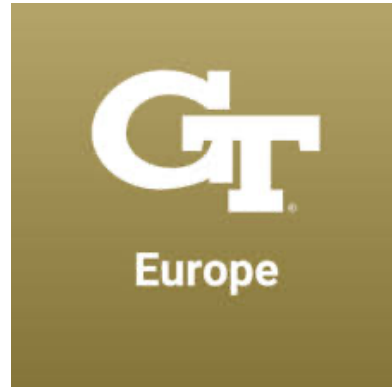




Georgia Tech · Ivan Allen College of Liberal Arts
**School of Literature,
Media, and Communication**



Syllabus for LMC 3234

Travel Writing in Metz and Alsace-Lorraine: Navigating the Art and Science of War and Peace

3 Credits Tuesday-Thursday 5:00 - 6:15 pm, Salle Verte. Some classes will not be held on Thursday to make up for time spent for class excursions.

Instructor Information

Instructor

Dr. Jennifer Orth-Veillon

Email

jorthveillon@georgiatech-metz.fr

Drop-in Hours & Location

Room 227, Tuesdays 2-4pm or by appointment

General Information

Description

With Gallo-Roman ruins, art museums, sweeping cathedrals, winding water ways, mysterious passages, and the ghosts of three recent major wars haunting the streets and surrounding landscapes, Metz and the Lorraine region offer an interesting conversation between war and peace that may be compelling to diversity of artistic and historical sensibilities. We will process this sensorial experience through the genre of travel writing. Travel Writing is an exciting reflection on travel by connecting with foreign places through our unique, personal perspectives. Travel writing is not neutral or objective. But it isn't fiction either. You will be constantly asked to make comparisons between your cultural experiences and observations with ones made in France. Renowned travel writer Pico Iyer claims that "We travel, initially, to lose ourselves; and we travel, next, to find ourselves." For our topic, we must consider that war destroys lives but also familiarity and tradition. However, in the wake of peace, creation abounds. New landscapes, design, art, history, and ways of thinking reflect the shifts in consciousness after war. This course will help you produce clear, expressive prose, sharpen your eye for travel detail, and cultivate your individual voice through the lens of art and history shaped by war, but also by peace, in Metz and the Lorraine.

If you are a FYSA student, this course serves as an interesting complement to the GTE 2000 class. The FYSA class gives you an appetizer, a bite, on some of these issues, but this course allows you to go deeper for a more detailed understanding of Metz and the surrounding region.

These core goals of the class align well with GT's new strategic plan outlined here:

<https://strategicplan.gatech.edu/focus/global>

Content: What to Expect in This Class

We will take walking excursions and visits to artistic sites, churches, and museums in Metz that house some of the most beautiful works in France. We will contemplate our futures at the Roman ruins in the German city of Trier. We will connect to soldiers by climbing the trenches and staring at bones in Verdun. We will walk the blurry lines between German and French identity in also have guest speakers: writers and artists, if possible. You will also gain an awareness of the travel writing genre from both a historical, literary and a commercial perspective by exploring different modes and mediums of traveling writing—blogs, videos, essays, photography...

You will work closely with other students, giving and receiving tailored feedback in writing workshops, and have one-on-one conferences with the professor. At the end of some weeks, students will turn in a travel essay on one of the themes covered. As such, students in this class will also work on their own multimedia portfolio of travel writing and, in doing so, develop a greater awareness of their own writer's *voice* and sharpen their narrative and descriptive powers. The final class group project, a Metz and Lorraine GTE Travel Blog will be an indelible artifact of your unique study abroad experience that you can share with family, friends, the world..

We will cover different subject units with different themes that are unique to the city of Metz and the region, which include: Culture Shock (or Not); The Past as Present, The People You Meet; Integrating Images with Text; Art Exhibitions and Museums; Historical Landmarks (or others by students' suggestions).

Course Goals and Learning Outcomes

- Through course readings and discussions, students will demonstrate knowledge of the origins and types of travel writing.
- Students will be able to conduct close textual analyses of selected travel writing.
- Through course readings and discussions, students will demonstrate knowledge of the moral and ethical issues involved in the act of writing about other cultures.
- Through course readings and their own written work, students will show an understanding of narrative structure, as well as the importance of style, voice and ethos in the genre of travel writing.
- Write lucid, well-constructed arguments analyzing and interpreting texts.
- Synthesize primary and secondary readings to write an extended paper on the course theme.
- Students will utilize their own travel writing as a tool for analysis of cultural and political issues relevant to Metz, Alsace-Lorraine, and France.
- Understand basic concepts of intercultural sensitivity, worldview structures and mindful learning
- Situate Metz, France and the Grand Est region and Europe in broad historical, cultural, and geopolitical contexts
- Develop and sharpen critical thinking skills and apply them to concepts and debates around identity, globalization, and notions of globalism and global citizenship

- Understand and analyze socio-cultural and political developments and current societal debates in France and Europe and be capable of considering these phenomena in cross-cultural, cross-regional and cross-national contexts

Course Requirements & Grading

Individual assignments and their point values are given below:

- Travel Journal: 15%
- Travel essay 1: 10%
- Travel essay 2: 15%
- Travel essay 3: 15%
- Reading assigned material, attendance, and participation in group writing workshops and class discussion: 20%
- Final blog and presentation: 25%
- TOTAL: 100%

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100% Excellent (4 quality points per credit hour)
B	80-89% Good (3 quality points per credit hour)
C	70-79% Satisfactory (2 quality points per credit hour)
D	60-69% Passing (1 quality point per credit hour)
F	0-59% Failure (0 quality points per credit hour)

See <http://registrar.gatech.edu/info/grading-system> for more information about the grading system at Georgia Tech.

Description of Graded Components

Students will keep a travel journal and will write regularly per week. These writings will serve as the basis for class discussion, workshops, and travel essays. The journals will be checked and evaluated 3 times over the semester. They will be turned in along with the periodic essays that will be due. Recommended journal: MOLESKINE or another cheaper journal with hard cover. Travel journals can be purchased at bookstores, “libraries” and stationary stores “papeteries.” You can also just use a regular notebook, but the travel journal is a place of portable free expression - take it everywhere and tape, glue, attach, or draw in it as you would like.

Students will write 3 travel writing essays over the course of the semester that reflect the themes and forms studied. The journal serves as kind of a rough draft. They will turn this essay into the instructor and to the group. Students and instructor prepare for the group writing workshop the following class. During these workshops, students will critique writing and give feedback to others. Reading assigned material and rigorous participation in the workshops is expected.

The final project will culminate in a multimedia class travel blog that we will work on throughout the semester. Students will polish their travel essays to get them ready for publishing on the blog, which means many revisions are possible on one draft. Students may revise as many times as they like after receiving a travel essay grade until they obtain the desired grade.

As a class, we will study other travel blogs and come up for the best format for ours. Students will choose the final version two of their travel essays and upload it to the blog, adding photos, videos clips, a list of recommended visits, and other media. Possibilities for video and photos essays are possible. They will also be asked to comment on other class blogposts. The final class will be a presentation of the final blog entry and a brief explanation of the revision process the student undertook to get it to a publishable state.

Participation and Classroom Conduct

Good participation entails not only speaking and sharing your thoughts on a regular basis, but also being considerate and respecting the views of others. To earn high points in the participation part of the final grade, students will have demonstrated their awareness of the different functions of classroom comments by:

1. varying their discussion strategies,
2. considering what they say before they say it,
3. taking intellectual risks, and
4. always respecting the feelings of peers by not interrupting classmates while speaking and acknowledging interesting ideas.

Rubrics and Detailed Assignment Descriptions

For each assignment, you will receive a detailed assignment description well in advance of the deadline, which will include the grading rubric. I aim to return your assignments graded within one week of the due date. Delays may be longer with long travel weekends.

Course Materials

Course Texts and Materials

You do not have to purchase books for this class. All readings will come from the course reader posted on the Canvas site. In lieu of purchasing books, if we all agree, I'd ask you to put aside about €35 euros for a class outing to a restaurant for our food writing unit.

Course Website and Other Classroom Management Tools

Course Canvas Site, Class Blog

Course Expectations & Guidelines

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations. This includes using AI to complete any portion of your work. Your work is your own. AI is not your work.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.

Collaboration & Group Work

Aside from group projects, all work must be your own. Work created by AI is not considered your work. If any portion of a group project is suspected of being completed by someone or something other than your group, all group members will be investigated and reported. Your written work will be checked with plagiarism software. Suspected cases of plagiarism/AI use will result in reporting to the Office of Student Integrity.

Attendance Policy

You are required to attend all classes and excursions. You can miss a maximum of 2 days, no questions asked. Each unexcused absence after 2 will result in 5 points deducted from your final grade. You must have approval and justification from the GTE administration in writing for an absence to be excused. If you miss on a portfolio workshop day, you will still be expected to do the work in your peer group.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

All extensions must be pre-approved before the due date by the instructor and, if deemed necessary by the instructor, justified by the Gatech administration. Missing class does not automatically grant you an extension on an assignment due date. If you miss on a portfolio workshop day, you will still be expected to do the work in your peer group.

Student Use of Mobile Devices in the Classroom and on Guided Visits

Use of portable technology (cell phones, laptops, tablets, etc.) during class time is not permitted except for class-specific activities, which must be approved by the instructor. However, please remember that your success in this class will hinge in part on your attention to in-class discussion and content: please refrain from using your device during class except at designated times, and do your best to focus on the task at hand. Otherwise, please leave your laptop in your bag, turn off your cell phone, and resist the urge to text your mom.

During guided visits, cell phone use for texting, surfing the internet, or calling is not permitted. You may take notes and photos, but please refrain from posting them to social media accounts until after the visit is over.

Additional Course Policies

Eating: unless pre-approved or part of a class activity, eating and chewing gum is not permitted in the classroom

Hats: wearing baseball caps or other hats are not permitted during class in the classroom or on guided visits. Hats are permitted outside during guided visits for protection from sun, rain, snow, or cold.

Contacting the instructor by email: Outside of class excursions, the instructor will respond to all emails within the business workday (9am-6pm). If you send an email after 6pm or over the weekend, do not expect a response until the following business day. Please follow the instructions given to you by the GTE administration for contacting me by phone during travel times.

Campus Resources, Physical and Mental Health Resources for Students

TBA

Information Related to Covid-19

Students are expected to be familiar with and abide by the Institute guidelines, information, and updates related to Covid-19. Find campus operational updates, Frequently Asked Questions, and details on campus surveillance testing and vaccine appointments on the [Tech Moving Forward](#) site.

Recordings of Class Sessions and Required Permissions

Classes may not be recorded by students without the express consent of the instructor unless it is pursuant to an accommodation granted by the Office of Disability services. Class recordings, lectures, presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course.

Diversity and Inclusion

GTE and the LMC support the Georgia Institute of Technology's commitment to creating a campus free of discrimination based on race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society.

Teaching philosophy

The belief that learning must be natural, collective, and discussion-based is at the heart of my teaching philosophy. I do not consider myself the autocrat of this experience, but as a fellow traveler who acts as a facilitator and leader rather than a master. My goal is for students to develop, through an inquiry of creative texts, images, and technologies, the capacity for individual expression through a collaborative process. As such, they acquire a greater understanding of both diversity and universality among their peers, in their own communities, and in the world. As a teacher, there is no greater joy for me than to see students become confident individuals in class and in their production of creative materials.

Course Schedule

**All classes take place on Tuesdays and Thursday from 5 to 6:15 p.m. You are required to travel with the class on two weekend dates: August 26th to Trier and September 2 to Verdun. The other class excursions will be held either during class time or at a time that we can agree upon according to various schedules. Class excursions that take longer than the class time will be compensated by canceling classes on Thursdays. Not all excursions have been organized yet, which not all Thursday cancellations have been posted. This scheduled will be modified by the beginning of the semester and, if necessary, throughout if we have interesting class opportunities arise. All modified dates will be announced well ahead of time*

***The accompanying travel details with specific departure and return times will be provided on a separate document.*

*** The day you see a required assignment or reading/viewing is the date that it is due for that class. For example, Pico Iyer must be read BY August 22nd. Unless specified, all readings come from the course reader on the Canvas site.*

Date	Themes and In-class Work	Assignments, Reading/Viewing, and Excursions
August 22	War and Peace: From Ancient to Modern, From Familiar to Foreign Course introduction What is travel writing? What is war? What is peace? How can war and peace be thought of as art?	
August 24	War and Peace: From Ancient to Modern, From Familiar to Foreign We travel to lose and find ourselves Travel Writing Definitions Guest Speaker: Travel writer, Norris Comer Craft: The technique of telling a good story	Tim Youngs, "Introduction: Defining the Terms," from <i>The Cambridge Introduction to Travel Writing</i> Pico Iyer, " Why We Travel ", " The Shock of Arrival " Browse Norris Comer's website .
August 26	All-day Excursion - Trier, Germany, Ars-sur-Moselle, Jouy-aux-Arches	Christopher Woodward, "Who Killed Daisy Miller?" from <i>In Ruins: A Journey Through Art, History, and Literature</i>

	Travel Journal Entry #1 What does contemplating ruins tell us about the future of war and peace?	Watch “Engineering the Roman Empire” link.
August 29	The Remnants of War: Seeing What You Should Not Have to See WWI and France Craft: Sensory Detail	Jay Winter, from <i>Sites of Memory, Sites of Mourning</i> Browse Britannica Site to Refresh WWI History and/or find video that recaps WWI history, especially the Western Front
August 31	The Remnants of War: Seeing What You Should Not Have to See WWI and France Pilgrimages as travel Asking sacred questions Craft: who are you as a viewer and finding your voice	Texts on the Travel Writer as Soldier in WWI Text on Memory Sites and Battleground Pilgrimages
September 2	All-day excursion to Verdun, Douaumont, Vaux, Village détruit Journal entry #2: Using sensory description and harnessing your voice, describe your day here as a pilgrimage. What kind of sacred questions did you ask and get answered?	Watch “Uncover the History of the Battle of Verdun” Watch for 5 minutes: “Battle of Verdun - WW1 - Verdun Gameplay”
September 5	Peaceful Interludes in the 19 th and 20 th Century: To See Without Being Seen Le flâneur across time and gender The Franco-Prussian War and WWI Journal #3 - Write about an afternoon spent as a flâneur(se) during travel or in Metz Travel Essay #1 Assigned	Charles Baudelaire, extract from Chapter 3, “An Artist, Man of the World, Man of Crowds, the Child” from The Painter of Modern Life Walter Benjamin, extract on Baudelaire’s “flâneur” from The Arcades Project Lauren Elkin, “ Flâneuse-ing ” from <i>Flâneuse: Women Walk the City in Paris, New York, Tokyo, Venice, and London</i>
September 7	NO CLASS	

September 12	<p>Peaceful Interludes in the 19th and 20th Century: To See Without Being Seen</p> <p>Travel Essay #1 due at midnight local time on Canvas</p> <p>Craft: Sensory detail, part 2</p> <p>The Franco-Prussian War and WWI- influence on Metz architecture</p>	<p>Paul Keskeys, “10 Tips for Writing About Architecture”</p> <p>Rafael Schacter “From pollution to purity: The transformation of graffiti and street art in London (2005-17)”</p>
September 14	<p>Excursion - Art and Architecture Walk, Metz TBA</p> <p>Journal #4: Describe the difference between a Germanic-style building and a French-style building</p>	
September 19	<p>Peer Workshop #1</p> <p>Journal Check</p>	<p>Read and comment on essays from your peer group</p> <p>Bring journals to class for check</p>
September 21	<p>Memory is Duty: France, WWII, the Resistance, and the Holocaust</p> <p>Craft: Stylistic and Grammatical Tips for good Travel Writing</p>	<p>Texts on the survivor as travel writer.</p> <p>Susan Sontag, from <i>Regarding the Pain of Others</i></p> <p>James Young, from <i>The Texture of Memory, Holocaust Memorials and Meaning</i></p> <p>Historical texts as background on WWII, the Resistance, and the Holocaust in France</p> <p>Jean-Benoît Nadeau, “World War II: The Unforgotten War” from <i>Sixty Million Frenchmen Can’t Be Wrong</i></p>
September 26	<p>Excursion: 3 war-walk in Metz</p> <p>Journal #5 Describe the landscape of memory of 3 wars and duty through art, architecture, and design in Metz.</p>	
September 28	NO CLASS	
October 3	<p>Eating in Peace: Gastronomy as Eternal Truce?</p> <p>Craft: Writing about food</p>	<p>Diane Jacob, “What Exactly is Food Writing?” and “The Gastronomical You” from <i>Will Write for Food</i></p> <p>“The First Time I Met Paul Bocuse” by Bill Buford, <i>The New Yorker</i></p>

	Travel Essay #2 Assigned	Ernest Hemingway, from <i>A Moveable Feast</i>
October 5	NO CLASS	
October 10	Eating in Peace: Gastronomy as Eternal Truce? Food is not neutral The Politics and Poetics of Food Writing	Anthony Bourdain video on France
October 12	Excursion to restaurant, food tasting Journal #6 - Using sensory description and food writing terms, describe the experience of the meal/tasting. How can food bridge conflicts?	
October 17	Craft and research: Showing and telling Travel Blogs. What makes a good travel blog? Travel Essay #2 due by midnight local time on Canvas	Travel Blog Research Assignment
October 19	NO CLASS	
October 24	Peer Workshop #2	Read and comment on essays from your peer group Bring journals to class for check
October 26	Craft + Content: Using Photography and images in Travel Writing. Travel Essay #3 Assigned	Texts on photography and image in travel writing. Travel Blog Research
October 31	FALL BREAK - NO CLASS Journal #7 - Describe traces of class themes that struck you during your fall break travel. Add photos you've taken or images you've drawn	
November 2	FALL BREAK - NO CLASS	
November 7	Colonialism and War as National Travel Writing Project	Colonialism and war travel writing texts

	Craft workshop: perspective and point of view in travel writing	
November 9	NO CLASS Travel Essay #3 due by midnight local time on Canvas	
November 14	Peer workshop #3	Read and comment on essays from your peer group Bring journals to class for check
November 16	Writing in the Aftermath of Colonialism and Wars of Independence Postcolonial France Travel writing and cultural appropriation	French Post-colonial texts Avoiding cultural appropriation in travel writing texts
November 20	Excursion: Centre Pompidou and Francophone Art Journal #8 How do you view artwork from other cultures as both an insider and an outsider?	
November 23	NO CLASS	
November 28	Returning to War or to Peace? The Journey Home The Return of the Soldier, the Survivor, or the Refugee	Vivien Swift, from <i>When Wanderers Cease to Roam</i> Pico Iyer, "The Light I Found" Refugee and asylum seeker texts
November 30	Final blog portfolio workshop - option to work outside of class time.	Work on final portfolio/blogs/presentations
December 5	Final blog portfolio workshop	Work on final portfolio/blogs/presentations
December 7	Final blog portfolio workshop - option to work outside of class time	Work on final portfolio/blogs/presentations
Dec. 11-14	Final portfolio presentations	Finish final portfolio/blogs/presentations