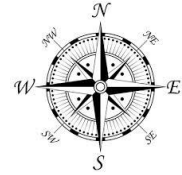


# INST 492: TRAVELERS

Fall 2019: Wednesdays 3-5:50pm, Clark C-360



Instructor: Dr. Andrea Duffy

[Andrea.Duffy@colostate.edu](mailto:Andrea.Duffy@colostate.edu), 970-491-3295

Office Hours: Drop in 10am-12pm Thursdays, and by appointment M-F, Clark A-075

## GENERAL INFORMATION

This course provides a capstone to your academic experience by integrating three elements: the theme of travel and migration, International Studies research, and career development. Readings and class discussions focus on firsthand travel accounts. Coursework includes readings, discussion, journaling, workshops, presentations, and a thesis research project. This seminar requires a major time investment, but it should be rewarding and (even!) fun. It will enrich your knowledge of global history and cultures, cultivate your appreciation for different perspectives, improve your capacity for critical thinking, refine your written and oral communication skills, and help you to make the transition to post-college life.

### Course Objectives

By the end of this course, you should be able to...

- \* Describe the role of travel in past and present global relations;
- \* Demonstrate cross-cultural awareness and understanding;
- \* Apply International Studies research methods;
- \* Communicate effectively in oral and written contexts; and
- \* Anticipate challenges and opportunities in your career trajectory

### Readings

The following texts are required for this course:

1. Olaudah Equiano, *The Interesting Narrative and Other Writings* (Penguin Classics, 2003)
2. Dervla Murphy, *Full Tilt* (Eland, 2010)
3. Marco Polo, *The Travels of Marco Polo* (Modern Library, 2001)
4. Antoine de Saint-Exupéry, *Wind, Sand and Stars* (Harcourt, 2002)
5. Kate Turabian, *A Manual for Writers of Research Papers*, 9<sup>th</sup> Edition (Chicago, 2018)

These texts are available in the University Bookstore. They are also available through Shelf Reserve at the CSU Library (accessed at the Morgan Library Loan and Reserve Desk). Alternate editions are permitted, but 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.** You are expected to bring to class the readings assigned for that class day and come prepared to engage them in essay quizzes, class discussion, and other assignments and activities.

### Book Review

In addition to the assigned readings designated above, each student will be responsible for reading and reviewing a book of their choice within the genre of travel literature. This assignment includes both a written review and a short oral presentation, due Week 6. It will be explained in greater detail in class and in a separate handout.

Discussion Leaders

Class discussions will be led by students (usually two students per discussion). Each student must lead class discussion once during the semester (10% of the final grade). Each discussion leader must prepare the following:

1. Five to seven (5-7) discussion questions per discussion leader
3. Your own responses and notes for each of your discussion questions

Your discussion questions together should engage *all* of the assigned readings and make connections to class themes and to assigned readings from other weeks. Good discussion questions will not have a single or obvious answer. The idea is not to ‘quiz’ your fellow students, but to provoke thought, discussion, and (maybe) debate. Your questions should focus the assigned readings, referring to key passages (citing page numbers so you can reference them in class), highlighting relevant themes and their significance, and drawing connections with previous weekly readings. In building your own discussion questions, consider the following general questions:

- What defines an explorer, adventurer, traveler, or tourist?
- How does travel affect one’s worldview?
- How have the motivations and experiences of travelers changed with time?
- Is travel about the journey, the destination, both, or something else?
- What is the purpose of travel literature? Does it achieve that purpose?
- What can travel accounts tell us about the authors and the peoples and places they describe?

Your responses should outline how you would answer your own questions. Each response should include at least three points, thoughts, or ideas, as well as relevant quotes and page references. These can be bulleted or in paragraph form. Come prepared to discuss your own and other questions with reference to all assigned readings. Your list of questions and personal responses is due, typed, at the beginning of class on the date you lead discussion.

Senior Thesis Project 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 or project. Your subject should fall within the field of International Studies. Research 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 project assignment includes preliminary requirements due throughout the semester (see the Class Schedule below), as well as a presentation component. The final product is due in class on the last day of the course. This assignment will be explained in greater detail in class.

Essay Quizzes

There is no final exam for this course. Instead, your familiarity with assigned readings will be evaluated through weekly essay quizzes treating the readings assigned for a given date. Essay quiz prompts will draw on course themes and the general questions listed above. I grade these quizzes at random. Together, they constitute 10 percent of your grade.

Participation

The success of a discussion-based class rests on regular participation from all students. Direct participation in class discussions constitutes 15 percent of your final grade (30 points), or 2 points for

each class session. For full credit, you must contribute constructively to class discussion multiple times every week and demonstrate familiarity with the assigned readings.

### **CLASS POLICIES**

#### **Grading**

Final grades will be determined as follows:

1. Participation: 15%
2. Discussion Leader: 10%
3. Book Review & Presentation: 15%
4. Essay Quizzes: 10%
5. Homework / Other: 15%
6. Research Presentation: 10%
7. Research Term Paper: 25%
  - a. Preliminary components: 10%
  - b. Final paper: 15%

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+. Decimal grades will be rounded to the nearest whole number.

#### **Attendance**

Because this course is a seminar with a limited number of sessions, regular attendance is critical. An absence means missing in-class essay quizzes, homework 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, deducted from their participation grade. Each of these penalties, up to a maximum of three, can be redeemed by writing a quality paper of at least three full double-spaced pages summarizing and responding to 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, respectful learning environment. Students are asked to use electronic devices (smartphones, laptops, and tablets) only for class-related activities such as note-taking and viewing online readings. Please arrive in class on time and let me know in advance if you need to leave early.

#### **Academic Integrity**

You are expected to be familiar with the university's policy on Academic Integrity. 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. The Office of Conflict Resolution and Student Conduct Services will be notified in any case of academic dishonesty. Note that the definition of plagiarism includes improper citation and that it is possible to plagiarize unintentionally. Don't let this happen to you! Please contact me with questions or concerns regarding academic integrity, plagiarism, or proper citation methods. This course uses Chicago Manual of Style (CMS) citation formatting. Kate Turabian, *A Manual for Writers*, a required text for this course, includes instructions for and examples of CMS. Additional information can be found here:

<https://writing.colostate.edu/guides/guide.cfm?guideid=11>.

**CLASS SCHEDULE**

(may be subject to change)

Week 1: August 28

Introduction to the course – no assigned reading

Week 2: September 4

Reading (due in class):

1. Gang Zhou, “Small Talk: A New Reading of Marco Polo’s *Il Milione*,” *MLN* 124, no. 1 (2009): 1–22. (Canvas)
2. *The Travels of Marco Polo* (c. 1299), Introduction, Prologue, & Book I (pp. 3-93)

Week 3: September 11

**Journal Due: Communication Breakdown**

*Discussion Leaders 1*

Reading: *The Travels of Marco Polo*, Books II-IV (pp. 97-295)

Week 4: September 18

Meet in the Library: Classroom 175 (to be confirmed)

**Topics - Three Research Options Due**

*Discussion Leaders 2*

Reading: Olaudah Equiano, *The Interesting Narrative* (1794), Chapters I-V (pp. 31-112)

Week 5: September 25

**Journal Due: Get Lost**

*Discussion Leaders 3*

Reading: Olaudah Equiano, *The Interesting Narrative*, Chapters VI-XII (pp. 113-236)

Week 6: October 2

**Book Review Due**

*Book Review Presentations 1*

Week 7: October 9

**Annotated Bibliography and Topic Due**

*Book Review Presentations 2*

Reading: Peter Gwin, “The Mystery of Risk” (Canvas)

Week 8: October 16

**Resume Due**

*Discussion Leaders 4*

Reading: Antoine de Saint-Exupéry, *Wind, Sand and Stars*, Chapters I-VI (pp. 1-82)

Week 9: October 23

**Thesis Paper Outline and Working Thesis Due**

No Class – Individual Thesis Meetings

Week 10: October 30

**Career Research Interview Due**

*Discussion Leaders 5*

Reading: Antoine de Saint-Exupéry, *Wind, Sand and Stars*, Chapters VII-X (pp. 83-end)

Week 11: November 6

**Thesis Paper Introduction Due**

*Discussion Leaders 6*

Reading: Dervla Murphy, *Full Tilt*, Foreword & Chapters 1-6 (pp. 1-102)

Week 12: November 13

**Journal Due: Something Scary**

*Discussion Leaders 7*

Reading: Dervla Murphy, *Full Tilt*, Chapters 7-15 (pp. 103-229)

*Presentations I*

Week 13: November 20

**Thesis Paper Full Draft Due**

*Presentations II*

**Fall Recess: November 23 – December 1**

Week 14: December 4

**Draft Peer Review Due**

*Presentations III*

Week 15: December 11

**Final Thesis Paper Due**

*Presentations IV*

Week 16: December 18

*Presentations V* (as needed)

