

The History of Tourism

—Syllabus—

While still sparse, the published history of tourism has grown substantially in the past few years. Tourism represents a nexus of social, political, economic, and cultural histories. Further, tourism is an important area of trans-national interaction, to say nothing of being the world's largest industry.

Most historians acknowledge that people have traveled for a very long time, whether through trade, migration, military adventure, or exploration, and that these travels, as historian Stuart B. Schwartz notes, “caused readjustments and rethinking as each side was forced to reformulate its ideas of self and other in the face of unexpected actions and unimagined possibilities.” Even so, historians argue that the roots of *modern* tourist travel only sprout with the Grand Tour. This eighteenth century coming-of-age ritual involved sending England's young aristocrats to the European Continent in order to learn languages, meet important political figures, and develop the skills that would allow them to become England's future statesmen. While the Grand Tour was at its height, a series of aesthetic changes gradually altered the popular attitude toward remote landscapes, beaches, and mountains. Where once the idea was to prepare for an aristocratic life, a new form of travel evolved in which the intent was to collect views. “Romantic tourism” made tourists into consumers of places, spaces, experiences, and souvenirs and before long more and more people wanted to take part. Finally, following the development of an efficient rail network, Thomas Cook, an Englishman, capitalized on the growing market for tourist experiences by launching a travel agency dedicated to providing affordable excursions and trips to exotic (and not-so-exotic) destinations. Mass tourism was born.

Just as tourism puts people from different social and ethnic backgrounds into contact with one another, so the study of tourism forces scholars to utilize a variety of approaches and methodologies. As a result, this class is highly interdisciplinary and will make use of literary, sociological, anthropological, and historical approaches in order to trace the history of mass tourism from the Grand Tour to the present; in so doing the class also explores changing attitudes toward aesthetics, the environment, technology, gender, and social class. Students are expected to make use of the various methodologies and ideas covered in the lectures and readings in order to arrive at their own critical perspectives of the history and impact of travel since the Grand Tour.

Course Requirements

The “Biggie”

Over the course of this semester, you will be engaged in work on an extended primary source research paper of 10-20 pages exploring a tourism-related topic of your choice. Each student is required to meet with me early in the semester for 10-15 minutes to discuss paper topics. The “Biggie” will be due on the last day of class. **(Due: Dec. 15)**

Short Papers

While working on “The Biggie,” you will be asked to complete a series of smaller assignments that should help you develop your research paper. These one-page essays will help guide your thinking and allow you to begin improving your essay writing abilities.

Short papers should be *one* page in length. Do not use a font smaller than 10-point Times. You may use as many words as can be fit onto one side of a sheet of 8.5 by 11 inch paper.

The assignments are as follows [See course website for detailed descriptions]:

- 1) **Brainstorming exercise**: Write a summary of the topic that you intend to cover in your research paper. **(Due 9/24)**.
- 2) **Book review**: Write a book review of the most important secondary source that you have found for your research paper. **(Due 10/22)**.
- 3) **Representing Heritage**: Every time you visit a museum, visit a heritage site, or take a guided tour, you are presented with a narrative. To complete this paper you need to visit a tourist site. Please clear your choice with me first (possible options could include the Unitarian Meeting House tour, the Wisconsin History Museum, the State War Museum, etc. You may not chose the Capital Building as we will be going there as a class). Once you have visited the site, write a one-page paper critically engaging with the story presented to you. What message are they trying convey? Why might they do this? How did you respond to what they had to say? Why do you think you responded this way? You should start thinking about the site you want to visit ASAP and clear it with me. **(Due 11/15)**.
- 4) **Short Outline/Introduction**: Write an outline of your paper, including a complete written introduction. Page length is unimportant, but be sure that your introductory paragraphs lay-out the essential argument and major points of your paper and that your out-line clearly delineates how your paper will be structured. I will hand these back to you with comments as quickly as possible. **(Due 11/19)**.

Participation

You will be expected to participate actively in class, both by being present and attentive in lecture and by taking part in group discussions. Discussions and lectures are complementary pieces of this course and participating in them will greatly help you with your papers.

Grades

Your course grade will be based on the following:

Term Paper – 40%

Short essays — 35%

Participation and attendance (including group work) — 25%

Readings

- Readings should be completed by the Monday of each week. All readings are available online.

Schedule

Week 1: Introduction (Sept. 3)

This week I will briefly outline why tourism is a growing area of scholarship, will outline the course trajectory and expectations, and we will begin getting to know one another.

Week 2: Tourism Before the Grand Tour (Sept. 8 - 10)

This week we will briefly address the history of travel *before* the advent of the Grand Tour. We will also discuss the long-term significance of travel.

Reading:

Stuart B. Schwartz. "Introduction," in *Implicit Understandings: Observing, Reporting, and Reflecting on the Encounters between Europeans and Other Peoples in the Early Modern Era*, ed. Stuart B. Schwartz (Cambridge: Cambridge University Press, 1994), 1-22.

Week 3: The Grand Tour (Sept. 13 – 17)

Most historians agree that the Grand Tour is the mother of modern tourism. This week we discuss the history of the Grand Tour and its role in shaping both national and class identities.

Reading:

Tobias Smollett. *Travels through France and Italy* (1766). Please download selections from the course Website. The complete text is available online from Project Gutenberg:
<http://onlinebooks.library.upenn.edu/webbin/gutbook/lookup?num=2311>

Week 4: Inventing the Sublime and Beautiful: The Mountains (Sept. 20 – 24)

Prior to the latter half of the eighteenth and the first part of the nineteenth centuries, rugged and wild areas such as the Scottish Highlands, the mountains of Europe, and the seaside were considered frightening and ugly. Between 1750 and

1850, however, these areas were redefined as both healthful and beautiful. This week, we discuss these changes by looking particularly at the re-imagining of mountainous areas.

Reading:

Edmund Burke. *A Philosophical Inquiry into the Origin of Our Ideas Of the Sublime and Beautiful with Several Other Additions*. Available on Bartleby.com at: <http://www.bartleby.com/24/2/>. I have also posted this on the course website as a .PDF file.

First Paper Due 9/24

Week 5: Railways, Thomas Cook and the Birth of Mass Travel (Sept. 27 – Oct. 1)

The formation of the Thomas Cook Travel Agency in the early 1840s ushered in modern mass tourism. This week we examine the growth of railways in Britain. Then we will look at how a Baptist missionary's effort to transport a large number of people to a temperance meeting in Loughborough sparked the creation of the world's largest travel agency and completely redefined the way people traveled by spawning a proliferation of "package tour" companies and by making travel possible for women who were previously considered unsuited to serious adventure.

Reading:

Jack Simmons. "Railways, Hotels, and Tourism in Great Britain, 1839-1914," in *Journal of Contemporary History*, Vol. 19, No. 2 (Apr., 1984), 201-222.
Ellen Furlough. "Making Mass Vacations: Tourism and Consumer Culture in France, 1930s to 1970s" in *Comparative Studies in Society and History*, Vol. 40, No. 2 (Apr., 1998), 247-286.

Week 6: Rising Tide: The Seaside Resort (Oct. 4 – 8)

Once the seaside was transformed into a healthful space, it soon began to attract people interested in "taking the waters" for health reasons, and then those more excited by the amusements found at proliferating pleasure centers such as at Brighton and Blackpool. This week we examine the changing face of seaside resorts, bathing rituals, seaside amusements and social class, and the impact of seaside resorts on the face of modern travel.

Reading:

John K. Walton. "The Demand for Working-Class Seaside Holidays in Victorian England," in *Economic History Review*, New Series, Vol. 34, No. 2 (May, 1981), 249-265.
Peter J. Hugill. "Social Conduct on the Golden Mile" in *Annals of the Association of American Geographers*, Vol. 65, No. 2 (Jun., 1975), 214-228.

Week 7: Trans-Atlantic Travel (Oct. 11 – 15)

Efficient transportation is vital to the success of mass tourism, especially for long haul tourism. This week we will explore both the development of trans-Atlantic ocean liners and long-distance air travel.

Reading:

Joseph J. Corn. "Making Flying 'Thinkable': Women Pilots and the Selling of Aviation, 1927-40," in *American Quarterly*, Vol. 31, No. 4 (Autumn, 1979), 556-571.

Week 8: Cars, Tourism, and America (Oct. 18 – 22)

The automobile has had a profound impact on the face of modern tourism, especially in America. This week we look at the role of the automobile in the development of American tourism and briefly compare the American experience with that of representative European examples.

Reading:

Margaret S. Shaffer. *See America First: Tourism and National Identity, 1880-1940* (Washington and London: Smithsonian Institution Press, 2001), 130-168.

John R. Gold and Margaret M. Gold. *Imagining Scotland: Tradition, Representation and Promotion of Scottish Tourism since 1750* (Hampshire: Scholar Press, 1995), 116-139.

Second Paper Due 10/22

Week 9: Irish Tourism: A Case Study (Oct. 25 – 29)

Tourism is one of the top three industries in Ireland. Every year more people visit the country than actually live there. Indeed, the very appearance of Irish townscapes is the result of tourist development. How did tourism become such an important part of Irish economic, social, and cultural life? This week we try to find an answer to this question.

Reading:

Eric Zuelow. *The Tourism Nexus: Irish Tourism since the Irish Civil War*, (Ph.D. Dissertation, University of Wisconsin—Madison, 2004), Section 1, "Negotiating Tourism," 33-172 [41-181 of the PDF which contains front-matter and an introduction that you are not required to read].

Week 10: Kraft durch Freude / Guidebooks and Maps(Nov. 1 – 5)

This week we will complete our series of tourism case studies by examining the Kraft durch Freude program during the Nazi period. Why was the Nazi leadership concerned with tourism? Our second lecture represents a transition to the second part of the course when we will address more theoretical issues. Virtually every tourist carries along a guidebook, but what is the history of these vital travel companions? This week we trace the history of guidebooks and examine the role they play in showing tourists 'what ought to be seen.'

Reading:

Dydia DeLyser. "'A Walk through Old Bodie': Presenting a Ghost Town in a Tourism Map" in Stephen P. Hanna and Vincent J. Del Casino, Jr. (eds.), *Mapping Tourism* (Minneapolis,: University of Minnesota Press, 2003), 79-107.

Rudy Koshar. "'What Ought to be Seen': Tourists' Guidebooks and National Identities in Modern Germany and Europe" in *Journal of Contemporary History*, Vol. 33, No. 3 (Jul., 1998), 323-340.

Week 11: Visual Culture and Tourism / Field Trip to Capital Building (Nov. 8 – 12)

This week we will do two things. First, I will lecture about the role of visual culture (postcards, photographs, etc.) in defining tourist destinations. Second, we will meet at the Capital building to take the building tour. We will pay particular attention to the narrative that is presented to us and will discuss our impressions as a group on Friday.

Reading:

Alastair J. Durie. "Tourism and Commercial Photography in Victorian Scotland: The Rise and Fall of G.W. Wilson & Co., 1853-1908." *Northern Scotland* 12 (1992): 89-104.

Luke Gibbons. *Transformations in Irish Culture* (Cork: Cork University Press, 1996), 36-43.

Week 12: Selling the Past: Heritage Tourism (Nov. 15 – 19)

Heritage tourism is big business but it is also hugely controversial. During the 1980s, for example, one British commentator complained that heritage threatened Britain's future by locking the country irretrievably in the past. This week we trace the history of heritage tourism, consider the difference between history and heritage, and examine the role of tourism in shaping national memory.

Reading:

David Lowenthal. "Identity, Heritage and History," in *Commemorations: The Politics of National Identity*, (ed.) John R. Gillis (Princeton, NJ: Princeton University Press, 1994), 41-57.

James Clifford. "Four Northwest Coast Museums: Travel Reflections" in *Routes: Travel and Translation in the Late Twentieth Century* (Harvard University Press, 1997).

Third Paper Due 11/15

Week 13: Exploring the "Exotic" (Nov. 22; No class on Wed./Fri. – Thanksgiving)

Very shortly after Thomas Cook launched his travel agency, European tourists began taking excursions to "exotic" locations such as the Middle East and Africa. Tourists hoped to see "barbarians" and to experience places and spaces unlike anything found at home. This week we explore this pursuit of the exotic in historical context, beginning with Thomas Cook's tours and concluding with the more recent development of eco-tourism.

Reading:

Ken Teague. "Representations of Nepal" in Simone Abram, Jacqueline Waldren, and Donald V.L. Macleod (eds.), *Tourists and Tourism: Identifying with People and Places* (Oxford and New York: Berg, 1997), 173-195.

Toby Alice Volkman. "Visions and Revisions: Toraja Culture and the Tourist Gaze" in *American Ethnologist*, Vol. 17, No. 1 (Feb., 1990), 91-110.

Michel Peillon. "Tourism—the Quest for Otherness," *Crane Bag* 8(2) (1984): 165-8.

Fourth Paper Due 11/19

Week 14: Holocaust Tourism (Nov. 29 – Dec. 3)

The murder of millions of people by the Nazis during World War II has left a dark shadow over twentieth century history. Perhaps unsurprisingly, the places and spaces most intimately associated with mass death, the Nazi concentration camps, are now the site of a booming tourism business. This week we trace the history of Holocaust tourism, examine the national dimensions of Holocaust commemoration (including the design, construction, and controversy surrounding America's national Holocaust museum), and return to the issues addressed last week to ask probing questions about the "authenticity" of the experience sought by Holocaust tourists.

Reading:

Jack Kugelmass. "The Rites of the Tribe: American Jewish Tourism in Poland," in *Museums and Communities*, (ed.) Ivan Karp, Christine Mullen Kreamer, and Steven D. Lavine (Washington and London: Smithsonian Institution Press, 1992), 382-427.

Tim Cole. *Selling the Holocaust: From Auschwitz to Schindler, How History is Bought, Packaged, and Sold* (New York: Routledge, 1999), 97-120.

Week 15: Sex Tourism / The Impact of Tourism (Dec. 6 – 10)

During the first week of this course we noted that cross-cultural encounters have been an important part of the human experience for many hundreds of years. What impact has tourism had on modern society? Does it adversely affect native cultures? How has the impact of travel changed with time? Do modern tourists exert a greater (more harmful?) pressure on society than was true before Thomas Cook? Similarly, sex has been an important part of tourism from the very beginning when Grand Tourists made their way to France and Italy to satiate their more primal instincts. What is the impact of sex tourism? Who, if anybody, is being exploited?

Reading:

Glenn Bowman. "Passion, Power and Politics in Palestinian Tourist Market" in Tom Selwyn (ed.), *The Tourist Image: Myths and Myth Making in Tourism* (New York and London: John Wiley and Sons, 1996), 83-103.

Moya Kneafsey. "Tourism and Place Identity: A Case-Study in Rural Ireland," *Irish Geography* 31(2) (1998): 111-123.

Week 16: Post-Tourism and the *Disneyfication* of the World (Dec. 13 – 15)

Many scholars claim that contemporary tourists take part in something called "post-tourism" in which the travelers "play tourist games," reveling in the act of touring rather than in the tourist site/sights themselves. This week we bring our study of tourism into the present, looking back over where we've been and asking where we're going.

Reading:

Malcolm Crick. "Representations of International Tourism in the Social Sciences: Sun, Sex, Sights, Savings, and Servility" in *Annual Review of Anthropology*, Vol. 18 (1989), 307-344.

George Ritzer and Allan Liska. "McDisneyization' and 'Post-Tourism;
Complementary Perspectives on Contemporary Tourism," in Chris Rojek and
John Urry (eds.), *Touring Cultures: Transformations of Travel and Theory* (New
York and London: Routledge, 1997), 96-112.

The "Biggie" is Due 12/15