

The Liquid Continent

IP326-15 — revision saved on 21st Feb 2024 at 11:40

Deadline: 31st May 2024

Changes since last review

The last reviewed revision was saved on 20th Feb 2024 at 20:31.

Module description

Introductory description

The Mediterranean Sea occupies a complex and critical place in the development of human culture, society, and psyche. Despite this, it is easy to look at the Mediterranean solely as an empty gap between Africa and Europe, 'east' and 'west'. For millennia, however, the Mediterranean has shown itself to be just the opposite. Rather than a blank space it is a complex and multifaceted environment that continues to influence a range of human experiences, from the fundamental to the frivolous.

Two key ways humans have reacted to and processed their experiences of the Mediterranean is through travel and writing. In this module, we combine these through the lens of travel writing, examining what people have said about their experiences in, on, under, and around the Mediterranean. Travel writing, which has been described as a 'mercurial category' of communication (Schaff 2020), can be hard to define. Not limiting ourselves to one genre, though, allows us to take a broad definition and a wider perspective to. Combined with the use of a range of sources — such as travel narratives, pilgrims' accounts, maps, poetry, videos, vlogs, government publications, and material culture — we will chart our own geography of what the Mediterranean was, is, and might yet be.

During the module, we explore topics such as archaeology, trade and commerce, conservation and sustainability, blue humanities, migration and refugees, tourism and influencers, religion and belief, and politics. We will also develop an awareness of how imperial and possessive travel and writing about travel can be, and for the need to adopt intersectional and postcolonial perspectives to better understand and analyse such sources and topics. Students will be encouraged to make their own connections between ideas and identify their own areas of interest and focus.

Collaborative learning will be a key aspect of how the module is constructed and delivered. Using problem-based learning pedagogies, this module's seminars will be a balance of individual and collective activities, including offering a wider sharing of ideas and debates.

With this work and exploration this module seeks to empower students to contextualise the Mediterranean as Jean Cocteau envisaged it: as the liquid continent.

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Assessment

Assessment components Edited:

Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Personal Odyssey	Essay	3500 words	50%	Yes	Yes (extension)
Student preparation and completion time (hours)	50				
Description	The main written assessment for this module will be a written itinerary informed by independent research. Students will be asked to further and critically expand upon the topic selected for their poster presentation, demonstrating good written academic skills, clear engagement with sources, and the ability to craft a creative argument.				

Reassessment component is the same

Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Personal Odyssey Research Project	Essay	3500 words	50%	Yes	Yes (extension)
Student preparation and completion time (hours)	50				
Description	The main written assessment for this module will be a written itinerary informed by independent research. Students will be asked to further and critically expand upon the topic selected for their poster presentation, demonstrating good written academic skills, clear engagement with sources, and the ability to craft a creative argument.				

Reassessment component is the same

Edited:

Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Personal Odyssey Poster	Poster presentation - Individual	5 minutes	35%	No	No
Student preparation and completion time (hours)	20				
Description	The first step of the Connected to the DIY odyssey, students will be asked to produce a visual representation of their itinerary. As a basic form, students will be asked to create an academic poster but they can choose to use any visual medium they feel is appropriate. This analysis will be offered in the form of an itinerary, asking the reader to move through space and time with them in a manner appropriate to the subject chosen. This could, for example, follow refugees from Syria trying to reach central Europe. Or, the itinerary could chart how a specific cultural influence or movement has crossed physical or intellectual space. Students will also be expected to give a 5 minute oral summary of their itinerary and answer questions about their work. The topic of this poster will form the basis of the Do-It-Yourself Odyssey Analysis.				

Reassessment component is the same

Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Personal	Poster presentation -	5 minutes	35%	No	No

Odyssey Academic Poster	Individual				
Student preparation and completion time (hours)	20				
Description	Students will be asked to produce a critical and visual representation of a theme or topic they have selected from the module. As a basic form, students will be asked to create an academic poster but they can choose to use any visual medium they feel is appropriate. This analysis will be offered in the form of an itinerary, asking the reader to move through space and time with them in a manner appropriate to the subject chosen. This could, for example, follow refugees from Syria trying to reach central Europe. Or, the itinerary could chart how a specific cultural influence or movement has crossed physical or intellectual space. Students will also be expected to give a 5 minute oral summary of their itinerary and answer questions about their work. The topic of this poster can form the basis of the Personal Odyssey Research Project.				
Reassessment component is the same					
Unchanged:					
Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Collaborative and interactive map/travelogue	Other		15%	No	No
Student preparation and completion time (hours)	20				
Description	Weekly contributions made on seven of the eight weeks between weeks 2 and 9 to a collective and collaborative map. Students will be asked to put a digital 'pin' each week (can include imagery, video content, etc., as well as up to 250 words of reflective text) that relates to the topics under discussion that week and their independent reading/research. Contributions must be put on the map before the next seminar or they will be counted as non-submissions.				
Reassessment component is the same					

Basic module details

Month of introduction/change
October

Year of introduction/change
2024

Module title
The Liquid Continent

Module duration
10 weeks

Department for SITS
Liberal Arts

Summary of changes or other notes for reviewers

This is an update of the approved proposal, further focusing the module description and related information for clarity. There is a 200-level variant for intermediate-year students as well.

Rationale for introduction, revision or discontinuation

This module expands on the Liberal Arts optional module offering. It extends transdisciplinary learning opportunities into areas such as travel writing, geography, and social and political sustainability not currently covered in the LA curriculum. The problem-based learning seminars that form the core of the face-to-face element of this module is also designed to encourage students to engage with and explore topics and concepts they identify beyond the core information presented.

Module leader

William Rupp (1073773)

Level

6

Level for SITS

3

Credit value

15

Module delivery

Face to face

Study locations

Location	Primary
University of Warwick Main Campus, Coventry	Yes

Module description

Introductory description

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During the module, we explore topics such as archaeology, trade and commerce, conservation and sustainability, blue humanities, migration and refugees, tourism and influencers, religion and belief, and politics. We will also develop an awareness of how imperial and possessive travel and writing about travel can be, and for the need to adopt intersectional and postcolonial perspectives to better understand and analyse such sources and topics. Students will be encouraged to make their own connections between ideas and identify their own areas of interest and focus.

Collaborative learning will be a key aspect of how the module is constructed and delivered. Using problem-based learning pedagogies, this module's seminars will be a balance of individual and collective activities, including offering a wider sharing of ideas and debates.

With this work and exploration this module seeks to empower students to contextualise the Mediterranean as Jean Cocteau envisaged it: as the liquid continent.

Principal module aims

This module provides unique epistemological perspectives on the Mediterranean using both the lens of travel writing and a problem-based, interdisciplinary, Liberal Arts approach. It will do so by looking at accounts of travel in, on, and around the Mediterranean (including literary writing, guidebooks, government reports, creative expressions, blogs/vlogs, video media, and other formats). This variety of perspectives are presented to allow students to focus on topics and elements that are meaningful to them. Travel writing encompasses historical and cultural works, religion and philosophy, geopolitics and sustainability issues, gender and identity, and many other areas, ensuring that there a wide variety of engagement opportunities. This flexibility extends to the assessments, which are purposely designed to give students the space to respond authentically to the content prompts. Students will be able to readily transfer skills and ideas from this module to other modules and vice versa.

Learning outcomes

- Describe key aspects of the Mediterranean world's history, geopolitics, culture, religion, and environment using the lens of travel writing..

- Demonstrate the application of advanced problem-based learning skills.
- Examine key critical issues relating to the Mediterranean as accessed through travel, with the goal of identifying appropriate solutions and responses.
- Critique theoretical positions drawn from a number of disciplines relating various aspects of the Mediterranean.
- Design and construct unique research-informed responses that articulate their own investigations in topics presented in or inspired by material included.

Outline syllabus for publication

As this module uses problem-based and active student learning pedagogies, content covered may change from year to year based on student specialisms and interests. The syllabus below is provided as an indicative guide, but is flexible and subject to change.

Indicative syllabus:

Unit 1 -- Voyages of the mind and body: Defining the liquid continent through travel, writing, and human consciousness.

Unit 2 -- Itinerary: Pilgrimages, plunder, power, and perspective; the Mediterranean and visions of the past.

Unit 3 -- Itinerary: Modes of engagement; present day travel through physical and metaphysical means.

Unit 4 -- Itinerary: Future, tense; the Mediterranean in an uncertain future.

Unit 5: Voyages of the mind made manifest (presentations/poster session).

Should this module have a reading list?

Yes

Talis Aspire link

<https://rl.talis.com/3/warwick/lists/C9BC31F4-6151-839B-83F4-F0AE15D1F776.html?lang=en&login=1>

Indicative reading list

As module content may change from year to year, readings may change as well. This list is indicative only.

Abram, S., Waldren, J., and Macleod, D.V.L. (1997). *Tourists and Tourism: identifying people with places.*

Adams, P. (1962). *Travelers and Travel Liars, 1600-1800.*

Blanton, C. (2002), *Casey Travel Writing: The Self and the World.*

Bohls, E., and Duncan, I. (2005). *Travel Writing, 1700-1830; An anthropology.*

Buzard, J. (1993). *The Beaten Track: European Tourism, Literature and the Ways to "Culture", 1800-1918.*

Duncan, S.H. (1999). *Writes of Passage: Reading Travel Writing.*

Gilbert, H. (2002). *In Transit: Travel, Text, Empire.*

Greenblatt, S. (1991). *Marvelous Possessions.*

Grewal, I. (1996) *Home and Harem: Nation, Gender, Empire and the Cultures of Travel.*

Hooper, G. (2004). *Perspectives on Travel Writing.*

Hulme, P., and Youngs, T. (2002) *The Cambridge Companion to Travel Writing.*

Korte, B. (2000). *English Travel Writing: From Pilgrimages to Postcolonial Explorations.*

Leask, N. (2002). *Curiosity and the Aesthetics of Travel writing 1770-1840.*

Lisle, D. (2006). *The Global Politics of Contemporary Travel Writing.*

Mills, S. (1991). *Discourses of Difference: Women's Travel Writing and Colonialism.*

Pratt, M.L. (1992). *Imperial Eyes: Travel writing and Transculturation.*

Roberson, S., ed. (2001). *Defining Travel: Diverse Visions.*

Said, E. (1978). Orientalism.

Zemon Davis, N. (2007) Trickster Travels.

Departmental web link

To be added.

Module delivery

Minimum student number

5

Maximum student number

20

Estimated student number

10

Teaching split

Department	Percentage
Liberal Arts	100%

Skills, competencies, and attributes

Subject specific skills

Ability to generate relevant multidisciplinary problems through individual and small group research.

Individual and group research skills through multidisciplinary examinations of specific case studies.

Oral and written communication.

Digital literacy.

Professional communication.

Working with others.

Problem solving.

Information technology.

Research across various disciplines and using a variety of methods.

Peer review.

Transferable skills

Through this module, you will develop different skills that are sought by employers that will support your professional development. We have highlighted this to enable you to identify and reflect on the skills you have acquired and apply them throughout your professional journey including during the recruitment process whether this is in a CV/application form or at an interview.

Critical and independent thinking — developed through: Weekly tasks, readings, and homework; encounters with and employment of complex theories and Problem-Based Learning activities and in-class discussion.

Written communication – developed through: Research Essay; poster presentation; and weekly collaborative interactive map/travelogue; with ongoing weekly feedback for each student.

Oral communication – developed through: Poster presentation at the end of term where students create their own physical and/or metaphysical Mediterranean itinerary and explain why/how they created it in line with texts and theories seen in the module; and weekly seminar tasks and presentations.

Research and evaluation – developed through: Weekly problems and tasks that require the students to research and evaluate issues concerning the origin, function, purpose, and power of earthly paradise narratives; and the final research paper involves the formulation of their own research question and conducting their own in-depth reviews and

analysis of theories, archival materials, case studies, or interpretations of expressive works (fiction, non-fiction, and many works that defy and question this binary).

Time and self-management — developed through: Weekly group work and problems; weekly map/travelogue entries; poster preparation; and writing of research paper.

Includes research element

Yes

Research element description

Students will conduct independent research for weekly seminars and activities (which will be based on problem-based learning approaches) and will produce original research outputs in their assessments.

Interdisciplinary

Yes

Interdisciplinary description

This module draws upon a range of disciplinary methodologies and offers the participants the opportunity to identify specific areas of focus meaningful to them and their backgrounds. This module is open to students from any department, and the rich mix of backgrounds will enhance the overall range and experience of discussions and debates.

International

Yes

International description

This module is built around a multi-national approach to understanding the modern and historical Mediterranean world as well as its political, social, and environmental geographies.

Learning hours breakdown

Lecture

Required: 0 × 0 hours Optional: 0 × 0 hours

Seminar

Required: 10 × 2 hours Optional: 0 × 0 hours

Tutorial

Required: 0 × 0 hours Optional: 0 × 0 hours

Project Supervision

Required: 0 × 0 hours Optional: 0 × 0 hours

Demonstration

Required: 0 × 0 hours Optional: 0 × 0 hours

Practical class

Required: 0 × 0 hours Optional: 0 × 0 hours

Supervised practical class

Required: 0 × 0 hours Optional: 0 × 0 hours

Fieldwork

Required: 0 × 0 hours Optional: 0 × 0 hours

External visit

Required: 0 × 0 hours Optional: 0 × 0 hours

Work based learning

Required: 0 × 0 hours Optional: 0 × 0 hours

Online learning (scheduled sessions)

Required: 0 × 0 hours Optional: 0 × 0 hours

Online learning (independent)

Required: 0 × 0 hours Optional: 0 × 0 hours

Other activity

Required: 0 × 0 hours Optional: 0 × 0 hours

Placement

0 hours

Private study

40 hours

Details of private study and independent learning

Reading, preparation for seminars, completion of weekly pre-session tasks estimated at an average of 4 hrs per week throughout ten week term.

Assessment

90 hours

Total study hours for module

150 hours

Assessment**Reassessment model**

Individual

Assessment components

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Collaborative and interactive map/travelogue	Other		15%	No	No
Student	20				

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Reassessment component is the same	

Must the student pass all parts of the assessment to pass the module?

No

Methods for providing feedback on assessment

Students will receive regular, formative verbal feedback on their in-class work/weekly problems. They will receive written or verbal feedback on their collaborative/interactive map contributions. They will receive written and verbal summative feedback on their poster presentation that they can use to further develop their final written component. The final component will have written summative feedback.

Assessment learning outcomes

	Personal Odyssey Research Project (50%)	Personal Odyssey Academic Poster (35%)	Collaborative and interactive map/travelogue (15%)
Describe key aspects of the Mediterranean world's history, geopolitics, culture, religion, and environment using the lens of travel writing..	X	X	X
Demonstrate the application of advanced problem-based learning skills.	X	X	X
Examine key critical issues relating to the Medierranean as accessed through travel, with the goal of identifying appropriate solutions and responses.	X	X	X
Critique theoretical positions drawn from a number of disciplines relating various aspects of the Mediterranean.	X	X	
Design and construct unique research-informed responses that articulate their own investigations in topics presented in or inspired by material included.	X	X	

Availability

Availability of module

Course	Route	Year of study	Type of availability
Undergraduate Liberal Arts (UVCA-LA99)	ALL	3	Optional
Undergraduate Liberal Arts with Intercalated Year (UVCA-LA98)		4	Optional

Has pre-requisite modules?

No

Has post-requisite modules?

No

Has anti-requisite modules?

Yes

Anti-requisite modules

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Any additional resource requirements

Teaching will need to take place in flat classroom with a visualiser, good AV projection equipment, and good audio equipment. The poster presentation is intended to take place in the FAB Agora.

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