

HIST*4120 F '15
Topics in Global History:
Travel and Tourism

Instructor: Kevin James
Course Meetings: Tuesday & Thursday, 13:00-14:20
Office Hours: I am available for consultation on Tuesday, 14:30-16:30 and in my office, room 1011 in the MacKinnon Extension; my phone extension 53226. You can also reach me at kjames@uoguelph.ca to schedule an appointment.

By many accounts, the travel, tourism and hospitality sectors are amongst the largest in the world. While much attention has been focussed on applied aspects of travel and tourism field, there is also a rich scholarship approaching these subjects from a critical perspective, incorporating a broad range of disciplinary tools. This course examines tourism history (and especially forms of European travel that crossed national boundaries) as a field of inquiry, and as a locus for the study of travel and tourism commercial, cultural and social relations. Modern tourism is bound with the structures of industrial capitalism, with systems of gender and class, and with articulations of culture. This course encourages you to examine key terms, periodisations and putative binaries: rest and motion; business and leisure; self and other; tourist and traveller, and to see how these concepts have been handled by a variety of scholars exploring travel and tourism since the age of the Grand Tour.

Learning Outcomes:

By the end of this course you will have developed the following skills, in alignment with the objectives of the University of Guelph to promote the identified outcomes:

1. Developed skills to identify and analyse key themes and debates in the historiography of travel and tourism since the mid-eighteenth century and engaged with them critically and creatively in original research and writing, and so align with the key learning outcomes of *critical and creative thinking and literacy*;
2. Examined the transnational dimensions of travel and tourism – including the historical evolution of international dimensions of commerce in the sector – and critically considered the nature of inter-cultural encounters fostered by travel and tourism, thereby aligning with the key university outcome of *global understanding*;

3. Critically compared article- and monograph-length analyses as forms of research and literary production, advancing your scholarly *literacy*;
4. Summarised *and* systematically critiqued, in oral, short writing and long writing assignments, arguments developed by scholars in the field of travel and tourism history, subjecting them to rigorous analysis drawing from an inter-disciplinary framework centred on tourism studies, including travel writing, historical geography, sociology and anthropology, in line with targeted outcomes of *critical and creative thinking* and *communicating*;
5. Conducted extensive primary-source archival research *including but also extending beyond published printed material*, and integrated these primary sources with secondary sources to articulate and investigate, in detail, a defined research question in a presentation and allied research paper, which conforms to the best practices of advanced undergraduate historical scholarship and *professional and ethical behaviour*.

Course Assessment:

The University of Guelph Library system boasts an exceptional array of travel-and tourism-related material, and, owing to its unique strengths in cognate fields in the College of Business and Economics, boasts an impressive array of journal titles in the fields of travel, tourism and hospitality studies that offer especially valuable theoretical insights to scholars of travel and tourist history. The inter-library loan service and access to a host of digitised journal and newspaper collections enhance these resources. A central aim of this course is to employ this exceptional range of primary and secondary material available for original research. A research essay drawing on these resources is the principal focus of the course.

I. Seminar Facilitation: 15%

All students will be responsible for leading a seminar exploring one of the themes listed on their presentation dates. The seminars should critically examine how historians address the issue, using the full range of readings. Seminar leaders will formulate questions to stimulate discussion and aim to integrate the themes they are examining with wider course themes as they present material and lead discussions. Two days ahead of the scheduled seminar, the leader will post a one-page discussion of main points which s/he would like colleagues to consider for the class.

II. Bibliographic Review and Proposal: 20%

This review is intended to provide you with a substantial source base for the major research paper. The review takes the form of an annotated bibliography in which you identify no less than eight sources and discuss each in about two hundred words.

Attempt to situate the each work in relation to the wider body of scholarship. Don't describe the works: critically analyse their lines of argumentation and theoretical and evidentiary bases. Additionally, develop a chronology of how research inquiries in your chosen field have developed in recent scholarship. Consider how the scholarship that you are surveying has developed new lines of inquiry, nourished by broader changes in the discipline, the use of new sources, and the influences of other disciplines.

The aim is for you to identify and closely read material that will be essential to the development of your original research, but also to do more than summarise its contents: instead develop a critical appraisal of specific texts, and position them within the wider literature in the field. This should also be accompanied by a one-page provisional outline of your major research paper proposal (which you will not be graded on). Please recall that:

1. You are only using recent secondary sources (books and articles) for this exercise. One excellent resource you can use, varying key words with Boolean searches, is the library's database 'Historical Abstracts'. It provides details of scholarly materials published after 1955. They may not all be available at the library, in which case I encourage you to use RACER to acquire them on Inter-Library Loan.
2. For your one-page, point-form paper outline, you may want to consult primary sources. The library has a phenomenal collection – available even on the open shelves. Additionally, consider its digitised historical newspaper collections: *The Times*, *The Scotsman*, *The Globe and Mail*, *The New York Times*, and *The 19th Century British Library Newspapers Collection*. Here is a quick link to the list (they appear at the bottom of the page):

<http://www.lib.uoguelph.ca/find/find-type-resource/newspapers>

The review and proposal are due by Dropbox on **15 October**.

III. Research-in-progress Seminar: P/F (This must be completed by each student)

In the research seminar you will present, and lead a discussion of, your research-in-progress for the major paper. The presentation lasts 15 minutes and focuses on aspects of the research-in-progress on which you, as a presenter, wish to elicit critical feedback. At least two days prior to the research seminar for which you are responsible, you will be required to submit two draft copies of your research paper for posting on the courselink (D2L) site. Given that the papers will be in various stages of development, depending on when they are presented, emphasis is placed on the quality of the way you elicit responses from students in feedback that will help you to advance your project.

IV. Seminar Participation: 25%

This component of the course assesses the quality of participation in the small group discussions of both secondary sources and research-in-progress. It is imperative to attend class prepared to discuss assigned readings and research-in-progress and, in accordance with Senate Resolution 2, Undergraduate Degree Regulations and Procedures, Grading Procedures, the quality of the participation is subject to assessment, requiring students to dissect the material critically, offer incisive and original perspectives, and draw, to the maximum extent possible, on readings and discussions from other weeks that are directly pertinent to, and illuminate, the issues at hand.

V. Major Research Paper: 40%

The major research paper, of 4,000-4,5000 words in length, including references, provides you with an opportunity to explore an issue in the history of Scottish tourism and travel, drawing on a wide range of primary and secondary evidence. Before choosing a topic, ensure that there is a sufficient number of secondary sources. You may wish to incorporate material from the rich trove of archival material in our Archives and Special Collections, in addition to printed material available online and on the open shelves of the library.

This paper is due on **Friday 4 December**.

While your paper is conceived as a study that advances scholarship in an original way, either by drawing on new sources, expanding on other scholarship, or testing the claims of other scholars, it is of sufficient length and depth to require specified stages of development that may be reflected in your use of subheadings (as most journal articles do). Your research paper should follow this structure, in sequence:

1. An introductory section in which you lay out the key question that you are exploring in your paper, and your thesis;
2. a one-to-two-page historiographical review in which you situate your analysis within the context of current scholarship;
3. a one-to-two-page discussion of your primary source base and methodology;
4. and then your analysis, with conclusion. You may use sub-headings for major sections, but ensure that you also develop clear links between sections of your discussion.

As this structure suggests, in advanced research papers we depart from many of the conventions we have been taught since grade school:

1. It is alright (and sometimes preferable) to use the first-person ('I'), though judiciously so.
2. Avoid the passive voice as much as possible ('the tourist experience was described by him'): instead 'he described the tourist experience' is preferable.
3. Sub-headings are not only acceptable, but often preferable, as a way of developing an internal structure.
4. The conclusion does not merely re-state the findings of the thesis, but points to new directions in research.

I would suggest the following structure as a way of guiding your writing:

Introduction

In a preliminary paragraph you provide an anecdote, an account, or another 'hook' to introduce the theme (*but do not begin with a quotation that you have not properly introduced first*). You then proceed to state your thesis, and the structure of your subsequent analysis.

Historiographical Review

In this section you situate your own research question and study within the context of wider debates within the discipline, and relevant recent research on your topic, or related topics. Answer these questions: Why does your project matter? Where does it fit into a wider matrix of scholarship? What are the key debates in the field?

Sources and Methods

In this section you critically dissect your primary source base, its strengths and limitations, and outline the specific questions you are asking of those sources through a discussion of your methodology.

Analysis

In this section you elaborate your analysis in a logical and sequential fashion; you can continue to use sub-headings here to highlight the structure of your analysis, and you can use 'sign-posts', too (such as 'Having explored the dynamics of ecotourism, we can proceed to a case study of its operation in Costa Rica'). Aim for clarity and linkages between ideas.

Conclusion

In this last section you can re-state your thesis, but also adopt a wider lens to signal what your study has done, and how future scholars, drawing on your study, might advance it (in this sense it has a speculative character). In drawing readers' attention to its potential to spark further research, you are underlining its overall importance.

Schedule of Class Meetings and Assigned Readings (readings are available online)

I have listed material in a suggested order of reading for each class.

All material is available online through the library, including books and chapters except where noted.

Introduction

10 September

John K. Walton, 'Tourism History: People in Motion and at Rest,' *Mobility in History* 5 (2014): 74-85.

Codes of Travel: Travel and Aesthetics

15 September

James Buzard, 'The Grand Tour and after (1660-1840)', in *The Cambridge Companion to Travel Writing*, eds. Peter Hulme and Tim Youngs (Cambridge: Cambridge University Press, 2006), 37-52.

Marrienne Sommer, 'The Romantic Cave? The Scientific and Poetic Quests for Subterranean Spaces in Britain', *Earth Sciences History* 22, no. 2 (2003): 172-208. (I WILL CIRCULATE)

Linda M. Austin, 'Aesthetic Embarrassment: The Reversion to the Picturesque in Nineteenth-Century English Tourism', *ELH* 74, no. 3 (2007): 629-653.

The Grand Tour

17 September

Gerrit Verhoeven, 'Foreshadowing Tourism: Looking for Modern and Obsolete Features – or Some Missing Link – in Early Modern Travel Behavior (1675–1750)', *Annals of Tourism Research* 42 (2013): 262–83.

Melisa Caleresu, 'From the Street to Stereotype: Urban Space, Travel and the Picturesque in Late Eighteenth-Century Naples', *Studies in Eighteenth-Century Culture* 62, no. 2 (2007): 189-203. (OPEN ACCESS ONLINE).

Rosemary Sweet, *Cities and the Grand Tour the British in Italy, c.1690-1820* (Cambridge: Cambridge University Press, 2012)

The Traveller and the Tourist as Types

22 September

James Buzard, *The Beaten Track: European Tourism, Literature, and the Ways to 'Culture', 1800-1918* (Oxford: The Clarendon Press, 1989).

24 September

Thomas Lekan, 'A "Noble Prospect": Tourism, Heimat, and Conservation on the Rhine, 1880–1914', *The Journal of Modern History*, 81, no. 4 (2009): 824-858

Kathryn Walchester, "My petticoat encumbrances"; the "Female Adventurer" and the North', *Nordlit. Arbeidstidsskrift i litteratur* 32 (2014) (OPEN ACCESS ONLINE)

Capitalism, Entrepreneurialism and Collective Experiences of Leisure: The Dawn of Mass Travel

29 September

Michael Heafford, 'Between Grand Tour and Tourism: British travellers to Switzerland in a period of transition, 1814-1860', *The Journal of Transport History* 27, no. 1 (2006) 25-47.

Joan Cirer Costa, 'The Beginnings of Tourism in Majorca, 1837-1914', *Annals of Tourism Research* 39, no. 4 (2012): 1779–96.

John Armstrong and David M. Williams, 'The Steamboat and Popular Tourism', *The Journal of Transport History* 26, no. 1 (2005): 61-77.

F. Robert Hunter, "Tourism and Empire: The Thomas Cook & Son Enterprise on the Nile, 1868-1914," *Middle Eastern Studies* 40, no. 5 (2004), pp. 28-54.

1 October

Christopher Kopper, 'Popular Tourism in Western Europe and the US in the Twentieth Century: A Tale of Different Trajectories', *European Review of History* 20 no. 5 (2013): 777-92.

John K. Walton, 'The Origins of the Modern Package Tour? British Motor-Coach Tours in Europe, 1930–70', *The Journal of Transport History* 32, no. 2 (2011): 145-63.

Materials of Travel: Souvenirs, Guidebooks, Guides
6 October

Martin Anderson, 'Tourism and the Development of the Modern British Passport, 1814–1858', *The Journal of British Studies* 49, no. 2 (2010): 258-82.

Pieter François, 'If It's 1815, This Must Be Belgium: The Origins of the Modern Travel Guide', *Book History* 15 (2012): 71-92.

Mike Esbester, 'Nineteenth-Century Timetables and the History of Reading', *Book History* 12, no. 1 (2009): 156 -85.

8 October

Claire L. Kovacs, 'Pompeii and its Material Reproductions: The Rise of a Tourist Site in the Nineteenth Century', *Journal of Tourism History* 5, no. 1 (2013): 25-49.

Jill Steward, 'On the Continong': Britons Abroad and the Business of Travel, 1820-1914', chapter in *The British Abroad Since The Eighteenth Century*, eds. X. Guégan and M. Farr (Basingstoke, Hampshire: Palgrave Macmillan, 2013), 77-100.

Marcella Pellegrino Sutcliffe, 'The Toynbee Travellers' Club and the Transnational Education of Citizens, 1888–90', *History Workshop Journal* 76, no. 1 (2013): 137-59.

Touring Beyond the Nation: Tourism and Colonialism
15 October

Martin Anderson, 'The Development of British Tourism in Egypt, 1815 to 1850', *Journal of Tourism History* 4, no. 3 (2012): 259-79.

Peter Lyth, 'Carry on Up the Nile: The Tourist Gaze and the British Experience of Egypt, 1818-1932', in *The British Abroad Since The Eighteenth Century*, eds. X. Guégan and M. Farr, eds. (Basingstoke, Hampshire: Palgrave Macmillan, 2013), 176-93.

Stephanie Malia Hom, 'Empires of Tourism: Travel and Rhetoric in Italian Colonial Libya and Albania, 1911-1943', *Journal of Tourism History* 4, no. 3 (2012): 281-300.

Maurizio Peleggi, 'The Social and Material Life of Colonial Hotels: Comfort Zones as Contact Zones in British Colombo and Singapore, ca. 1870–1930', *Journal of Social History* 46, no. 1 (2012): 124-53.

Building the Nation: Tourism in Totalitarian Regimes

20 October

Shelley Baranowski, 'A Family Vacation for Workers: The Strength through Joy Resort at Prora', *German History* 25, no. 4 (2007): 539-59.

Ricardo Agarez, 'Regional Identity for the Leisure of Travellers: Early Tourism Infrastructure in the Algarve (Portugal), 1940-1965', *The Journal of Architecture*, 18 no. 5 (2013): 721-43.

Sasha Pack, 'Tourism, Modernization, and Difference: A Twentieth-Century Spanish Paradigm', *Sport in Society* 11, no. 8 (2008): 657-72.

22 October

Today we have a special guest: Prof. Alexander Statiev, whose research explores Soviet-era tourism

Diana Koenker, *Club Red: Vacation Travel and the Soviet Dream* (Ithaca: Cornell University Press 2013).

Wilderness Landscapes: Colonial Hill Stations/Safaris

27 October

Eric T. Jennings, 'Hill Stations, Spas, Clubs, Safaris and Colonial Life', in *The Routledge History of Western Empires*, eds. Robert Aldrich and Kirsten McKenzie (London: Routledge, 2013): 287-99.

Baker, Julian C., 'Mobility, Tropicality and Landscape: the Darjeeling Himalayan Railway, 1881-1939', *Journal of Historical Geography* 44 (2014): 133-44.

Queeny Pradhan, 'Empire in the Hills: The Making of Hill Stations in Colonial India', *Studies in History* 23, no. 1 (2007): 33-91.

29 October

E. I. Steinhart, 'Hunters, Poachers and Gamekeepers: Towards a Social History of Hunting in Colonial Kenya', *Journal of African History*, 30, no. 2 (1989): 247-264.

Roderick P. Neumann, 'Africa's "Last Wilderness": Reordering Space for Political and Economic Control in Colonial Tanzania', *Africa* 71, no. 4 (2001): 641-65.

Taking the Waters: Tourism and Spa Resorts

3 November

Eric T. Jennings, *Curing the Colonizers Hydrotherapy, Climatology, and French Colonial Spas* (Durham: Duke University Press 2006).

5 November

John K. Walton, 'Health, Sociability, Politics and Culture. Spas in History, Spas and History: An Overview', *Journal of Tourism History* 4, no.1 (2012): 1-14.

Amanda E. Herbert, 'Gender and the Spa: Space, Sociability and Self at British Health Spas, 1640-1714', *Journal of Social History* 43, no. 2 (2009): 361-83.

Katharine Glover, 'Polite Society and the Rural Resort: The Meanings of Moffat Sp in the Eighteenth Century', *Journal for Eighteenth-Century Studies* 34, no. 1 (2011) 65-80.

Adam T. Rosenbaum, 'Grounded Modernity in the Bavarian Alps: The Reichenhall Spa Culture at the Turn of the Twentieth Century', *Central European History* 47, no. 1 (2014): 30-53.

Sublimity and Effort: Mountain Tourism

10 November

Peter H. Hansen, *The Summits of Modern Man: Mountaineering after the Enlightenment* (Cambridge: Harvard University Press, 2013)

12 November

Pierre-Olaf Schut, 'Sport as a Major Player in the Development of Tourism: The History of Mountaineering in the Pelvoux Massif, France, from 1861 to 1914', *The International Journal of the History of Sport* 30, no. 12 (2013): 1329-50.

Jonathan Westaway, 'The Origins and Development of Mountaineering and Rock Climbing Tourism in the Lake District, 1800-1914', in *The Making of Cultural Landscape: The English Lake District as Tourist Destination, 1750-2010*, eds. John K. Walton and Jason Wood (Farnham, Surrey: Ashgate Publishing Limited, 2013), 1-28 (Available on the author's site at academia.edu).

Marco Cuaz, 'Catholic Alpinism and Social Discipline in 19th- and 20th-Century Italy', *Mountain Research and Development*, 26, no. 4, Religion and Sacredness in Mountains: A Historical Perspective (2006): 358-63.

Philipp Felsch, 'Mountains of Sublimity, Mountains of Fatigue: Towards a History of Speechlessness in the Alps', *Science in Context* 22, no. 3 (2009): 341-64

Resorting to Southern Climes: Travel and Tourism in the Caribbean and Mediterranean
17 November

Velvet Nelson, 'The Sensibility of Aesthetic Landscape Concepts in the Case of British West Indies travel narratives, 1815-1914', *Journal of Cultural Geography* 26, no. 2 (2009): 149-71.

Mark Carey, 'Inventing Caribbean Climates: How Science, Medicine, and Tourism Changed Tropical Weather from Deadly to Healthy', *Osiris* 26, no. 1 (2011): 129-41.

Evan R. Ward, 'Footprints, Frontiers, and Empires: Latin American Tourism Development, 1840-1959', *History Compass* 12, no. 1 (2014): 42-50.

Bertram M. Gordon, 'The Mediterranean as a Tourist Destination from Classical Antiquity to Club Med', *Mediterranean Studies* 12 (2003): 203-226. (OPEN SOURCE)

Vladimir Jankovic, 'The Last Resort: A British Perspective on the Medical South, 1815-1870', *Journal of Intercultural Studies* 27, no. 3 (2006): 271-98.

Research-in-Progress Presentations

19 November (5 presentations): _____

24 November (5 presentations): _____

26 November (5 presentations): _____

1 December (5 presentations): _____

Required Statements

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date

The last date to drop one-semester courses, without academic penalty, is Friday, 6 November 2015. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the

University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Turnitin

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.