



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Literatures of American Travel	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Dr. Grant Rosson	Institute of English, Romance, and Classical Studies

Study cycle	Type of the course unit (module)
Semester 4 (Year 2)	Optional

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Seminars	Spring semester	English

Requirements for students	
Prerequisites: Advanced English language proficiency (B2, C1)	Additional requirements (if any): Introduction to Literary Theory

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	150	32	118

Purpose of the course unit (module): programme competences to be developed
<p>This course will examine some of the major movements in American travel writing during the course of the nineteenth century. We will read and critically examine authors' efforts to depict the world as it is (an impossible task, as we will see), to convey its dynamism to their readers and to themselves, and, finally, to chart the concept of self-determination as a function of the ability (or inability) to move through the world. By engaging with a broad selection of American travel writing, we will discover the many ways that literature, when coupled with travel, can function as a site for the development of cultural, national, and self-understanding.</p> <p>Generic competences to be developed (as per the aims of the English Philology programme):</p> <ul style="list-style-type: none"> - 1. <u>Responsibility</u>: the ability to set goals and make plans, and take responsibility for them; <ul style="list-style-type: none"> - 1.1. will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines; - 1.2. will be able to take responsibility for their work / study results and learn from mistakes; - 3. <u>Intercultural competence</u>: respect and openness to other cultures, the ability to work in a multicultural environment <ul style="list-style-type: none"> - 3.1. will be able to understand the specifics of different cultures and to analyze and assess cultural contexts; - 3.2. will be able to study, work, and communicate with people from different cultural backgrounds and develop awareness, respect, and openness to cultural diversity; - 4. <u>Problem solving</u>: the ability to solve problems by relying on analytical, critical, and creative thinking <ul style="list-style-type: none"> - 4.1. will be able to identify problems and challenges in their own and related fields; - 4.2. will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions; - 5. <u>Openness to change</u>: the ability to understand the necessity of change and the intention to constantly improve oneself <ul style="list-style-type: none"> - 5.1. will be familiar not only with the changes taking place in their field of interest, but also their causes, challenges, opportunities; - 5.2. will be open to new ideas, strive to change, and be creative and innovative; - 5.3. will be able to evaluate the quality of their actions and achievements and strive to acquire the competencies necessary for future change

Subject-specific competences (as per the aims of the English Philology programme):

- 7. Essential knowledge and skills of literary science: perception of literature as a phenomenon and perception of literature as a scientific discipline:
 - 7.1. will know, understand and be able to describe literature as a phenomenon and properly use and interpret the basic concepts and terms of literary studies;
 - 7.2. will acquire knowledge of the main branches and methods of literary studies;
- 9. Understanding and analysis of English literature: the ability to analyze and interpret English literature as a phenomenon:
 - 9.1. will gain knowledge of the development of English literature, the most important authors and the most significant works;
 - 9.2. will be able to analyse, interpret and evaluate the phenomena of English literature in the wider context of world literature, using appropriate terminology and methods;
- 10. Understanding English culture: The ability to understand and explain the peculiarities of British and American culture;
 - 10.1 will gain knowledge of English-speaking countries (especially Great Britain and the United States) and their socio-cultural context (aspects of geography, history, public policy, literature and art, mentality and self-awareness, customs and traditions, everyday communication conventions, etc.);
 - 10.2 will be able to distinguish the most prominent features of British and American culture, compare the culture of English-speaking countries with Lithuanian culture, and identify and explain similarities and differences;

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p>Course-specific learning outcomes: students will develop an understanding of the literary traditions of nineteenth-century American travel writing; develop knowledge of major trends in the genre, and the careers and contributions of both canonical and non-canonical writers, while simultaneously developing the competence to read and analyze literature in its original contexts.</p> <p>Subject-specific learning outcomes: Students will learn to recognize and identify major forms and techniques of travel writing; they will develop their skills in reading and analyzing literary writing; they will learn to read “historically,” by considering texts in their original historical and material contexts; they will learn about major aesthetic and cultural movements as manifested in American literary travel writing.</p> <p>Generic learning outcomes: students will develop analytical and critical thinking skills; they will hone their ability to make connections among various texts and their contexts.</p>	Lectures, seminar-style discussion; reading, discussion, analytical thinking.	Cumulative assessment: contribution to class discussion and participation in exercises, average test score (midterm and final examination).

Content: breakdown of the topics	Contact hours				Self-study work: time and assignments
	Lectures	Seminars	Contact hours	Self-study hours	Assignments
1. <u>Introduction</u> - What is travel writing? - Expectations and goals for the course.		2	2		

<p>2. <u>Introduction: American Travel Writing</u></p> <ul style="list-style-type: none"> - What is travel writing? - Overview of major movements and trends. <ul style="list-style-type: none"> ▪ Washington Irving, “The Author’s Account of Himself,” from <i>The Sketch-Book of Geoffrey Crayon</i> 		2	2		<p>Review of the material:</p> <p>Philip Gould, “Beginnings,” <i>Cambridge Companion to American Travel Writing</i></p> <p>Hulme and Youngs, from “Introduction,” <i>Cambridge Companion to Travel Writing</i></p> <p>Selection from W.M. Verhoeven, <i>Romantic Geographies</i>.</p>
<p>3. <u>In Search of Beauty: The Picturesque and the Sublime</u></p> <ul style="list-style-type: none"> ▪ Thomas Jefferson, scene on Natural Bridge, from <i>Notes on the State of Virginia</i> (1787) ▪ Edgar Allan Poe, “The Domain of Arnheim,” “Morning on the Wissahiccon” 		2	2		<p>Review of the material:</p> <p>James Buzard, “Picturesque and Sublimity,” from “The Grand Tour,” <i>Cambridge Companion to Travel Writing</i></p> <p>Frederick L. Burwick, “Edgar Allan Poe; The Sublime, the Picturesque, the Grotesque, and the Arabesque”</p> <p>Read and analyze texts by Jefferson and Poe.</p>
<p>4. <u>American Sights: Niagara Falls</u></p> <ul style="list-style-type: none"> ▪ “Lines Written at Niagara” (1807) ▪ Nathaniel Hawthorne, “My Visit to Niagara” (1835) ▪ Margaret Fuller, from <i>Summer on the Lakes</i> (1844) ▪ William Dean Howells, “Niagara First and Last” 		4	4		<p>Review of the material:</p> <p>Christopher Mulvey, “Niagara Falls”</p> <p>Read and analyze texts by Hawthorne, Fuller, and Howells.</p>
<p>5. <u>In Search of Beauty: The Pastoral</u></p> <ul style="list-style-type: none"> ▪ Thomas Jefferson, from <i>Notes on the State of Virginia</i> (1787) ▪ William Bartram, from <i>Travels</i> (1791) ▪ Timothy Dwight, from <i>Travels in New York and New England</i> (1821) 		2	2		<p>Review of the material:</p> <p>Myra Jehlen, from “Traveling in America,” <i>Cambridge History of American Literature</i></p> <p>Terry Gifford, “Pastoral, Anti-Pastoral, and Post-Pastoral.” <i>Cambridge Companion to Literature and the Environment</i>.</p> <p>Read and analyze texts by Jefferson, Bartram, and Dwight.</p>
<p>6. <u>American Sights: The Prairies</u></p> <ul style="list-style-type: none"> ▪ William Cullen Bryant, “The Prairies” (1832) ▪ Washington Irving, <i>A Tour on the Prairies</i> (1835) ▪ Margaret Fuller, from <i>Summer on the Lakes</i> (1844) 		4	4		<p>Review of the material:</p> <p>Bruce Greenfield, “The West,” in <i>Cambridge Companion to Travel Writing</i></p> <p>Read and analyze texts by Bryant, Irving, and Fuller.</p>
<p>7. <u>Adventure on Distant Shores</u></p> <ul style="list-style-type: none"> ▪ Herman Melville, selections from <i>Typee</i> (1838) 		2	2		<p>Review of the material:</p> <p>Mary Louise Pratt, “Introduction,” <i>Imperial Eyes</i></p>

					Read and analyze <i>Typee</i> .
8. <u>Transcendental Travel</u>		2	2		Read and analyze texts by Thoreau.
<ul style="list-style-type: none"> ▪ Ralph Waldo Emerson, selections from <i>Nature</i> (1836) ▪ Henry David Thoreau, "A Walk to Wachusett" (1843), "Walking" 					
9. <u>Travel in the Time of American Slavery</u>		4	4		Read and analyze <i>Twelve Years a Slave</i>
<ul style="list-style-type: none"> ▪ Solomon Northup, <i>Twelve Years a Slave</i> (1853) 					
10. <u>The Modern City</u>		2	2		Read and analyze texts by Poe and Whitman.
<ul style="list-style-type: none"> ▪ Edgar Allan Poe, "The Man of the Crowd" ▪ Walt Whitman, "Crossing Brooklyn Ferry" 					
11. <u>The Outside View: American Travellers in Europe</u>		4	4		Read and analyze texts by Irving, James and Wharton
<ul style="list-style-type: none"> ▪ Washington Irving, "The Voyage," "English Writers on America" ▪ Henry James, "A Passionate Pilgrim" (1871) ▪ Edith Wharton, selected travel writings 					
12. <u>Conclusions and Review</u>		2	2		
Total:		32	32		

Assessment strategy	Weight,%	Deadline	Assessment criteria
Midterm exam	40%	Midterm	The midterm examination will consist of a series of open- and close-ended questions based on the analysis of the texts discussed during the course. Students are expected to present a coherently-argued case in their responses. The examination is assessed on a 10-point scale.
Final examination	60%	End of semester	<p>First task: Definitions. Define key terms and identify/characterize two texts associated with that term (include author name + text title).</p> <p>Second task: Open questions. There are three blocks of questions, each offering three possible questions to answer. Students will choose <u>one</u> question from each block to answer in a substantial paragraph. Answers should demonstrate familiarity with the relevant texts through reference to specific details, understanding of relevant key terms through proper usage, and a sense of the concerns associated with the topic through reference to sociohistorical, cultural, and philosophical context of the relevant period.</p> <p>Examination is graded on a 10 point scale.</p> <p>Assessment Scale: 10 (Excellent): Excellent, outstanding knowledge and skills: the knowledge of the research materials is excellent; the student demonstrates a holistic approach to the subject matter; the student coherently and logically articulates his or her approach</p>

			<p>to the analysis of the theme, persuasively develops the argument; appropriately uses a theoretical method in the analysis; writes in fluent academic English.</p> <p>9 (Very good): Solid, very good knowledge and skills: the knowledge of the research material is very good, the student knows how to apply it in her term paper; her arguments are logical, well-argued; the student knows and understands the key concepts; the student adequately uses a theoretical method in her analysis, the student writes in very good academic English.</p> <p>8 (Good): Knowledge and abilities are above average: good knowledge of the research material; examples are given but not interpreted; the knowledge of the major concepts is good although occasional discrepancies are observed; the structure and organization of the paper occasionally lacks coherence, in his analysis, the student draws on literary criticism; uses correct academic English.</p> <p>7 (Highly satisfactory): Average performance, knowledge and skills with some unessential shortcomings: the student is familiar with the research material, is able to use it independently; the analysis, however, lacks in-depth knowledge, some discrepancies, incorrect word usages are observed; in his analysis the student draws on literary criticism; the academic English has flaws.</p> <p>6 (Satisfactory): Knowledge and skills are below average performance: the student knows the most part of the research materials, but as he discusses it he shows lack of consistency, and alogical structure; gives few examples; it seems that the student did not invest a sufficient amount of time and effort into studying the subject; the student shows an inconsistent knowledge of the subject matter; or no knowledge at all; he hardly draws on literary criticism; the academic English used has many flaws.</p> <p>5 (Sufficient): Knowledge and skills meet the minimum criteria: the knowledge of the research materials that the student has meets the minimum requirements of the course to get a pass; as he writes he makes major mistakes; hardly knows how to apply the knowledge he managed to obtain throughout the course; the knowledge he obtained is scarce; the student does not draw on literary criticism; his academic English is poor; the informal register is used throughout.</p> <p>4, 3, 2, 1 (Insufficient): Knowledge and skills do not meet the minimum criteria: the student has failed to master the research materials; has very poor knowledge of the subject matter; or has no knowledge at all; or the knowledge that he has is irrelevant or insufficient; the student does not use academic English. 4,5-4,9 is not rounded up to 5.</p>
Attendance and participation			<p>The attendance of seminars is recommended. Students are expected to take active part in the discussions of selected texts.</p>

Author	Year	Title	Issue of a periodical or volume	Publishing place and house or web link
Compulsory reading				
PRIMARY TEXTS				
Washington Irving	1819 1819 1835	“The Author’s Account of Himself,” “The Voyage,” “English Writers on America,” Selection from <i>A Tour on the Prairies</i>	<i>The Sketch-Book of Geoffrey Crayon</i>	On course website
Thomas Jefferson	1787	Selections from <i>Notes on the State of Virginia</i>		On course website
Edgar Allan Poe		“Morning on the Wissahiccon,” “The Domain of Arnheim,” “The Man of the Crowd”		On course website
Anonymous	1807	“Lines Written at Niagara”		On course website
Nathaniel Hawthorne,	1835	“My Visit to Niagara”		On course website
Margaret Fuller	1844	Selections from <i>Summer on the Lakes</i>		On course website
William Dean Howells	1893	“Niagara First and Last”		On course website
William Bartram	1791	Selection from <i>Travels</i>		On course website
Timothy Dwight	1821	Selection from <i>Travels in New York and New England</i>		On course website
William Cullen Bryant	1832	“The Prairies”		On course website
Herman Melville	1838	<i>Typee</i>		Available online. (Link on course website.)
Ralph Waldo Emerson	1836	Selection from <i>Nature</i>		On course website
Henry David Thoreau,	1843	“A Walk to Wachusett” “Walking”		On course website
Walt Whitman		Selected poems		On course website
Solomon Northup	1853	<i>Twelve Years a Slave</i>		Available online. (Link on course website.)
Edith Wharton		Selected travel writings		
Henry James	1871	“A Passionate Pilgrim”		Available online. (Link on course website.)
THEORETICAL MATERIAL				
Mary Louise Pratt	1992	“Introduction” to <i>Imperial Eyes</i>	<i>Imperial Eyes: Travel Writing and Transculturalization</i>	On course website
Myra Jehlen	1994	“Traveling in America”	<i>Cambridge History of American Literature</i>	On course website
Frederick L. Burwick,	1998	“Edgar Allan Poe; The Sublime, the Picturesque, the Grotesque, and the Arabesque”	<i>American Studies</i>	On course website
W.M. Verhoeven	2000	Selection	<i>Romantic Geographies</i>	On course website
Peter Hulme and Tim Youngs	2002	“Introduction”	<i>Cambridge Companion to Travel Writing</i>	On course website
James Buzard,	2002	“Picturesque and Sublimity,” from “The Grand Tour”	<i>Cambridge Companion to Travel</i>	On course website

			<i>Writing</i>	
Bruce Greenfield	2002	“The West”	<i>Cambridge Companion to Travel Writing</i>	On course website
Philip Gould	2009	“Beginnings”	<i>Cambridge Companion to American Travel Writing</i>	On course website
Christopher Mulvey	2009	“Niagara Falls”	<i>Cambridge Companion to American Travel Writing</i>	On course website
Terry Gifford	2013	“Pastoral, Anti-Pastoral, and Post-Pastoral”	<i>Cambridge Companion to Literature and the Environment</i>	On course website
Notes:				
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