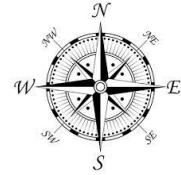


# INST 492: TRAVELERS

Fall 2014: Wednesdays 3-5:50pm, Clark C-359



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## GENERAL INFORMATION

This course investigates past and present factors that have led individuals and groups to cross boundaries. This is a discussion-based seminar, designed to raise questions and awareness – and not necessarily provide answers. A few general questions will form the basis of our inquiry:

- How have travelers' motivations and experiences changed over time and place?
- What common ground exists among travelers of different eras, origins, and motivations?
- How do travelers perceive the people and cultures they encounter, and how does travel shape their perceptions?
- What are the results and consequences of these global encounters and interactions?
- What role has travel played in globalization, and how has globalization changed travel?
- How can we explain the persistent thirst for adventure in the modern world, and how can it be satisfied?

Over the course of the semester, we will address these and other questions through the testimony of merchants, diplomats, explorers, adventurers, tourists, migrants, and refugees. Coursework will include weekly readings, discussion, assignments, and a thesis project. This course requires a major and consistent time investment. In return, it will enrich your knowledge of global history, cultures, and politics, and target your proficiency in group work, critical thinking, public speaking, discussion, reading, writing, and research. Most importantly, it aims to build your awareness of and appreciation for the wider world, making you a conscientious and considerate global ambassador.

## Readings

Assigned readings are a blend of primary and secondary sources on the theme of international travel. The locations of weekly readings are specified in the Class Schedule as either [Print](#) or [RamCT](#). The course requires the five texts listed below, designated 'Print' in the course schedule. Additional assigned readings will be available online through [RamCT](#) (accessed through the INST 492 website). Some of the assigned readings are also available in a hard copy version through Shelf Reserve at the CSU Library (accessed at the Morgan Library Loan and Reserve Desk).

Texts for Purchase\*:

1. Olaudah Equiano, *The Interesting Narrative and Other Writings* (Penguin Classics, 2003)
2. Percy Fawcett, *Exploration Fawcett* (Overlook Press, 2010)
3. Heinrich Harrer, *Seven Years in Tibet* (Penguin, 1996)
4. Marco Polo, *The Travels of Marco Polo* (Modern Library, 2001)
5. Kate Turabian, *A Manual for Writers of Research Papers*, 8<sup>th</sup> Edition (Chicago, 2013)

\* These texts are available in the University Bookstore and Library. Alternate editions are permitted. Students with alternate editions are responsible for determining the appropriate pagination.

**Reading assignments must be completed before class on the date that they are listed.** All students should bring to class the readings assigned for that class day and come prepared to engage them in class discussion (15% of the final grade) and other assignments. Note that for electronic readings, this means bringing either printouts or a computer to class. Students who do not bring reading assignments to class will lose participation credit.

### Discussion Leaders

Class discussions will be led by students, and all students must lead class discussion once during the semester (10% of the final grade). As a discussion leader, you must prepare a list of at least five (5) thought-provoking discussion questions, which together cover *all* of the assigned readings, as well as your response to each of these questions in bullet or paragraph form. Good discussion questions do not have a single or obvious answer. Rather, they promote discussion and debate. Your questions should stay focused on the assigned readings, referring to key passages (citing page numbers), and highlighting relevant themes and their significance. At least some of your questions should make connections among readings assigned for your discussion date and/or with previous weekly readings. Consider these texts in the context of course themes and the questions on Page One of the Syllabus above. Your responses should include at least three points for each question with relevant page references. Come prepared to summarize the authors' perspectives and to discuss your own and other questions with reference to the text. You should be familiar and comfortable with all of the assigned readings. Your list of questions and personal responses as well as a 3-5 page analytical 'thought' paper based on the assigned readings (see below) are due, typed, in class on the date you lead discussion.

### Thought Papers

On the date you lead discussion, you are required to hand in an analytical 'thought' paper engaging and analyzing *all* of the assigned readings for that date and providing your reaction to these texts (5% of the final grade). Your paper should be distinct from your discussion question responses, and it should engage the readings critically: discuss the significance of specific passages, draw connections among texts, link them to course themes, etc. Your thought paper must be at least three full pages, typed (standard formatting: 12pt, Times or equivalent, 1 inch margins, double spaced).

### Research Paper and Presentation

Over the course of the semester, you will research a subject of your choice culminating in an oral presentation and a thesis paper. Your subject need not be limited to the themes of the course, but it should fall within the field of International Studies. Papers must be at least 20 full pages (standard formatting: 12pt, Times or equivalent, 1 inch margins, double spaced) to receive full credit. Citations for this and other written assignments should exhibit correct Chicago Manual of Style (CMS) formatting, as presented in Turabian, *A Manual for Writers*. The thesis paper assignment includes eight (8) preliminary requirements due throughout the semester (see the Class Schedule below). The final paper is due in class on the last day of the course: December 10. This assignment will be explained in greater detail in class.

### Participation

The success of a discussion-based class rests on regular participation from all students. Direct participation in class discussions constitutes fifteen percent (15%) of the final grade, or one percent (1%) for each class session. For full credit, you must contribute regularly and constructively to class discussion every week, and demonstrate familiarity with the assigned readings.

### Final Exam

The course includes a final, open-note, written exam testing your command of assigned readings, your awareness of connections among them, and your ability to engage course themes. **The exam will be held in class on November 19**, rather than on the exam date provided in the Registrar's calendar. Class will not meet on the latter date.

Grading

Final (transcript) grades will be determined as follows:

1. Participation: 15%
2. Discussion Leader & Thought Paper: 15% total
3. Final Exam: 15%
4. Quizzes and Other Assignments: 10% total
5. Individual Presentation on Research Project (10-15 minutes): 15%
6. Research Term Paper: 30% total
  - a. Final paper: 20%
  - b. Preliminary components: 10% total

Total: 100 points / percent

Grades will be assigned according to a plus / minus scale: (99%-100% = A+, 93%-98% = A, 90%-92 = A-, 87%-89% = B+, 83%-86% = B, 80%-82% = B-, 77%-79% = C+). CSU does not assign a plus or minus for grades below C+.

**CLASS POLICIES**Attendance

Because this course is a seminar with a limited number of sessions, regular attendance is critical. Each absence means missing in-class assignments, participation credit, deadlines, discussions, announcements and other important information. Students who miss more than one session will lose five percent of their final grade for each subsequent absence (excused and unexcused). Each five-percent deduction, up to a maximum of three, can be redeemed by writing a quality thought paper (see specifications under 'Thought Papers' above) covering the readings assigned for the missed class, due at the beginning of class the following week.

Classroom Etiquette

Please do your part to maintain a healthy, mature learning environment. Students are asked to use electronic devices (smartphones, laptops, and tablets) only for class-related activities such as viewing online readings. You are expected to arrive in class on time and to avoid scheduling conflicts. If you need to leave early, let me know in advance.

Academic Integrity

CSU's policy on Academic Integrity is found in the University's General Catalog, Section 1.6, pages 8-9: <http://www.catalog.colostate.edu/Content/files/2013/FrontPDF/1.6POLICIES.pdf>. As outlined in this policy, students found responsible for acts of academic dishonesty such as cheating or plagiarism will receive a score of zero on the assignment or evaluation in question, and they may fail the course and face further disciplinary action. In any case of academic dishonesty, the Office of Conflict Resolution and Student Conduct Services will be notified. Note that the definition of plagiarism includes improper citation and that it is possible to plagiarize unintentionally. You are welcome to contact me at any time with questions or concerns regarding academic integrity, plagiarism, or proper citation methods.

**CLASS SCHEDULE**

(may be subject to change)

Week 1: August 27

Introduction to the course – no assigned reading

Week 2: September 3

West Meets East: Marco Polo and the Birth of Travel Literature

*Discussion Leaders 1*

Reading:

1. Peter Jackson, "Polo and His 'Travels'," *Bulletin of the School of Oriental and African Studies, University of London* 61.1 (1998): 82-101 ([RamCT](#))
2. *The Travels of Marco Polo* (c. 1299), Introduction, Prologue, & Book I (pp. 3-93)

Week 3: September 10

Marco Polo, the Mongols, and Early Intercultural Encounters

**Topic and Research Question due***Discussion Leaders 2*Reading: *The Travels of Marco Polo*, Books II-IV (pp. 97-295)Week 4: September 17

Into the Modern Era: Scientific Exploration and Conquest

*Discussion Leaders 3*

Reading:

1. John Ledyard, *The Last Voyage of Captain Cook* (1783), pp. 67-105 ([RamCT](#))
2. Charles Darwin, *The Voyage of the Beagle* (1839), Chapter XVIII: Tahiti and New Zealand, pp. 425-454 ([RamCT](#), also available through [CSU Library E-Book Collection](#))

Week 5: September 24

Early Modern Exploration and Exploitation

**Annotated Bibliography and Working Thesis due***Discussion Leaders 4*Reading: Olaudah Equiano, *The Interesting Narrative* (1794), Chapters I-V (pp. 31-112)Week 6: October 1

Global Encounters and Perspectives in the Colonial Era

*Discussion Leaders 5*Reading: Olaudah Equiano, *The Interesting Narrative*, Chapters VI-XII (pp. 113-236)Week 7: October 8

The Final Frontiers: The Amazon

**Survey of Previous Scholarship due***Discussion Leaders 6*

Reading:

1. *Exploration Fawcett* (1953), Prologue & Chapters I-IX (pp. xv-xvii & 1-109)
2. Peter Gwin, "The Mystery of Risk," *National Geographic Magazine*, June 2013 ([RamCT](#))

Week 8: October 15

From Exploration to Obsession

**Thesis Paper Outline due***Discussion Leaders 7*Reading: *Exploration Fawcett*, Chapters X-XIX & Epilogue (pp. 110-238, 275-304)Week 9: October 22

Gender and Victorian Travel

**Thesis Paper Introduction due***Discussion Leaders 8*

Reading:

1. Mary A. Procida, "A Tale Begun in Other Days: British Travelers in Tibet in the Late Nineteenth Century," *Journal of Social History* 30.1 (1996):185-208 ([RamCT](#))
2. Isabella Bird, *Among the Tibetans*, Chapter I (first published 1894) ([RamCT](#))
3. Gertrude Bell, *The Desert and the Sown*, Chapter I (Cambridge, 2010; first published 1907) ([RamCT](#))

Week 10: October 29

Crossing Socio-cultural Boundaries: Modern Women Travelers

**Thesis Paper Background Section due***Discussion Leaders 9*

Reading:

1. Freya Stark, *Valleys of the Assassins* (London: J. Murray, 1936), pp. 30-62: "A Fortnight in Luristan" and "Hidden Treasure" (two parts) ([RamCT](#))
2. Dervla Murphy, *Full Tilt: Ireland to India with a Bicycle* (Overlook, 1995; first published 1965), Introduction and pp. 25-29, 191-199 (three parts) ([RamCT](#))

Week 11: November 5

Vertical Frontiers: Post-Colonial Exploration and Nationalism

*Discussion Leaders 10*

Readings:

1. Peter H. Hansen, "Confetti of Empire: The Conquest of Everest in Nepal, India, Britain, and New Zealand," *Comparative Studies in Society and History* 42.2 (2000): 307-332 ([RamCT](#))
2. Heinrich Harrer, *Seven Years in Tibet* (Penguin, 1996; first published 1953), Introduction, Preface, & Chapters 1-6 (pp. 1-124)

Week 12: November 12

Travel by Necessity: Exile, Escape, and Personal Growth

**Thesis Paper Draft due***Discussion Leaders 11*Reading: Heinrich Harrer, *Seven Years in Tibet*, Chapters 7-17 (pp. 125-324)

Week 13: November 19

*Presentations II*

**Final Exam**

**Draft Peer Review due**

**November 24-28: Fall Break – No Classes**

Week 14: December 3

*Presentations III*

Week 15: December 10

Last Day of Class

*Presentations IV*

**Final Thesis Paper due**

