HIST 3014/CLAS 3010
LATIN AMERICAN HISTORY THROUGH TRAVEL
TTh 12:40-2:10
Carnegie 18

Professor: Evelyn P. Jennings
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Office Hours: Tuesdays 2:30-4 or by appt.
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Course Description:
Why do people travel? Why do they write about their travel experiences? What can we learn about Latin America by reading what travelers have to say about their travels there? This course will explore encounters, interactions, and conflicts between travelers and the peoples of the Caribbean, Central, and South America from the conquest era to the Cold War. We will pay close attention to how travelers constructed and represented their own and others’ racial, cultural, and gender identities, and the landscapes and environments through which they travelled. Students will learn through theory and practice: reading and evaluating historical narratives, maps, and images; completing oral, written, and mixed media assignments to think critically about the cultural, environmental, and ethical questions raised by travel. We will also collaborate with students from Skidmore College taking a parallel course. Our work together will prepare members of both groups for further experiential learning in an optional travel seminar in Cuba in January 2016.

Course Learning Goals:
1. Understand the broad contours of the history and development of Latin America.
2. Understand and critique primary sources composed by travellers to Latin America.
3. Understand and critique the modes, motives, experiences, and consequences of travel for the travellers and the host peoples.
4. Hone the skills necessary for the critical analysis of textual and visual sources.
5. Hone the skills of clear and effective communication, both oral and written.
6. Test, practice, and assess several techniques and technologies for blended and collaborative learning, such as recorded lectures, web-based conferencing, online tools for collaboration, and the creation of web content.
7. Apply the above understandings and skills to the collaborative creation of a website on understanding the history of Latin America through travel narratives.

Required Texts:
Assignments & Grades:
Your final grade will be based on an evaluation of the following assignments:

Yammer Posts & Comments:
10 posts & comments @ 2pts/session 20%

4 Writing Assignments (~500 words each) @ 5 pts each 20%
1. 9/20 Text/Image of Encounter
2. 10/4 Colonial Societies website drafts & revisions
3. 11/1 19thC Latin America website drafts & revisions
4. 12/1 20thC Latin America website drafts & revisions

3 Website Contributions- revised & posted @ 10 pts each 30%
1. 10/13 Colonial Societies- on group theme
2. 11/5 19thC Latin America on group theme
3. 12/3 20thC Latin America on group theme

Cross-campus WebEx discussions & presentation 15%
1. Discussions 9/16, 9/29, 10/29, 12/1 [@ 2pts each] [8%]
2. 10/13 Colonial Societies-formal presentation [7 pts] [7%]

Take Home Final 10%

Overall Class Engagement & Participation 5%
100%

The following chart will help you understand the correlation between the 100-point scale for class assignments and the 0.0-4.0 university scale.

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Academic Integrity:
I expect you to do your own work for all our assignments, in other words, plagiarizing from online sources, roommates’ or former course participants’ papers, textbooks, presentations etc. is dishonest and not allowed. If you have questions about acceptable ways to use the work of others in preparing your assignments (there are many!), please ask. Do note that I will penalize and have penalized offenders to the full extent outlined in the SLU Student Handbook. Remember that if you can find it online, so can I.

Please read the History Department’s Common Statement on Academic Integrity posted on Sakai and attached to the end of the syllabus.
Readings:
We will have reading assignments for almost every class. There are two types of reading assignments listed on the syllabus. One is for Unit Readings from the Chasteen textbook. I expect that you will complete these readings during the weeks of each unit to help contextualize the travellers’ accounts we read within the history and development of Latin America. The temptation will be to skip the Chasteen, but don’t do it! Chasteen is an engaging writer who often uses travel narratives to write about Latin American history. We will be using his work to understand how historians use travel narratives to write history as well as to provide some background for our primary sources.

The other readings listed on the syllabus are either primary sources by travellers to Latin America or writings by current scholars on some aspect of travel. For these the pages you need to prepare for specific days are listed and are due the day they appear on the syllabus.

The readings average about 60 pages per session, but some days will require a good bit more. I have tried to balance the reading assignments over the course of the semester but you are responsible for following the syllabus carefully and planning your schedule to complete all assignments on time. The required books are all available for purchase in the University Bookstore. Any other readings or other materials will be posted on the Sakai site for this course at this link: https://sakai.stlawu.edu/

Films:
The two films we will watch (How Tasty Was My Little Frenchman and Motorcycle Diaries) will be posted to stream on Sakai the week before we are due to discuss them in class.

Yammer Posts & Comments:
We will use the enterprise social network Yammer as a venue to share our responses to class materials and to sharpen our skills in comprehension and analysis. We will also use our posts and comments to stimulate class discussions and to practice writing concise, analytical posts.

My evaluations of the Yammer assignments will be as follows: basic posting of your own thoughts will earn 1 point for each session [see below for a list of possible sessions]. Posting your own thoughts and engaging with others, raising questions and/or making connections between others’ posts and comments, and posting other interesting things that you are finding and learning about for all of us to think about will earn 2 points per session.

You are required to do 10 sessions of postings & comments. You may do an 11th posting and comments for extra credit.

Yammer posts should be about 100-150 words (2-4 sentences) of thoughtful, analytical response. "It's cool" or "It's great" or "This is hard" is not good communication—keep it professional, not personal. Make an assertion or ask a question, and select evidence (a brief quote or paraphrase with relevant page number, if applicable) to support and explain your point. Feel free to respond to someone else's post. Understand that as more posts are made, original contributions are both harder (the basic points are covered) and easier (you can engage with earlier comments). So choose your timing wisely!
Dates & Topics for Yammer posts
1. 9/1 on Columbus
2. 9/3 Comparing a point from the logbook reading with text and image of the 1494 letter
3. 9/16 with Skidmore classmates, points of comparison between Staden texts, images, and film “Tasty Frenchman”
4. 9/24 on Catalina de Erauso reading
5. 9/26-9/29 on field trip to ADK, post images and/or videos with comments
6. 10/8 on Humboldt’s Narrative
7. 10/20-10/22 on early national era materials, mapping & politics
8. 10/27-10/29 on 19thC Cuba travelers and images
9. 11/5 on Beals readings on Cuba & Nicaragua
10. 11/17 on Che memoir and film
11. 12/8 on Kincaid

Writing Assignments:
We will have four writing assignments over the semester. The first will be on our Columbus readings and images. The other three assignments will ask you to compose a section or sections of text for our collective website: latamhistory-travel.weebly.com. These assignments must be turned in to our course Sakai site Dropbox by the day and time listed on the syllabus.

Each writing assignment is a piece of formal writing adhering to all the conventions of scholarly writing for the web. We will have a class session on the norms of such writing. For citation information as well as grammar and style issues in History see the Chicago Manual of Style 16th Edition, available through ODY library at this link: http://www.chicagomanualofstyle.org/home.html.

I will hand out more detailed instructions for the writing assignments, including the web project, and we will devote class time to strategies for producing engaging but scholarly web content. If you need further resources for citation conventions, check the links in the “History Department Common Statement on Academic Integrity” at the end of this syllabus.

Website Contributions:
One of the goals of this course is to test, practice, and assess the tools and skills of productive collaboration and the creation of effective scholarly content for the web. Hence, our work on designing and constructing the website will be a cross-campus, collaborative endeavor. The contributions to the website will be composed by groups formed from members from both the Skidmore and SLU classes. We will identify themes which your groups will then use as a lens through which to analyze travel narratives on Latin America in three time periods—the colonial period, the nineteenth, and the twentieth centuries. More detailed guidelines for the web assignments in each period will be handed out during the semester.

Take Home Final Exam:
We will have one, take-home, final exam this semester. This exam will consist of two essays on topics circulated two weeks before they are due. The essays in this exam are also formal writing assignments that must adhere to all the conventions of grammar, style, and citation mentioned above. The take-home final exam is due in our course Sakai Dropbox by 4:30PM on Sunday, December 13th. Please do not make travel or holiday plans that
will conflict with completing the exam by the due date. I rarely, if ever, give make-up exams.

Late Work/Extensions
You are expected to have your written and website assignments completed and uploaded to our Sakai Dropbox or posted to the web by the dates stated on the syllabus. Please note that many of our formal writing assignments are due on SUNDAY EVENINGS by 12 midnight. This way you have time to complete the readings for class and then have more time to do the formal writing assignments.

Yammer posts, on the other hand, are due by 8:00 AM on the day we will discuss them in class, but you should strive to post earlier than that to allow time for a conversation of posts and comments to develop.

Website assignments will be cross-campus group work, which means you must plan ahead with your group mates to coordinate your work and get it done on time. Remember that you will need to be a conscientious group member who checks email, responds in a timely way, and gets their work done on schedule. In other words, be a good citizen.

I occasionally grant extensions on work, if you contact me 24 hours in advance. Unless there are serious extenuating circumstances, late work will have 10% of the points for the assignment deducted per day that the assignment is late. I rarely accept work that is more than one week late.

Attendance:
I do take attendance. Each student is allowed a maximum of two absences over the course of the semester for any reason, including illness. More than two absences will affect your final grade at my discretion and could be grounds for failing. Only in truly exceptional circumstances will this policy be modified, so use the allotment wisely. As noted below, you are also expected to arrive to class on time. Three late arrivals of more than 5 minutes will be counted as an absence.

Classroom Policies & Participation:
Much of our work this semester is based on classroom discussion of readings and other materials. Your class participation grade will be based on the quality of your oral communication in our class discussions and my evaluation of your consistent attendance, engagement, and contribution to the class. Developing your skills of oral communication is a goal of this course and of your college education in general. Effective oral communication is also an important skill for your work and life beyond St. Lawrence. (Almost all job descriptions contain some language about effective communication skills.) Keep in mind that the most productive discussants are not necessarily those who talk the most, but each of us needs to find ways to engage orally with the group to meet our other course goals. If you find it difficult to participate in class, you should come to see me early in the semester so we can find ways to participate in class that will work for you.

1. Technology in the Classroom
We will be using a variety of technologies in our class work and discussions this semester. One of our objectives is to test and assess different modes of learning through various technologies. There was a time when texts and images printed on paper in pamphlets and
books were a new technology, though they may seem quite antique to us now. Just as we will examine historical texts and images critically, we will be examining current technologies critically, how and why they are designed and used, and by whom. We will also be trying to assess our own learning with some new tools of educational technology and collaboration.

One issue with current technologies is their tendency to encourage distraction and multitasking over focus and concentration. During our class time I ask that all cell phones be turned off and put away unless we are using them for a specific task in class. If you are using a computer or tablet for taking notes or reading class texts, please disable all auto-notifications for email, FB etc. If it becomes clear to me that our devices are interfering with learning, I will ask you to shut them off.

2. Engagement
You are expected to arrive to class on time. Late arrivals, noisy consumption of food and beverages, cell phones vibrating and ringing, etc. all detract from our ability to concentrate and engage with one another. Additionally, unless you experience a real emergency, you are expected to remain in the classroom for the entire 90-minute session. A momentary spasm of boredom or desire to check your phone is not sufficient reason to disrupt class to leave and return.

Students with Special Needs:
If you have a disability and need accommodations please be sure to contact the Disability and Accessibility Services Office right away so they can help you get the accommodations you require. If you will need to use any accommodations in this class, please talk with me early so you can have the best possible experience this semester. Although not required, I would like to know of any accommodations that are needed at least 10 days before a quiz or test, so please see me soon. For more specific information, visit the DASO website http://www.stlawu.edu/disability-and-accessibility-services

A note to all students:
Please remember that I am eager to get to know you and to help with any questions or problems you might have with the course, or any time you would like to talk with me. If you need to contact me by phone or email, please be sure to include your full name and contact information so I can easily keep in touch with you.

Class Schedule
Aug. 27 Introduction to the course—Why Travel? Why Write About It?
In class: Marco Polo brief text handout
Discussion of Cuba seminar in January, application, selection process, and deadlines
Review of course syllabus

Unit 1 – Travel Writing the Genre and Early Encounters & Conquests
Sept.  1  Going Eastward by the Western Way
Readings: Columbus, *Four Voyages*, 37-100. [Sakai]
Assignment: 1st Yammer post/comments by 8AM

3  Basle 1494 Columbus Letter—Text & Images
Readings: http://oshermaps.org/special-map-exhibits/columbus-letter
        Greenblatt, S. *Marvelous Possessions*, excerpt 66-78. [Sakai]
Assignment: 2nd Yammer post/comments by 8AM, comparing a point from
logbook with text and image from Columbus’ 1494 letter

8  Other Versions, Other Travelers
Readings: Columbus, “The Letter Written by Dr. Chanca to the City of
Seville,” *Four Voyages*, 129-157. [Sakai]
Assignment: Set up Weebly accounts before class
In class: Lucas Wright on creating scholarly content for the web

10  Comparing Empires
        Part I: Chaps. 1-35. [Sakai]

Sept.  15 Savage Perceptions
Readings: Hans Staden, *True History*, Part I, Chaps. 41-55 & Parts II & III
Film:  *How Tasty Was My Little Frenchman* [Sakai]
Assignment: 3rd Yammer post/comments by 8AM, on texts, images and film
of European interactions with the Tupinamba

17  Landscapes of Conquest—Cross Campus Session
Readings: Todorov, “The Journey and Its Narratives”
        1521 Anonymous Conquistador
        1550s Carvajal (Amazon)
        1595 Walter Raleigh *Discovery of Guiana* excerpt
        *Tasty Frenchmen*—using travel accounts in film

20  Sunday night: Writing Assignment #1 Due by 12 midnight to Dropbox
    Text/Image of Encounter

Unit 2 – Colonial Travels
    Unit Reading: Chasteen, *Born in Blood and Fire*, 49-84

22  Narrating Adventure and Understanding Colonial Societies
        Bacon, F. “Of Travel,” 79-82.
    Introduction to the ADK and trip
24 Soldier as Traveller
Assignment: 4th Yammer post/comments by 8AM, on Erauso & Chasteen readings on colonial Latin America

**September 26 Field Trip: Lake Placid/Saranac**
Assignment: 5th Yammer post/comments on ADK trip, by 8AM 9/29

29 17th &18thC Travellers—*Cross-campus session*
Mapping Places and People
Readings: A. Esquemeling & Dampier
T. Gage & Bergamo
Afro-Latino Biafaras & Equiano
Condamine & Ulloa [all on Sakai]
In class: ADK Trip Debrief & discussion of groups’ readings

Oct. 1 Cross-Campus Work day on Paired Readings by Colonial “Types”
NO CLASS—GROUPS CAN CONSULT WITH PROFS

4 **Sunday Night: Writing Assignment #2 Due by 12 midnight to Dropbox**
Colonial History Through Travel Accounts—Website Contribution drafts

6 **The Enlightenment Era in Latin America**
Readings: Chasteen, “Discovering America 1799-1805” *Americanos*, [Sakai]
Pratt, M. L. *Imperial Eyes*, Ch. 6 [Sakai]
Whitehead, N. “South America/Amazonia: the forest of marvels,” *Cambridge Companion to Travel Writing*, 122-138. [Sakai]

8 **The Scientific Traveler**
Readings: Humboldt, *Narrative of Travels*, selections
Assignment: 6th Yammer post/comments BY 8AM, on Humboldt and enlightenment travel and science

13 **Travelling Colonial Latin America Website—*Cross Campus Session***
In class: Group Presentations on themes in colonial era travel narratives

15 **SLU mid-semester break**
Unit 3 – Latin America in the Nineteenth Century
Unit Reading: Chasteen, *Born in Blood and Fire*, 86-179

20 Latin America: A Geography of Hard Times
   Readings: Pérez-Mejía, A. *A Geography of Hard Times; Narratives about Travel to South America 1780-1849*, Introduction
   Darwin, C. *Voyage of the Beagle*, 100-122, 140-147
   (1860, 10th ed.) [both on Sakai]

22 The Illustrating Traveler: Central America in the 19th Century
   Readings: (1846) Stephens, J.L. & Catherwood, F. *Incidents of Travel in Central America, Chiapas and Yucatan* [Sakai]
   Viewing: Eadward Muybridge photographs [link on Sakai]
   Dym in Mapping Latin America [Sakai]
   Assignment: 7th Yammer post/comments by 8AM, on early national era travellers, mapping and politics

27 Businessman in 19thC Cuba--the Ever-Faithful Isle—**Cross-campus lecture**

29 Travelling Women—Impressions of Cuba
   Readings: Frederika Bremer, Sophia Peabody Hawthorne, Countess of Merlin, plus images illustrated Cuba [All on Sakai]
   Assignment: 8th Yammer post/comments by 8AM, on travelers in 19thC Cuba

Nov. 1 Thursday Night: Writing Assignment #3 Due by midnight to Dropbox
   website drafts on 19thC travelers and images

Unit 4 – Latin America in the Twentieth Century
Unit Reading: Chasteen, *Born in Blood and Fire*, 181-251

Nov. 3 Travelers to Tourists: Guidebooks and Mass Travel 19th-20thC
   Readings: Boorstin, D. “From Travelers to Tourists”
   Levi Strauss, C. *Tristes Tropiques*, 17-22 and 38-44
   In class: Cross-campus work on 19thC drafts

5 Reporting on the Seeds of Revolution: Nicaragua & Cuba
   Readings: Beals, C. “In the Footsteps of Sandino” pts 1-6, *The Nation* (1928)
   Beals, C. *The Crime of Cuba* with photographs by Walker Evans (1931) [both on Sakai]
   Assignment: 9th Yammer post/comments by 8AM, on Beals as travelling reporter on revolution

Nov. 8 Sunday Night-- Revisions of 19thC webpages due by 12 midnight
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| Nov. 10 | Guidebooks & Mass Travel  
Readings: TBA |
| **Unit 5 Latin Americans Tourists & Toured: Counternarratives?**  
**Unit Reading:** Chasteeen, *Born in Blood and Fire*, 253-283 |
| 12 | Che Guevara: The Gap Year  
Reading: Guevara, E. *Motorcycle Diaries*, first half  
In class: Discussion + 20thC web page planning |
| 17 | Che Guevara: *Motorcycle Diaries* book & film  
Readings: Guevara, E. *Motorcycle Diaries*, entire text  
Film: *Motorcycle Diaries* [Sakai]  
Assignment: 10th Yammer post/comments by 8AM, on Che’s memoir and the film |
| 19 | Cross-campus Work Day on 20thC web components |
| 24 | SLU Thanksgiving Break |
| Dec. 1 | Finish website—Final Discussion of 20thC web page drafts |
| 3 | Web and Video travel narratives  
Materials: TBA |
| 8 | The Tourist as Ugly Human Being  
Reading: Kincaid, J. *A Small Place*, entire text  
Assignment: 11th Yammer post/comments by 8AM on Kincaid’s view of tourists and tourism in the Caribbean |
| 10 | Why Travel? Why Write About It? |
| 13 | **Sunday Afternoon: Take Home Final Exam Due in Sakai Dropbox by 4:30PM** |
**HISTORY DEPARTMENT COMMON STATEMENT ON ACADEMIC INTEGRITY**

*Policies and sources on academic integrity*
All scholarly endeavor builds on the work of others in the context of the community of learners of which both faculty and students are a part. The integrity of this community can be maintained only by the full, honest, and appropriate acknowledgement of the sources of our data and ideas. The History Department will not tolerate academic dishonesty, including plagiarism on papers, cheating on quizzes and exams, and turning in work you have already submitted in another class. The Department will uphold SLU’s policy on this.

“All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.”

“**Plagiarism**: Presenting as one’s own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference.”

“Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Claims of ignorance, unintentional error, and academic or personal pressure are not excuses for academic dishonesty. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged. Instructors are expected to maintain conditions which promote academic honesty.”

**Further sources of information**
We expect all of our students to familiarize themselves with the following:
• Your course syllabus and your professor’s stated expectations on class assignments.
• The full SLU policy on “Academic Integrity Procedures” (the basis of the Academic Honor Card that you signed in FYP), described in the *SLU Student Handbook* ([http://www.stlawu.edu/resource/student-handbook](http://www.stlawu.edu/resource/student-handbook))


If, after reviewing these guidelines, you are still uncertain about anything or have questions, be sure to ask them before you turn in written assignments.

**Policies on academic dishonesty**
If your professor encounters a suspicious paper or exam, “s/he has the obligation to call the offending student(s) to account” (*SLU Student Handbook*, 63). Plagiarism cases brought before the Academic Honor Council have resulted in sanctions ranging from failure on the assignment, to failure of the course, to suspension from the University.

**A final caveat**: Do not underestimate your professors’ ability to detect plagiarism, or our willingness to have suspicious papers and exams investigated. If you can find it on the Web, so can we. Please don’t risk it.
Preliminary Information on January Seminar and Trip to Cuba

Number of slots for SLU students: 5, possibly 6

Dates for the trip:
January 2 arrive in Miami in the evening
January 3 fly from Miami to Havana in the AM
January 13 fly from Havana to Miami in the afternoon

Costs covered by students:
Airfare to Miami varies
Airfare RT-Miami/Havana $458
Personal expenses while traveling varies, but a good estimate would be approx. $200

Costs covered by SLU:
All lodging, transportation, and scheduled activities in Cuba
Some meals included in the itinerary, SLU will issue a stipend to students to cover meals not included in the itinerary
One night’s hotel stay in Miami before the trip—we will all be staying in the same hotel, so we can take an early morning flight to Havana

Eligibility Requirements:
1 Good academic standing at SLU
2 Good disciplinary standing at SLU
3 **Passport valid through April 15, 2016**

Application Materials Required by Sept 20th:
1 300-word essay indicating the connection between the course, the trip location, and your academic and personal goals
2 Proof of passport valid through April 15, 2016

Accepted students will also be required to fill out a medical form, student and parent waivers, and provide proof of medical insurance.