

New Zealand Stories: Travel and Storytelling (CAT 125):

In this public rhetoric and practical communication course, we will use media narratives from stand-up to journalism, documentary, and TV episodes to explore how we tell stories about travel, using our experiences in Auckland as the fodder for much of our writing. From walking on a volcano to visiting museums, and wandering the city of Auckland, this class will interrogate how our notions of travel are shaped by privilege, experience, and histories of a place, such as Wellington. We will read texts ranging from Zygmunt Bauman's *Globalization* to Jonathan Swift's *Gulliver's Travels*, and essays from Viet Than Nguyen's collection by refugees, *The Displaced*. The narratives we engage will situate personal stories, research, and expertise within the broader histories and geopolitics of New Zealand. This will be an experiential, discussion, and workshop driven course, where wandering in and around Auckland becomes fodder for our writing and reflection. In this course, they will use reflective strategies to inform your rhetorical practices of reading, writing, speaking, and listening. Our final project will be a public facing magazine (online), where each student researches and writes a longform journalism piece, centered on New Zealand and those themes we have discussed in class.

Course Goals:

- Develop increased experience and proficiency in public presentation, documentation, and curation.
- Direct written, spoken, or digital compositions to multiple audiences.
- Examine their own authority as writers and understand how different genres and citation conventions are appropriate for establishing credibility in different contexts.
- Understand how our experiences of travel and travel writing are inflected by privilege, class, race, nationality, gender, sexuality, and more.

Assignments:

- **Public Speaking Assignment --20%**
 - In groups of 3-4, pick a location in Auckland and lead an excursion during our class time. Ideally, this location fits into the broader narrative you are writing about and the week's readings. This project involves independent research and you will want to tell us the history, ask questions, and embed a time for writing/reflection on the space. Your goal will also be to tether at least one of the week's readings to our conversation/tour.
 - Potential Locations to Pick from: Devonport, One Tree Hill, Auckland Art Gallery, Auckland Botanical Gardens, Stony Batter Historic Reserve, Albert Park, Auckland Zoo, Howick Historical Village, or another location you choose with Dr. Bronstein.
 - If the place you want to go costs money, let Dr. Bronstein know as we have a small budget for additional excursions (from Global Seminars)
 - You will sign up for a time to do this during Week 1 and submit a plan for your walk the night before. (5 groups and Complete/Incomplete)
- **Long-form magazine article (Proposal, Draft, and Final Draft) -- 40%**

- This assignment will span the fives of the course, taking students through a proposal, embodied and on-site research, and the drafting process. In partners, students will choose research topics that they are interested in that are about New Zealand and/or travel and will draw from their personal experiences, our readings, and excursions. Each partner should participate actively in the research and writing process, each writing an individual section. This final product will be a public-facing long-form article (1000-1200 words), published as part of a class magazine. (Graded according to the CAT [125 rubric](#))
- **Participation -- 20%**
 - Students will be graded on how they participate in class (whether they are prepared, attentive, and engaged in the course discussions). Students will also bring daily discussion questions based on the reading and screenings. Participation also includes excursions and engagement on-site during field trips. We will develop a participation rubric together during the first few days of class and you will use this to assess your own participation.
- **Excursion Reflections (2) -- 20%**
 - Each week students will write short response papers that synthesize the week's readings with our excursions. (Word count 500-700 words)

Course Calendar:

1. Course calendar subject to change. I will never add readings or screenings, but may swap things out as we go. Please make sure you refresh this doc before starting in on the weekly tasks.
2. We will likely go outside, take walks (possibly a hike) during this course. Dress accordingly! And, please pack snacks and lunch on Mon-Wed.
3. All the screenings in the course are available on course reserves, via Canvas. (Login with active directory info).
4. Readings are linked below as PDFs or html links.
5. *Please note that many of the films and TV shows we watch will contain violence and sex. We will also discuss some disturbing topics.*

Week 1: New Zealand, Introductions

Monday (July 3): Read: [“Travel, Walking, Cities”](#)

*Wear walking shoes as we will wander this day (Auckland Domain)

Tuesday (July 4): Travel & Nature Narratives, Purpose, History, Context

Listen: [“The End of Tourism: Mary Louise Pratt”](#)

Tuesday Afternoon (Optional): Walk to Auckland Museum & Maori Cultural Performance & Welcome Dinner!

Wednesday (July 5): Tourism & New Zealand Home, Land, Travel

Read: [Histories of New Zealand Travel](#) & Look at [Tourism Pamphlet from 1890](#)

Guest Speaker from New Zealand Tourism, 11am

Thursday (July 6): Excursion to Weta Workshop Unleashed

Friday (July 7) Due: **CAT 125 Reflection #1 (Complete/Incomplete):**

- 1) What did you find most interesting this week in CAT 125? And, why? How did the Guest Speaker and/or Excursion relate to our discussions and the Mary Louise Pratt Interview? Be specific!
- 2) What would you like to focus on for your final project? (And, with whom do you want to work?) Think specifically here about our guest speaker and Mary Louise Pratt arguing about decolonizing travel and travel narratives—what does this kind of critical reflection look like for you? .
- 3) How are you adapting to Auckland? Did you struggle with anything this week? What did you feel like went well this week? (especially in terms of our classes/participation but also in general)

Week 2: Week 2: What do we mean by travel?

Monday (July 10): Tourism vs. Migration (& Privilege, Different Kinds of Travel)

Listen:

<https://www.theendoftourism.com/episodes/s3-7-on-travel-writing-and-colonial-spells-bani-amor>

Recommended: <https://www.bitchmedia.org/article/asian-american-women-changing-travel>

Tuesday (July 11): Migration/Seeking Refuge

Read: Hilton Als, “[Borrowed Culture: V. S. Naipaul out-Englishes the English](#)”

Dr. Bronstein Led Walk

Wednesday (July 12): Climate Refugees

Read: “[Climate Refugees Cannot be Sent Home](#)” and “[Rethinking Asylum on a Warming Planet](#)”

Student-Led Walk #1

Thursday (July 13): Off!

Friday (July 14): Excursion to Rangitoto Island – Scenic Reserve

Saturday (July 15): Volunteering with Hibiscus & Bays (AM) + Devonshire (PM)

Week 3: New Zealand Travel & Cultural Tourism

Monday (July 17): Read: Excerpts from [Lonely Planet New Zealand](#) (click around and see what you see)& [New Zealand, South Island Road Trip](#) (NYT)

Tuesday (July 18): [Tiaki Promise](#) & [graph of tourism rates](#)

Wednesday (July 19): Māori & Tourism

Read: “[6 Ways to Experience Māori Culture](#)” & “Introduction” to “[A Cultural Framework for Maori Tourism](#)” (through methods, although reading further could be useful!)

Look at: <https://maoritourism.co.nz/>

Thursday (July 20): Day Off:

Proposal & Research Summary Due by 11:59pm: Based on your proposed topic, write a quick summary of your research topic/idea and summarize how you will use your own experiences (as research) and any additional research you need to do. This is a partner project! (Complete/Incomplete)

Friday (July 21)-Sunday (July 23): Depart Auckland, travel to Hobbiton Movie Set (Tour), Polynesian Spa, and Mitai Māori Village (Take Field notes!)

Monday (July 24) Due: CAT 125: Excursion Reflection #2 (Complete/Incomplete):

- 1) What did you find most interesting this week in CAT 125? And, why? How did the visit to Mitai Māori Village relate to our discussions and readings? How do our readings help frame/understand your experience this weekend? Be specific! Use examples from the readings and the weekend.

Week 4: Week 4: Writing about Travel, Part I

Monday (July 24): Work Day

Read: "[Travel Writing Tips & Advice](#)" & "[How Not to be Elizabeth Gilbert](#)"

Tuesday (July 25): Student-Led Walk #3: One Tree Hill, etc.

Wednesday (July 26): Rough Draft of Final Article Due by 9am
Career Chats

Thursday (July 27): Excursion to Film Locations: Visit to Waitakere Ranges and Karekare Beach (filming locations for Hunt for Wilderpeople and The Piano)

Week 5: Final Project & Presentations:

Monday (July 31): Read: "[Travel Writing Tips & Advice](#)"
Work Day/Career Chats

Tuesday (Aug 1): Final Essay Due + Presentations (low key)

Wednesday (Aug 2): Student Led Walk #4: Waiheke Island (PB has Ferry tickets)

Thursday (August 3): Day off + Sky Tower Dinner