



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title		Code
<b>Narratives of place and migration</b>		
<b>Academic staff</b>		<b>Core academic unit(s)</b>
<b>Coordinator:</b> assoc. prof. dr. Ieva Steponavičiūtė-Aleksiejūnienė <b>Other(s):</b> doctoral student Tomas Kotovičius, dr. Rasa Baranauskienė, assoc. prof. dr. Satu Grünthal, guest lecturers, when possible		VU Faculty of Philology
<b>Study cycle</b>		<b>Type of the course unit</b>
Master		Optional
<b>Mode of delivery</b>	<b>Semester or period when it is delivered</b>	<b>Language of instruction</b>
Face to face and partialy online	Autumn	English
<b>Requisites</b>		
<b>Prerequisites: none</b>		<b>Co-requisites (if relevant): none</b>

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	32	98

Goals of the course		
<p>The course is aimed at studying literary and other forms of narratives that deal with the experience and representations of place, migration and displacement, and to train research skills by applying relevant theoretical and conceptual frameworks to the study of such representations. The course can serve as theoretical basis for the course “Experiential Learning and Research Project in Spatial Studies” and the course “Experiential learning and applied project”.</p> <p><b>General skills:</b>  <i>Analytical, critical and creative thinking:</i> to critically evaluate, systematize and process information from various sources; to improve existing and generate new ideas.  <i>Problem-solving, social and communicative skills:</i> to identify relevant problems to be solved, to discuss alternative choices; to offer and apply problem-solving solutions; to make informed decisions, based on facts and experience; to engage in constructive teamwork.  <i>Academic and professional ethics:</i> understand and respect ethical requirements; to comply with the principles of responsibility and integrity; to engage in dialogue and seek mutual understanding.</p> <p><b>Subject-related skills:</b>            Knowledge about and application of the theories and methods of the field; ability to formulate a research question and to communicate research findings to an audience.</p>		
<b>Learning outcomes</b>	<b>Study methods</b>	<b>Assessment methods</b>

Students will have:  familiarised themselves with a corpus of texts in various media from the Nordic and Baltic Sea Region that deal with entanglements of place, migration and meaning, and with their cultural and socio-historical contexts.	Reading/watching and discussing assigned literary texts/ films and other multimodal media, attending lectures and workshops.					Assessment of home assignments and classroom participation.
acquired theoretical and methodological framework of literary geography, imagology, and cultural migration studies.	Reading theoretical literature and relevant research output, participating in class discussions of such material, performing quizzes.					Assessment of home assignments and classroom participation.
trained the ability to perform, individually and in a group, analysis of chosen narratives and to present its results in oral and written forms.	Performing minor research tasks as home assignments, discussing their results in the classroom.					Peer to peer evaluation of home assignments and classroom presentations; evaluation of written assignments.
	Lectures	Tutorials	Workshops	Total	Self-study	Assignments
<i>1. Spatial turn in humanities, its subfields and key concepts. Narrative and social constructions of place. Importance of space in “Blue” and “Green” humanities and narratives.</i>	2		4	6	10	Please read: Massey (1991); Tally Jr. (2012); Introductory chapter in Cresswell (2014); watch assigned videos, and prepare for the classroom discussions.
<i>2. Approaches to the study of place and migration in mythology and older literature. Island studies. Philology of settlers.</i>	4		4	8	20	Please read Riquet (2016); assigned chapters from Clunies Ross (2005); assigned literary texts and prepare for the classroom discussions.
<i>3. Imagology as a branch of comparative literature: core concepts. Travel literature as object of image studies; imagological approach in exploring fiction and non-fiction texts; The literary image of Poland-Lithuania in the 18th century.</i>	2		6	8	20	Please read: Leerssen (2017); Dukič (2012); assigned excerpts from Maćzak (1995) and Wolff (1994); Giugliano & Keith (2019); and assigned literary texts. Prepare for the discussions.
<i>4. The phenomenon of migration and its representation. Mobility, displacement, trauma, and hybrid identities. Migration and memory. “Polygamy of Place”, “Heimat”, “Migration Literature”, “Migrant Literature” and other relevant concepts.</i>	2		2	4	12	Please read: p. 38-39 in Matthews (2011); “Introduction” (2023); assigned excerpts from literary texts and prepare for the discussions.
<i>5. Understanding “the Third Space” and experiencing it in real world environment.</i>			2	2	20	Study the site: <a href="https://greatgoodplace.org">https://greatgoodplace.org</a> ; read assigned chapters from Oldenburg’s book. Prepare for a out-of-classroom experience.

6. <i>Migration and exile in picture books</i>		2		2	4	Please read Vassiloudi (2019); Pesonen (2020); study assigned examples of picture books. Prepare for the discussion.
7. <i>Completing your final assignments and peer-reviews</i>					16	Prepare your questions and comments.
<b>Total:</b>		10		22	32	98
Assessment strategy	Weight %	Deadline			Assessment criteria	
<p><b>Recorded Presentation:</b> Prepare and record a 15–25 minute presentation that critically applies the course tools (theories and methods) discussed in this course to a chosen text (literary or other). Your presentation should:</p> <ul style="list-style-type: none"> <li>• clearly state your topic and explain its relevance;</li> <li>• identify and justify your chosen object(s) of analysis;</li> <li>• explain the theoretical and methodological tools you have selected;</li> <li>• present your findings; and</li> <li>• include relevant visual and/or textual evidence on slides, accompanied by voice-over narration.</li> </ul> <p>Please ensure that both the audio and visual elements are clear and of good quality. Upload your completed presentation to the course Moodle page.</p> <p>Weight: <b>50%</b></p>		During the exam session			Assessed on a <i>0–5 point scale</i> based on: demonstrated clear understanding of the theory and its terminology studied and the ability to apply it to assigned or chosen texts; presentation of analysis in a well-structured, logical and creative manner.	
<p><b>Course portfolio:</b> includes some selective assignments for the seminars and a presentation review.</p> <p>Weight: <b>40%</b></p>		During the term and the exam session (for the presentation review)			Assessed on a <i>0–4 point scale based on the following criteria:</i> <ul style="list-style-type: none"> <li>• clarity, accuracy, and critical engagement with the assigned tasks;</li> <li>• timely delivery;</li> <li>• constructive, and well-supported feedback on a peer’s presentation.</li> </ul>	
<p><b>Participation</b> in the course</p> <p>Weight: <b>10%</b></p>		During the term			Assessed on a <i>0–1 point scale</i> based on preparation for seminars and participation in discussions.	

**Compulsory readings** NB. Students read selectively; at the beginning of each semester the relevant literature is listed on the course moodle page

Clunies Ross, Margaret. (2005) *A History of Old Norse Poetry and Poetics*. Cambridge: D.S. Brewer (exerpts).  
Cresswell, Tim (2014). *Place: An Introduction*. Wiley Blackwell.

Dukić, Davor (2012). Foreword. In *Imagology Today: Achievements, Challenges, Perspectives*, edited by Dukić, 11–16. Bouvier.

Giugliano, M. & Alsina Keith, V. (2019). Seeing the image of one’s culture through the image of another: translating images of national identity. *Meta*, 64(3), 748–775. <https://doi.org/10.7202/1070538ar>.

“Introduction”. (2023). In Cagle, Len, Thomas Herold, and Gabriele Maier (eds.). *Reimagining the Regional and the Global in the Twenty-First Century*, 2-15

Leerssen, Joep (2016). *Imagology: On Using Ethnicity to Make Sense of the World*. Iberic@1 / Revue d’études ibériques et ibéro-américaines 10, 13–31. <http://iberical.paris-sorbonne.fr/wp-content/uploads/2017/02/Pages-from-Iberic@1-no10-automne-2016-Final-2.pdf>.

Mączak, Antoni. *Travel in Early Modern Europe*. Cambridge: Polity Press, 1995. First published as *Peregrynacje, wojaże, turystyka* (Warsaw: Czytelnik, 1984).

Massey, Doreen. A Global Sense of Place. *Marxism Today*, 1991, 38, 24–29.

Matthews, S.A. (2011). Spatial Polygamy and the Heterogeneity of Place: Studying People and Place via Egocentric Methods. In: Burton, L., Matthews, S., Leung, M., Kemp, S., Takeuchi, D. (eds) *Communities, Neighborhoods, and Health. Social Disparities in Health and Health Care*, vol 1. Springer, New York, NY. [https://doi.org/10.1007/978-1-4419-7482-2\\_3](https://doi.org/10.1007/978-1-4419-7482-2_3).

Pesonen, Jaana. (2020), Meidän piti lähteä and the Problematics of Voicing the Refugee Experience in a Wordless Picturebook. *Barnboken: Journal of Children’s Literature Research*, 43, 1–18. <https://doi.org/10.14811/clr.v43i0.485>

Oldenburg, Ray. *The Great Good Place: Cafés, Coffee Shops, Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of a Community*. New York: Marlowe & Company, 1999. First published 1989.

Riquet, Johannes. (2016). Islands Erased by Snow and Ice: Approaching the Spatial Philosophy of Cold-Water Island Imaginaries. *Island Studies Journal* 11, no. 1 (2016): 145–160. <https://islandstudiesjournal.org/article/10.24043/isj.348>.

Tally, Robert (2018). *Topophobia: Place, Narrative, and the Spatial Imagination*. Indiana UP.

Vassiloudi, Vasiliki (2019), International and Local Relief Organizations and the Promotion of Children’s and Young Adult Refugee Narratives. *Bookbird: A Journal of International Children’s Literature*, 57(2), pp. 35–49. <https://doi.org/10.1353/bkb.2019.0016>.

#### Optional readings (selective reading)

Cresswell, Tim and Deborah Dixon (eds) (2002). *Engaging Film: Geographies of Mobility and Identity*. Rowman and Littlefield.

Cresswell, Tim (2024). *Geographic Thought: A Critical Introduction* (Second Edition). Wiley-Blackwell.

González, B. M. (2005). Topophilia and Topophobia: The Home as an Evocative Place of Contradictory Emotions. *Space and Culture*, 8(2), 193-213. <https://doi.org/10.1177/1206331204273984>.

Frank, Søren (2012). Hvad er migrationslitteratur? *Kritik*, 203, 2-10. [https://www.academia.edu/9468488/Hvad\\_er\\_migrationslitteratur](https://www.academia.edu/9468488/Hvad_er_migrationslitteratur).

Malmio, Kristina & Kaisa Kurikka (eds.) (2020). *Contemporary Nordic Literature and Spatiality*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-23353-2>.

Perez Murcia, L. E. (2018). ‘The sweet memories of home have gone’: displaced people searching for home in a liminal space. *Journal of Ethnic and Migration Studies*, 45(9), 1515–1531. <https://doi.org/10.1080/1369183X.2018.1491299>.

Prieto, Eric, 2016, Geocriticism Meets Ecocriticism: Bertrand Westphal and Environmental Thinking. In *Ecocriticism and Geocriticism* 19-35. DOI:10.1057/9781137542625\_2.

Sondrup, Steven P., Thomas A. DuBois, and Dan Ringgaard. (eds.) (2017). General project introduction. In *Nordic Literature: A Comparative History, 1: Spatial nodes*. John Benjamins Publishing Company.

Tally Robert T. Jr. (2009). Review of Bertrand Westphal, *La Géocritique: Réel, fiction, espace*. *L’Esprit Créateur: The International Quarterly of French and Francophone Studies*, 49(3), 134. <https://digital.library.txstate.edu/handle/10877/3926>.

Tuan, Yi-Fu (2001). *Space and Place. The Perspective of Experience*. University of Minnesota Press.

Westphal, Bertrand (2011). *Geocriticism: Real and Fictional Spaces*. Palgrave Macmillan.