

SEMESTER AT SEA COURSE SYLLABUS  
University of Virginia, Academic Sponsor

**Voyage: Spring 2015**

**Discipline: Comparative Literature**

**CPLT 2559: The Literature of Travel**

**Division: Lower**

**Faculty Name: María A. Alegre-González**

**Pre-requisites:** No prior course work or knowledge of a foreign language are required for this course, but the willingness and readiness to read, discuss, and write about world travel literature are expected.

**COURSE DESCRIPTION**

In this Literature course, we'll read and discuss different types of classic and contemporary travel literature written by the world's greatest travel writers through time and across lands and seas including Herodotus, Egeria, Benjamin of Tudela, Marco Polo, Ibn Battuta, Christopher Columbus, Ida Pfeiffer, Mark Twain and others. Moving chronologically through time, the historical scope of these travel accounts will allow us to know something not only about the experiences and writing strategies of individual travelers, but about the progressive integration of these regions into global economic, political, and knowledge systems. This course will also introduce ways of interpreting and responding to texts from diverse historical and cultural contexts. Whether the traveler is a curious tourist, a pilgrim, a scientist, the leader of a national expedition, or a starving, half-naked survivor, the encounter with place shapes what travel writing can be. Students will learn how to identify stereotypes and the essence of an informative transcultural discourse written from a perspective of self-awareness and critique. Different ways to translate what is seen, heard, tasted, touched, smelled and felt (intuitively and physically) in these places into writing will be analyzed. In addition to the readings, students will compose several formal pieces and give oral presentations about travel narratives not included in the course.

**COURSE OBJECTIVES**

1. To gain an understanding of the history, purposes, and uses of travel writing and examine it as a literary genre. Students will read a variety of approaches to travel narratives written by the world's greatest travel writers from different periods of time, from Ancient Greece times through the present.
2. To scrutinize travel texts for social, political and cross-cultural implications that have been, and continue to be, instrumental in shaping worldviews.
3. To develop critical approaches for analyzing and interpreting the various strategies which travel writers of different periods used to articulate their experiences. Students will learn to be sensitive, discerning and aware readers and to distinguish the alternative writing styles, basic of literary nonfiction techniques (such as extended description, segmented narration, end embedded dialog) and experiments by different authors.
4. To produce complex, analytical, critical and creative travel essays of diverse lengths. By the end of this course, students will be better at summarizing, analyzing, and interpreting travel texts and criticism.

5. To gain experience in the preparation of oral reports and in leading class discussions about countries on our voyage and compare their experiences with the experiences reflected on the readings. Students will understand issues of global concern in specific cultural contexts and experience different cultures, languages and societies. Students will also engage with critical and theoretical texts to explore such issues as translation, gender, imperialism, tourism, the environment and postmodernism.
6. To improve knowledge of world geography and to learn to observe their surroundings and gain insight into what it means to observe a place from an outsider's gaze, whether naïve or informed.
7. Students will become travel writers themselves, composing a piece of travel literature based on their own experiences during the semester.

## REQUIRED READINGS

Readings for this course will be available mostly in the required book, online and by download from the on-board intranet. Students will thus find it very helpful to have a laptop with them. See Electronic Course Materials.

AUTHOR: Paul Fussell, ed.

TITLE: *The Norton Book of Travel*

PUBLISHER: W.W. Norton & Co.

ISBN #: 0-393-02481-4

DATE/EDITION: First Edition, 1987

## TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 7:

| DATE                    | MATERIAL TO BE COVERED   | HOMEWORK  |
|-------------------------|--|---|
| <b>A1- January 9:</b>   | <b>Introductions</b><br>Go over syllabus, assignments, and requirements. Introduction to genre, travel, maps and ideology.<br><b>The purpose of travel. Reflection and discussion about travel. What is travel literature?</b> | READING #1: Herodotus & Egeria  |
| <b>A2-January 11:</b>   | DISCUSSION ABOUT READING #1<br><b>Early Travel Writing: Beginnings</b><br><b>Herodotus &amp; Egeria</b>  | READING #2: Marco Polo & Mandeville   |
| <b>A3- January 13:</b>  | DISCUSSION ABOUT READING #2<br><b>Early Travel Writing: Writing the East</b><br><b>Marco Polo &amp; Mandeville</b>   | READING #3: William of Rubruck, John Pian de Carpini & Friar Odoric<br>Blog#1 |
| <b>Hilo: January 14</b> |  |   |

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| <b>A4-January 16:</b>  | <b>DISCUSSION ABOUT READING #3<br/>Early Travel Writing: Contemporaries of Marco Polo<br/>William of Rubruck; John Pian de Carpini &amp; Friar Odoric<br/>Blog #1</b> | <b>READING #4: Benjamin of Tudela &amp; Ibn Battuta</b>                    |
| <b>A5-January 19:</b>  | <b>DISCUSSION ABOUT READING #4<br/>Early Travel Writing: Pilgrims<br/>Benjamin of Tudela &amp; Ibn Battuta</b>  | <b>READING #5: Christopher Columbus &amp; Bernal Diaz del Castillo</b>     |
| <b>Study Day:<br/>January 21</b>   |   |  |
| <b>A6- January 22:</b>   | <b>DISCUSSION ABOUT READING #5<br/>Exploration: the West<br/>Christopher Columbus &amp; Bernal Diaz del Castillo</b>  | <b>READING #6: Pigafetta (Magellan's Voyage) &amp; Vasco de Gama</b>       |
| <b>A7-January 24:</b>  | <b>DISCUSSION ABOUT READING #6<br/>Exploration: The East &amp; Circumnavigation<br/>Pigafetta (Magellan's Voyage) &amp; Vasco de Gama</b>                             | <b>READING #7: Pietro Della Valle &amp; Catalina de Erauso<br/>BLOG #2</b> |
| <b>Yokohama:<br/>January 26-27<br/>In-Transit:<br/>January 28<br/>Kobe: January<br/>29-31</b>      |   |  |
| <b>A8- February 1:</b>   | <b>DISCUSSION ABOUT READING #7<br/>Pietro Della Valle &amp; Catalina de Erauso<br/>Blog #2</b>  | <b>READING #8: Leo Africanus &amp; Cook<br/>BLOG #3</b>                    |
| <b>Shanghai:<br/>February 3-4<br/>In-Transit:<br/>February 5-6<br/>Hong Kong:<br/>February 7-8</b> |   |  |
| <b>A9- February 9:</b>   | <b>DISCUSSION ABOUT READING #8<br/>Leo Africanus &amp; Cook<br/>Blog #3</b>   | <b>READING #9: Dickens &amp; D.H. Lawrence<br/>BLOG#4<br/>ESSAY #1</b>     |
| <b>Ho Chi Minh:<br/>February 11-16</b>   |   |  |
| <b>A10- February<br/>17:</b>   | <b>DISCUSSION ABOUT READING #9<br/>Literary Travel and the Touristic Gaze:<br/>Dickens &amp; D.H. Lawrence<br/>FIRST ESSAY DUE<br/>Blog#4</b>                         | <b>READING #10: Karl Philipp Moritz &amp; Frances Trollope<br/>BLOG #4</b> |
| <b>Singapore:<br/>February 19-20</b>   |   |  |

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| <b>Study Day:</b><br>February 21           |   |   |
| <b>A11-February 22:</b>                    | <b>DISCUSSION ABOUT READING #10</b><br><b>Karl Philipp Moritz &amp; Frances Trollope</b><br><b>Blog#5</b>   | <b>PREPARE YOUR PRESENTATION #1</b><br><b>BLOG#6</b>        |
| <b>Rangoon:</b><br>February 24-<br>March 1 |   |   |
| <b>A12-March 2:</b>                        | <b>STUDENTS ORAL PRESENTATIONS #1</b><br><b>Blog#6</b>  | <b>PREPARE YOUR PRESENTATION #1</b>                         |
| <b>A13- March 4:</b>                       | <b>STUDENTS ORAL PRESENTATIONS #1</b>   | READING #11: Mark Twain & John Steinbeck<br>BLOG #7         |
| <b>Cochin: March 6-11</b>                  |   |   |
| <b>Study Day:</b><br>March 12              |   |   |
| <b>A14-March 13:</b>                       | <b>DISCUSSION ABOUT READING #11</b><br><b>Early American Travelers</b><br><b>Mark Twain &amp; John Steinbeck</b><br><b>Blog#7</b>                         | READING #12: Lady Mary Montagu & Mary Kingsley              |
| <b>A15-March 15:</b>                       | <b>DISCUSSION ABOUT READING #12</b><br><b>Gender &amp; Alterity I: Victorian Lady</b><br><b>Travelers</b><br><b>Lady Mary Montagu &amp; Mary Kingsley</b> | READING #13: Ida Pfeiffer & Freya Stark<br>BLOG #8          |
| <b>Study Day:</b><br>March 17              |   |   |
| <b>Port Louis:</b><br>March 18             |   |   |
| <b>A16- March 19:</b>                      | <b>DISCUSSION ABOUT READING #13</b><br><b>Gender &amp; Alterity II</b><br><b>Ida Pfeiffer &amp; Freya Stark</b><br><b>Blog#8</b>                          | READING #14: Ernest Hemingway & Paul Theroux                |
| <b>A17-March 21:</b>                       | <b>DISCUSSION ABOUT READING #14</b><br><b>20<sup>th</sup> Century of Modern Travel Writing I</b><br><b>Ernest Hemingway &amp; Paul Theroux</b>            | READING #15: Paul Bowles & Jack Kerouac                     |
| <b>A18- March 23:</b>                      | <b>DISCUSSION ABOUT READING #15</b><br><b>20<sup>th</sup> Century of Modern Travel Writing II</b><br><b>Paul Bowles &amp; Jack Kerouac</b>                | READING #16: Robyn Davidson & Dian Fossey<br>BLOG #9        |
| <b>Cape Town:</b><br>March 25-30           |   |   |
| <b>Study Day:</b><br>March 31              |   |   |
| <b>A19-April 1:</b>                        | <b>DISCUSSION ABOUT READING #16</b><br><b>Feminism &amp; Nature</b><br><b>Robyn Davidson &amp; Dian Fossey</b><br><b>Blog #9</b>                          | READING #17: Peter Matthiessen & Gerald Durrell<br>ESSAY #2 |

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| <b>A20-April 3:</b>  | <b>DISCUSSION ABOUT READING #17</b><br><b>Zen &amp; Eco-criticism</b><br><b>Peter Matthiessen &amp; Gerald Durrell</b><br><b>SECOND ESSAY DUE</b> | READING #18: Pico Iyer & Mayes Friedman          |
| <b>A21- April 5:</b>   | <b>DISCUSSION ABOUT READING #18</b><br><b>Postmodernity and the limits of travel</b><br><b>Pico Iyer &amp; Mayes Friedman</b>                     | READING #19: Mayes Lee & David Lodge<br>BLOG #10 |
| <b>Tema (Accra):</b><br><b>April 7-9</b><br><b>Takoradi: April</b><br><b>10-11</b> |   |  |
| <b>A22-April 12:</b>   | <b>DISCUSSION ABOUT READING #19</b><br><b>Mayes Lee &amp; David Lodge</b><br><b>Blog#10</b>   | <b>PREPARE YOUR PRESENTATION #2</b>              |
| <b>A23: April 14:</b>  | <b>STUDENTS ORAL PRESENTATIONS #2</b>   | <b>PREPARE YOUR PRESENTATION #2</b>              |
| <b>A24: April 16:</b>  | <b>STUDENTS ORAL PRESENTATIONS #2</b>   | <b>Estudiar para examen final/group project</b>  |
| <b>Study Day: April</b><br><b>18</b>   |   | <b>Estudiar para examen final</b>                |
| <b>April 19: Global</b><br><b>Lens Exams and</b><br><b>Study Day</b>               |   | <b>Estudiar para examen final</b>                |
| <b>Casablanca:</b><br><b>April 20-24</b>   |   |  |
| <b>A25: A Day</b><br><b>Finals</b>   |   |  |
| <b>April 29: Arrive</b><br><b>in Southampton</b>                                   |   |  |

## METHODS OF EVALUATION / GRADING RUBRIC

| COURSE COMPONENTS & POINTS    |            | GRADING SCALE |            |            |            |
|-------------------------------|------------|---------------|------------|------------|------------|
| <b>Active Participation</b>   | <b>200</b> | 940-1000 A    | 899-870 B+ | 799-770 C+ | 699-670 D+ |
| <b>Field Lab (Essay)</b>      | <b>200</b> | 939-900 A-    | 869-840 B  | 769-740 C  | 669-640 D  |
| <b>Essays (2)</b>             | <b>200</b> |               | 839-800 B- | 739-700 C- | 639-600 D- |
| <b>Oral presentation (2)</b>  | <b>200</b> |               |            |            | 00-599 F   |
| <b>Short assignments (10)</b> | <b>100</b> |               |            |            |            |
| <b>Exam (1)</b>               | <b>100</b> |               |            |            |            |

**Attendance and participation (20%):** Your attendance, daily preparation, and active participation in class will not only contribute to your learning, but are also important factors in determining your grade. Students will be graded on their attendance and preparation for class: on the effectiveness, frequency and usefulness of your class remarks about the assigned readings; assignments written when due and port assignments completed when due. Students should arrive on time and prepared; read each text thoroughly and very thoughtfully;

contribute positively to the discussions and activities; and make learning their top priority. A-level participation means actively participating in individual, small-group, and large-group activities as well as respecting classmates by not speaking when they are speaking. Points will be deducted for using electronic devices, packing up early, etc. **Reading:** You will have a reading assignment for almost every class. You are expected to have completed the reading before class time on the day it is assigned. Discussions will cover the authors' perspectives as outsiders in strange lands, their way to deal with issues of difference comparing to our reactions to their observations, and their writing styles.

**Writing assignments/essays (20%):**

1. Analytical Essay: Guideline will be distributed in class.  
This will be an essay treating a travel theme shared by two or more writings. Representative themes are: extreme travel, poverty tourism, ecotourism, great escapes, brave new worlds, going naïve, time travel, food and travel, cityscapes, and other such themes (see Travel Topics List). This course examines how culture, place, and history affect the ways in which individuals or societies respond to issues that are of concern for the larger human community. This writing project explores such subjects by asking students to compose a focused essay comparing two course readings that address a shared travel writing theme or concern. The essay will explain ways in which specific cultural and other contexts (historical, political, etc.) influence the writer's treatments of their theme or concern.
2. Original Travel Essay: Guidelines will be distributed in class.  
This course invites students to consider how travel literature affects and shapes its audiences. For that matter, since we will be looking in some detail at travel essays as a literary form, students will have the opportunity to join the long and complicated tradition of travel writers by contributing to their own travel essay. After many weeks of surveying travel writing and criticism about travel (and traveling), students will be in the position to create their own travel text and produce a titled, original, non-fictional and illustrated work of travel writing.

**ESSAYS REQUIREMENTS:**

- Hard-copy
- Completed and turned-in on the date, time, and class indicated.
- Typed on a computer: Times New Roman, double space, 12 pts.
- Proofread for appropriate typographical spelling, mechanical and grammatical errors, and punctuation.
- Followed directions as to the required contents
- 6-8 pages long
- Two *embedded* captioned images that directly illustrate or illuminate the subject and help explain your understanding of it.

Essays should include an annotated list of three academically authoritative online resources for further study of that subject; in-text citation to at least two of these resources.

**Short assignments: 10 Travel Blogs (10%).** Students will be posting to a Travel Blog about Food and Travel. Gathered in-port experiences will form the basis of several posts about food during the trip. Very soon you will receive an invitation to join your group blog from blogger.com. Follow the instructions in this invitation to join the blog and begin posting.

**When blogging, follow these guidelines:**

1. You should send your post to your group blog before class time—the day before class is best. Due dates for posts are detailed in the syllabus.
2. Posts need be only about 10 sentences long, but can be longer if inspiration strikes. They should be evocative paragraphs. You can use photos. Topics need be related to food: observations made at interesting locations, reactions to our readings compared to your own experiences, etc.
3. Make sure to read the posts from others in your group. You should also add comments to others' posts from time to time.
4. Grades: You will print out and turn in hard copies of your blog postings two times over the semester. You will be graded on timeliness, how well they are written, and whether or not they illustrate the appropriate topic requirement. Although grammar, punctuation and spelling are not the primary focus of my evaluation, they will count in your grade. Before you post, proofread carefully and your use Spellcheck!

**Oral Presentations (20%):** Students will present twice during the semester.

1. The first presentation will be about one of the movies selected for this class. Instructions will be provided.
2. The second oral presentation will be based on a selected travel author and travel account from the list of authors not covered in class from *The Best Travel Writing of 2013* or the long list provided for this course. List and instructions will be provided.

**Field Lab (20%):** Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

- Proposal Title #1: Contrasts: Cultural heritage of Kozhikode (also known as Calicut, 94 miles north from Cochin)  
Country: India  
Idea: The reason I selected Kozhikode instead Cochin is because several of the authors included in our list of readings visited Calicut during their travels and devoted more than a few pages to this city. Before arriving Kozhikode, students will read the selections by Ibn Battutta, Vasco de Gama and Pietro Della Valle devoted to this city. During classical antiquity and the Middle Ages, Kozhikode was dubbed the "City of Spices" for its role as the major trading point of eastern spices. It was the capital of an independent kingdom ruled by the Samoothiris (Zamorins) in Middle Ages and later of the Malabar District under British rule. Arab merchants traded with the region as early as 7th century, and Portuguese explorer Vasco da Gama landed at Calicut on 20 May 1498, thus opening a trade route between Europe and Malabar. A Portuguese factory and fort was intact in Kozhikode for short period (1511–1525, until the Fall of Calicut), the English landed in 1615 (constructed a trading post in 1665), followed by the French (1698) and the Dutch (1752). In 1765, Mysore captured Calicut as part of its occupation of Malabar Coast. Calicut, once a famous cotton-weaving

center, gave its name to the Calico cloth. Kozhikode is famous for its boat-building yard, timber industry and historic temples and churches. Some of the popular places of interest that might be included in this visit are Kozhikode Beach, Veliyangadi (big bazaar and Spice Market), Mananchira, S.M. Street, Tali Siva Temple, Mishkal Mosque, Panniyankara Bhagavati Temple, Thiruvannur Siva Temple, Kappad Beach, Beypore Siva temple, Beypore Beach, Thusharagiri Falls.

Objectives:

- For our field lab, we will have a day-long guided tour of Kozhikode as we observe and visit many of the very same places that appear in the accounts of Ibn Battuta, Vasco de Gama and Pietro Della Valle.
- Students will take detailed descriptive notes, take pictures and consider the proposed readings in relation to their observations. Students will rely upon their notes to write a 1500 word personal travel essay about their experience that will compare their expectations of and experiences in Kozhikode and will contrast them with those that appear in the readings.
- Students will be evaluated based on their engagement and participation in the Field lab as well as their personal travel essay. The essay will be assessed on the degree to which it contains the following information: concrete observations on different topics (food, markets, religion, clothing); the essay recaptures the descriptions in these medieval travel narratives and the student's own observations, considering the nature of observation by looking at what these authors described and what they did not, and compare what interests us with what interested them; the essay should have a thesis statement, evidence and conclusion. This essay will follow the same requirements and will be graded as the other two essays.
- Students will gain a personal experience of the contrasting sights, sounds, smells, tastes, textures and ways of life in Kozhikode and see things through a writer's lens, not just a tourist lens. They will observe differences and similarities between their experience and the ones described in the literary sources. They will learn about life and religion in contemporary India.

- Proposal Title #2: Contrasts in Mauritius

Country: Mauritius

Idea: The French author Bernardin de Saint-Pierre spent 28 months in the French colony of Ile de France (now Mauritius) in 1768-70. This extended exposure to the island led to one of the period's fullest and most fascinating accounts of a colonial society and its daily life, *Journey to Mauritius*. Structured as a series of letters Bernardin's survey of Mauritius includes a detail description of the island's geography, flora, and fauna. He provides us with one of the earliest examples of a walking guide as he details the sights and landscapes of Mauritius. Some of the popular places of interest that might be included in this visit are visit Chamarel (Black River) and the Casela Nature Park; Grand Bassin; a bazar in Port-Louis; a sugarcane field in inland Mauritius (L'aventure du sucre)/tea plantation (Bois Cheri Tea Plantation).

Objectives:



- Before our field lab, students will read *Journey to Mauritius* by Bernardin de Saint-Pierre. We will have a day-long guided tour of Mauritius as we observe and visit many of the very same places that appear in the book.
- Students will take detailed descriptive notes, take pictures and consider the proposed reading in relation to their observations. Students will rely upon their notes to write a 1500 word personal travel essay about their experience that will compare their expectations of and experiences in Mauritius and will contrast them with the account by Bernardin de Saint-Pierre.
- Students will be evaluated based on their engagement and participation in the Field lab as well as their personal travel essay. The essay will be assessed on the degree to which it contains the following information: concrete observations on different topics (flora, fauna, food, markets, religion, clothing); the essay recaptures the descriptions in these medieval travel narratives and the student's own observations, considering the nature of observation by looking at what these authors described and what they did not, and compare what interests us with what interested them; the essay should have a thesis statement, evidence and conclusion. This essay will follow the same requirements and will be graded as the other two essays.
- Students will apply other course readings to their observations. They might compare and contrast other previous travelers' experiences shared in the course with ours today.
- Reflect upon the different perspectives travelers bring to an experience. Learn about life and diversity in contemporary Mauritius.

**Final Exam (10%):** Students will take a final exam based on the lectures, readings, class documents, visuals, and (if applicable) films. Students will be expected to integrate readings, lectures, and field observations. The exam will be graded on the following criteria: 1) Integration of readings and observations, 2) awareness of differences and similarities between medieval and modern travel observations, 3) correct expository writing (guidelines to be distributed in class 4) development of a thesis that reflects advanced historical and literary analysis. Exam is expected to be around 2,000 words.

## RESERVE LIBRARY LIST

AUTHOR: Elizabeth Gilbert

TITLE: *The Best American Travel Writing of 2013*

PUBLISHER: Houghton Mifflin Harcourt Publishing Company

ISBN #: 978-0-547-80878-7

DATE/EDITION: 2013

AUTHOR: Peter Hulme and Tim Youngs

TITLE: *Cambridge Companion to Travel Literature* (ELECTRONIC EDITION)

PUBLISHER: Cambridge University Press

ISBN #: 9780511999505

DATE/EDITION: 2002

AUTHOR: Paul Theroux

TITLE: *The Tao of Travel*  
PUBLISHER: Penguin  
ISBN #: 978-0141044262  
DATE/EDITION: 2012

### ELECTRONIC COURSE MATERIALS

Additional materials, including selected electronic readings, rubrics, assignments, handouts and class notes, and other materials, will be made available to students via the electronic folder for this course.

AUTHOR: Pico Iyer  
TITLE: "Why we travel"  
PUBLISHER: Pico Iyer Journeys  
ISBN #: <http://picoiyerjourneys.com/index.php/2000/03/why-we-travel/>  
DATE/EDITION: 2000

**Readings for this course [short extracts]: Extracts marked “\*” can be found in *The Norton Book of Travel* (number of pages), at [www.gutenberg.org](http://www.gutenberg.org) (free Ebooks-project Gutenberg) and other online libraries and in the on-board intranet folder for this course (only one chapter or less will be selected). Pages for the readings at Gutenberg.com, on-board Intranet or Internet will be provided at the beginning of the semester:**

- # 1: Herodotus, *The History*, (Norton, 27-38; Gutenberg)\*  
Egeria, *Diary of a Pilgrimage* (Intranet)
- # 2: Marco Polo, *Travels of Marco Polo*, (Norton, 58-65; Gutenberg)\*  
*The Travels of Sir John Mandeville*, (Gutenberg)\*
- # 3: William of Rubruck, *Consisting of the Travel Records to the Eastern Parts of the World*, (Intranet)  
John Pian de Carpini, *The Journey of John Pian de Carpini*, (Intranet)  
Friar Odoric, *The Journal of Friar Odoric*, (Intranet)
- #4: Benjamin of Tudela, *The Itinerary of Benjamin of Tudela*, (Gutenberg)\*  
Ibn Battuta, *The Travels of Ibn Battuta*, (Intranet)
- #5: Christopher Columbus, *Journal* (<http://books.google.com/books?vid=OCLC03615973>)\*  
Bernal Diaz del Castillo, *The History of the Conquest of New Spain* (Norton, 114-123)\*
- #6: Pigafetta, *Magellan's Voyage: A Narrative Account of the First Circumnavigation*, (<http://books.google.com/books?id=scIFZPrPVhsC&printsec=frontcover&dq=Pigafetta&hl=en&sa=X&ei=0Wz-Uz7NNOLmyQHxuoG4BQ&ved=0CCsQ6AEwAA#v=onepage&q=Pigafetta&f=false>)\*  
Vasco de Gama, *The Three Voyages of Vasco de Gama and his Viceroyalty*, (<http://books.google.com/books?id=vDAMAAAIAAJ&printsec=frontcover&dq=Vasco+de+gama&hl=en&sa=X&ei=hm3-Up7gFoifyQGw3YCYBA&ved=0CD0Q6AEwAA#v=onepage&q=Vasco%20de%20gama&f=false>)\*
- #7: Pietro Della Valle, *The Travels of Pietro Della Valle in India*, (Volume 1: <http://books.google.com/books?id=dUQPAAAAYAAJ&printsec=frontcover&dq=pietro+della+valle&hl=en&sa=X&ei=nm7-UoapPOeTyQG4loCoAg&ved=0CCsQ6AEwAA#v=onepage&q=pietro%20della%20val>)

- [le&f=false](http://books.google.com/books?id=C-QNHn2XkCQC&printsec=frontcover&dq=pietro+della+valle&hl=en&sa=X&ei=nm7-UoapPOeTyQG4loCoAg&ved=0CDMQ6AEwAQ#v=onepage&q=pietro%20della%20valle&f=false) and Volume 2: <http://books.google.com/books?id=C-QNHn2XkCQC&printsec=frontcover&dq=pietro+della+valle&hl=en&sa=X&ei=nm7-UoapPOeTyQG4loCoAg&ved=0CDMQ6AEwAQ#v=onepage&q=pietro%20della%20valle&f=false>)\*
- Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*, (Intranet)
- #8: Leo Africanus, *The History and Description of Africa*, (Intranet)  
James Cook, *The Journals of Captain Cook*, (Gutenberg)\*
- FIELD LAB: Bernardin de Saint-Pierre, *Journey to Mauritius*,  
(<http://books.google.com/books?id=0RYr-VY4TEcC&printsec=frontcover&dq=Journey+to+Mauritius&hl=en&sa=X&ei=ZXH-UqCHHsepyAGBzICYBg&ved=0CEIQ6AEwAA#v=onepage&q=Journey%20to%20Mauritius&f=false>)\*
- #9: Charles Dickens, *Pictures from Italy* (Norton)\*  
D H Lawrence, *Sea and Sardinia* (Norton)\*
- #10: Karl Philipp Moritz, (Norton, 258-266)\*  
Frances Trollope, (Norton, 295-307)\*
- #11: Mark Twain, (Norton, 380-416)\*  
John Steinbeck, *Travels with Charley: In Search of America*,  
(<http://books.google.com/books?id=NThOOKb6BdoC&printsec=frontcover&dq=john+steinbeck+books&hl=en&sa=X&ei=VHP-Ure8NKKyyAGImYFA&ved=0CGIQ6AEwBQ#v=onepage&q=john%20steinbeck%20books&f=false>)\*
- #12: Mary Montagu, *Letters*, (Gutenberg)\*  
Mary Kingsley, *Travels in West Africa* (Gutenberg)\*
- #13: Ida Pfeiffer, *A woman's Journey Round the World*, (Gutenberg)\*  
Freya Stark (Norton, 552-564)\*
- #14: Ernest Hemingway (Norton, 673-683) \*  
Paul Theroux (Norton, 803-820) \*
- #15: Paul Bowles (Norton, 575-596) \*  
Jack Kerouac (Norton, 590-608) \*
- #16: Robyn Davidson, *Tracks* (Intranet)  
Dian Fossey, *Gorillas in the Mist*, (Intranet)
- #17: Peter Matthiessen, *The Snow Leopard*, (Intranet)  
Gerald Durrell, *The Aye-Ate and I*, (Intranet)
- #18: Pico Iyer, *The Global Soul: Jet Lag, Shopping Malls and the Search for Home* (Intranet)  
Friedman, *40 years in Acapulco*, (Intranet: Frances Mayes, *Best American Travel Writing*, 2002, pp. 97-106)
- #19: Lee, *The Scent of two Cities*, (Intranet: Frances Mayes, *Best American Travel Writing*, 2002, pp.188-199)  
David Lodge, *Paradise News*, (Intranet)

## ADDITIONAL RESOURCES

1. DVD: *Lost in Translation* (2003), by Sofia Coppola

2. DVD: *Eat, Pray, Love* (2010), by Ryan Murphy
3. DVD: *The Year of Living Dangerously* (1982), by Peter Weir
4. DVD: *The Way* (2010), by Emilio Estevez
5. DVD: *Out of Africa* (1985), by Sydney Pollack
6. DVD: *Life of Pi* (2012), by Ang Lee
7. DVD: *Diarios de motocicleta* (2004), by Walter Salles
8. DVD: *Seven Years in Tibet* (1997), by Jean-Jacques Annaud
9. DVD: *Into the Wild* (2007), by Sean Penn
10. DVD: *Thelma and Louise* (1991), by Ridley Scott
11. DVD: *Nothing Personal* (2009), by Urzula Antoniak
12. DVD: *The Bridges of Madison County* (1995), by Clint Eastwood
13. DVD: *The Sheltering Sky* (1990), by Bernardo Bertolucci
14. DVD: *The English Patient* (1996), By Anthony Minghella
15. DVD: *The Art of Travel* (2008), by Thomas Whelan
16. DVD: *Paris-Texas*, (1984) by Wim Wenders
17. DVD: *180 Degrees South* (2010), by Chris Malloy
18. DVD: *Qué tan lejos* (2006), by Tania Hermida
19. DVD: *127 Hours* (2010), by Danny Boyle
20. DVD: *The Beach* (2000), by Danny Boyle

## **COURSE POLICIES**

### **The Honor Code**

Literature for Travel students are expected to comply with the UVA Honor Code. All work is to be pledged and completed by the student without assistance from classmates, advanced Spanish students, native speakers, or online translators, unless otherwise indicated by the professor. While an online dictionary is an acceptable resource, use of any sort of online translator such as Google Translate is a violation of the Honor Code. Any violations of the Code in or outside class will be brought to the attention of the Honor Council for appropriate action.

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

### **Attendance and Tardiness**

Attendance is obligatory for this class. You are allowed two (2) unexcused absences. Beyond that, for each additional absence, one percentage point will be deducted from your final grade. An excess of four (4) absences, excused or unexcused, will result in a withdrawal from or failure in the course. Students are expected to arrive to class on time. Being late to class counts as half an absence.

**Grades**

Expectations are high, and so are the grading standards. Grades must have a meaning; they are measures, not rewards. The University has high standards, and it is my job to uphold them. To earn an A, you must do consistently exceptional work. You must also have your assignments completed on time, and you must participate in all activities in a consistent way.

**Assignment Deadlines and Make-up Work**

Assignments are due by the beginning of class as indicated on the syllabus. No late work and no make-up work will be accepted. Students who will not be in class should complete their assignments ahead of time. There are no make-ups for exams, quizzes, compositions, or presentations.

**Your responsibility**

For each credit hour, it is expected that you spend an average of 2 hours on homework and class preparation. You are expected to come to class having prepared the material on the syllabus for that day and ready to participate actively in class. It is your responsibility to let your professor know if you do not understand or to consult her during office hours with any questions or concerns.

**Electronics**

No laptops, no cell phones or other electronic devices will be used in class unless advised by the professor. Failure to comply may result in dismissal from the class period.

Travel. Tech. Dear Deidre.Â The Graham Norton Show always needs new victims for his red chair, but how can you apply? Here is all the info you need 2. Applying to be on The Graham Norton show is simple. How can I apply to be in The Graham Norton Show audience? Applications to be on the programme are dealt with through SRO audiences. The relevant form for The Graham Norton Show can be found here. After you sign up you'll be informed as to when booking has opened and tickets are limited so you'll have to act fast. Then you will have to pick a date and make a formal application. Most Read In TV & Showbiz.