May 4.30pm)**

A 4000 word essay, due at the end of semester one, makes up 80% of the assessment for this unit. Students will, however, also be required to attend all seminars and to make a seminar presentation. These presentations are designed to enhance your skills in oral communication and advanced level discussion, and to facilitate our discussion as a group.

The topic for the 4000 word essay will be negotiated individually with the unit coordinator and must be approved as an appropriate topic. You may well find your own topic easily, arising out of your reading and our discussion, but if you are stuck for ideas please feel free to come and have a chat with me and we can talk through some possibilities. Honours essays differ significantly from most undergraduate work. You need to regard them as mini research projects that will require forward planning and consultation. It is important to start work on the essays as early as possible in semester 1.

Your essay must demonstrate an advanced level of scholarly research and writing. You might focus on a close reading of a particular text/s, or a theoretical analysis of an issue surrounding travel/writing, or an investigation of travels and/or travel writings that have drawn your attention, but in all cases you will need to demonstrate a familiarity with the appropriate primary and secondary material for your topic. Essays must be analytical, research-based essays. Honours level writing must be fluent, free of major grammatical and spelling errors, and carefully proofread. Use of correct MLA style is essential to the presentation and professionalism of your work. Your essay must be well-structured and your analysis must be cohered by a sophisticated argument.

The essay will assess learning outcomes 1-3.

## Honours Marking Scale

HF	80-100	Honours – first class
HU	70-79	Honours – second class upper division
HL	60-69	Honours – second class lower division
HT	50-59	Honours – third class
HN	0-49	Honours failure

It is important to remember that the marking scale for Honours is different from that used at undergraduate levels. The upper second class range of 70-79% is equivalent to the 75-79% distinction range for undergraduate work. Similarly the lower second class range of 60-69% is equivalent to a low distinction (70-74%) at undergraduate level.

Marks will be given as grades only, not numerical marks.

## ADDITIONAL INFORMATION

### Submission of Assignments

Students are required to submit a signed cover sheet with every assignment. This includes a declaration that all material submitted is their own work except where there is clear acknowledgement or reference to the work of others and that they have read the University statement on Academic Misconduct (Plagiarism) on the University website at [www.utas.edu.au/plagiarism](http://www.utas.edu.au/plagiarism) or in the Student Information Handbook. Assignment cover sheets are available from the School office or the School website. **Assignments submitted without a signed cover sheet will not be marked.** Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet must be completed within two weeks of the due date.

All assignments must be submitted in hard-copy (not by email) and placed in the essay box at the School office on or before 5pm on the due date. Students are required to keep copies of all submitted assignments. Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

### Late Assignments

Late submissions will be penalized as follows: 10% of the available marks per day for the first five (5) working days and 50% on the following day. Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or a letter from a counsellor in the case of a serious non-medical reason.

### Difficulties with your Studies

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise these with your lecturer and/or one of the following Student Services staff as soon as possible:

- Learning Skills Adviser
- Disability Adviser
- Careers Adviser
- Student Counsellor

### University Statement on Plagiarism and Academic Integrity

**"Plagiarism** is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at

<http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>."

**The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.**

### Assignment Presentation

The English discipline uses MLA Style, which is characterized by in-text referencing and a list of works cited. See the *MLA Handbook for Writers of Research Papers*, 6th ed. Ed. Joseph Gibaldi (New York: The Modern Language Association of America, 2003).

### Honours Marking Scale

The following distribution of marks and grades is applied in assessing your work:

- First Class (HF)—80-100%
- Third Class (HT)—50-59%
- Second Class upper division (HU)—70-79%
- Fail (HN)—0-49%
- Second Class lower division (HL)—60-69%

All marks are subject to moderation.

### Assessment Criteria

The following criteria apply to assessment of the essay:

- Effectiveness of introduction
- Scope of textual referencing
- Relevance and coherence of argument
- Use of critics
- Effectiveness of conclusion
- Attention to expression, spelling, proof-reading and stylesheet.