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 popular attitudes 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.
TEXTS


Reading packet (available at the UNE bookstore).

Additional readings are available for download, either directly from websites listed in the course schedule or in the “Shared Files” section for this course in myUNE.

OBJECTIVES

This course has three primary objectives:

1. To continue developing critical thinking and writing skills, as well as the ability to “think historically”;

2. To begin acquiring research skills and the ability to develop theoretically informed approaches for understanding the past;

3. To gain an understanding of the history of modern tourism, as well as of related subjects such as museum design, preservation, landscape aesthetics, “heritage,” etc.

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REQUIREMENTS

Attendance and Participation  25% of overall grade

We will have group discussions each day. Discussion is required and you should come prepared to participate—this means that you must complete the assigned reading before class.

You will find discussion to be both challenging and fun. Actively taking part is essential to your success in this course, as well as to the achievement of your peers. Do not be afraid to
voice your opinions or to take intellectual risks—that is what discussion is all about.

Please note that most weeks include both assigned and suggested reading. **You do not need to read the suggested readings as these are primarily provided to assist you with your research paper** (see below), both as a starting point for your research and as a font of ideas for possible topics. I have included further tourism-related titles in a list at the end of this syllabus.

**Research Paper**

*30% of overall grade*

**Due December 12, 2008**

Over the course of this semester, you will engage in an extended research paper of 14-18 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.

As noted, you should choose any tourism-related research topic that particularly interests you, however you need to think carefully about the feasibility of your project (Professor Zuelow will assist you with this). Here are some sample topics to get you started:

- The development of tourism in any Maine tourist center
- The development of beach tourism in Southern Maine
- Civil War battlefield tourism
- History of the Freedom Trail in Boston
- Cemeteries and nineteenth-century travel
- Reporting on tourism: development of the New York Times travel section
- “What Ought to be Seen?”: guidebook suggestions over time
- Insanity as a tourist site: madness and nineteenth-century British and American travel
- Emily Dickinson’s use of travel metaphor (you might also explore 18th/19th century travel painting or any other author’s use of travel/tourism)
- Frederick Law Olmstead and the origin of modern parks
- The impact of tourism on local communities
- “Black spot” tourism
Oral Presentation
10% of overall grade

Each student will offer an oral presentation of his/her work to the class. Presentations will be 10-15 minutes in length and will be followed by 5-10 minutes of questions. Presentations will take-up the last several weeks of class, beginning on November 19. Professor Zuelow will draw names from a hat to determine the presentation schedule.

Mid-Term Examination
15% of overall grade

To be handed out on November 3; Due on November 12, 2008

Students will be given a take-home examination at the end of class on November 3, 2008. This exam consists of one essay question. Your essays will be due at the beginning of class on November 12, 2008.

Brainstorming Exercise
10% of overall grade

Due September 22, 2008

Write a summary of the topic that you intend to cover in your research paper. Try to think through how you will attempt to conduct your research, what problems you expect to find, and what you anticipate learning.

Book Review
10% of overall grade

Due October 22, 2008

Your larger research project requires that you familiarize yourself with some of the relevant “secondary” literature concerning your topic. Write a 1-2 page book review of the most important book or article that you have encountered in your research.

Outline/Introduction
Included in participation grade.

Due November 17, 2008

By this stage you should have started writing your final paper—filling in bits and pieces of research as you go. Although it will not be graded, you must hand-in a relatively complete introduction and the most complete outline/draft possible. The more you can provide to Professor Zuelow, the more helpful the feedback that he will be able to provide.

Rough Draft
Included in participation grade.

Due November 19, 2008

Each student is required to hand in a rough draft of his or her paper. It is to your benefit to hand in the most complete draft possible so that Professor Zuelow will be able to provide you the maximum feedback.

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POLICIES

Late Assignments
All papers must be handed in on the day that they are due. This must be done IN CLASS. No late papers will be accepted.

Having said this, if an unforeseen problem arises, please contact me as soon as possible and we will work something out. Please be prepared to provide a doctor’s note, obituary, or other paperwork as needed.

Cell Phones & Other Electronics
Cellular phones, MP3 players, and other electronic devices (excluding laptops) are distracting to others and are therefore not acceptable in the classroom.

If you would like to take notes on a laptop, please feel free to do so.

Plagiarism:
Plagiarism represents serious academic misconduct. As per UNE guidelines, students who steal the words or ideas of another party will be referred to the Dean for disciplinary action.

The University of New England defines plagiarism as:

a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; or

b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

—Student Handbook, pp. 33-34

You can learn much more by consulting the following:

http://www.une.edu/library/resguide/default.asp

If you have any questions about how to properly cite sources, please contact me.
WEDNESDAY, SEPTEMBER 3, 2008

In addition to the usual first day introductions, both to the course/requirements and to one another, I will briefly discuss the reasons that tourism is such a rapidly growing area of scholarship.

Lecture: Introductions

Reading:

No Reading Assignment.

MONDAY, SEPTEMBER 8, 2008

Today we will explore why most scholars view tourism as a modern phenomenon with its roots only in the eighteenth century.

Lecture: The Pre-History of Modern Tourism

Reading Assignment:


Suggested Reading:


WEDNESDAY, SEPTEMBER 10, 2008

Most historians agree that the Grand Tour is the mother of modern tourism. Today we will examine the origins of the Grand Tour, its stated goals, and how it gave birth to the idea that travel and hedonism should be joined.

Lecture: Origins of the Grand Tour

Reading Assignment:

**Suggested Reading:**


**MONDAY, SEPTEMBER 15, 2008**

At its height, the Grand Tour combined new regimes of consumption with travel. After a brief discussion of the genealogy of consumption we will examine how the Grand Tour finally morphed into modern tourism.

*Lecture II:* The Grand Tour, Part Deux

*Reading Assignment:*


**WEDNESDAY, SEPTEMBER 17, 2008**

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. Today we will examine how changing ideas about science started to make mountains appealing.

*Lecture:* The Lure of High Places: Science

*Reading Assignment:*


*Suggested Reading:*


It was not enough for mountains to be scientifically interesting, they also needed to be attractive and health-giving. Today we will explore how Edmund Burke's notion of the “sublime and beautiful” helped make mountains a healthful alternative to Europe’s heavily polluted and rapidly growing cities.

**Lecture:** The Lure of High Places: Aesthetics

**Reading Assignment:**


**Suggested Reading:**


While a new aesthetics and taste for travel was accessible to the very wealthy, early tourism was far too time consuming and expensive for most people. Today we will see how the development of railways changed the situation and helped to make tourism affordable for the masses.

**Lecture:** The Birth of Railways

**Reading Assignment:**


**Suggested Reading:**


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**MONDAY, SEPTEMBER 29, 2008**

After the birth of railways it was not long before trains moved to the center of a growing travel industry. Specifically, we’ll look at how a Baptist missionary’s effort to transport a large number of people to a temperance meeting at Loughborough sparked the creation of the world’s largest travel agency and completely redefined the way people traveled. Not only did Cook’s success spawn a proliferation of “package tour” companies, but his efforts also opened the world of travel to women, previously believed unsuited to serious adventure.

**Lecture:** Thomas Cook and Sons and the Rise of Mass Travel

**Reading:**


**Our trip to Boston will take place on either September 27th or October 4th. We will discuss this in class as I finalize details with the Freedom Trail Foundation.**

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**WEDNESDAY, OCTOBER 1, 2008**

For most Europeans beaches were terrifying places before the mid-eighteenth century. Today we will examine how beaches were transformed into inviting and health-giving places from their earlier status of transitory zones between heaven and hell.

**Lecture:** The Lure of the Sea

**Reading:**


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**MONDAY, OCTOBER 6, 2008**

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. Today we examine the changing face as seaside resorts, bathing rituals, seaside amusements and social class, and the impact of seaside resorts on the face of modern travel.

**Lecture:** Blackpool and the Seaside Holiday

**Reading Assignment:**

Löfgren, 213–239.

**Suggested Reading:**


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**Wednesday, October 8, 2008**

Armed with our knowledge of English seaside resorts during the late nineteenth and early twentieth centuries, today we will spend the afternoon wandering through Old Orchard Beach. How similar, or different, is this community than what we have read about?

**Lecture:** Fieldtrip to Old Orchard Beach

**Reading Assignment:**


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**Monday, October 13, 2008**

Efficient transportation is vital to the success of mass tourism, especially for long haul tourism. Today we will explore the history of trans-Atlantic ocean travel.

**Lecture:** Steamships

**Reading Assignment:**

Löfgren, 155–209.

**Suggested Reading:**


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**Wednesday, October 15, 2008**

Although steamships made trans-Atlantic travel possible on a large scale, such trips were expensive and time consuming. Air travel helped to democratize trans-Atlantic travel, but it took time. Today we explore the evolution of long-haul airliners.

**Lecture:** Air Travel
Reading Assignment:


Monday, October 20, 2008

American tourism began to come of age during the nineteenth-century, especially in New England and up-state New York. Indeed, Americans so took to tourism that the tourist experience and the American landscape soon became important cornerstones of American national identity. Today we will discuss how American tourism developed from a kind of secular pilgrimage into a mass phenomenon.

Lecture: Nineteenth-Century American Tourism—Visiting the Sacred

Reading Assignment:


Suggested Reading:


Wednesday, October 22, 2008

The landscapes preserved in America's National Parks stand as symbolic representations of American identity—but where did they come from? How did they develop? What role did automobiles play in
their evolution? Today we will examine the origin of America's parks while also following the profound impact of the automobile on American travel.

**Lecture:** National Parks, Seeing America First, and the Rise of Automotive Travel

**Reading Assignment:**

Brown, 105-218.

**MONDAY, OCTOBER 27, 2008**

Most of the time we think of tourism either as a way to make money or a way to escape the day-to-day grind of making money. Tourism might mean sitting on a beach or going to a museum, but we seldom think that there might be a political agenda behind our hedonism. For many governments during the twentieth century, tourism was about political indoctrination and cultural propaganda. Today we will examine how the National Socialist Democratic Party used tourism as a means of educating the German people to be good Nazis.

**Lecture:** The Politics of Tourism I: Kraft durch Freude

**Reading Assignment:**


**Suggested Reading:**


**WEDNESDAY, OCTOBER 29, 2008**

The politics of tourism extends far beyond the fascist states of the interwar years. Today we will discover the politics of Irish tourism.

**Lecture:** The Politics of Tourism II: Irish Tourism

**Reading Assignment:**


Suggested Reading:


Monday, November 3, 2008

Olvar Löfgren does a nice job of pointing out the importance of “telling stories” about tourism. Such tales are told in many ways, including both travel writing and photography. After a lecture discussing visual culture and tourism, we will discuss travel writing and tourist photography. In particular, we will apply Cronin’s concept of “intersemiotic translators” to understand the adventure described by Tony Hawks and the photographs discussed by Alistair Durie.

Lecture: Visual Culture and Tourism

Reading Assignment:


**Suggested Reading:**


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**WEDNESDAY, NOVEMBER 5, 2008**

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, while also thinking about the “language” of heritage—how is the past presented to tourists and why?

**Lecture:** Heritage Tourism

**Readings:**


**Suggested Reading:**


SATURDAY, NOVEMBER 8, 2008

Today we will venture south to York Village to visit several buildings in the Old York Museum complex (you may wish to re-read chapter 6 of Dona Brown’s book to prepare), including the Old Gaol. After our tour, we will meet with one of the museum curators to discuss how the Old York Historical Society goes about determining museum narratives, organizing tours, and maintaining the various buildings associated with the site.

Lecture: Museum Fieldtrip

Reading Assignment:


WEDNESDAY, NOVEMBER 12, 2008

Tourists have gotten a tremendous amount of bad press, accused of mindlessly following a “beaten path” on the one hand while undermining indigenous cultures on the other. How should we understand tourists? What impact (if any) do they have on “authentic” cultures?

Lecture: No lecture, discussion only.

Reading Assignment:


Suggested Reading:


**MONDAY, NOVEMBER 17, 2008**

If “hosts” perform for tourists on a daily basis, do they eventually begin to believe their own act? Does tourism undermine native culture? Behind the glitz and glamour associated with exotic resorts, are more people harmed than helped? Today we will consider the impact of tourism.

**Lecture:** The Impact(s) of Tourism

**Reading Assignment:**


**WEDNESDAY, NOVEMBER 19, 2008**

**Lecture:** Student presentations

**MONDAY, NOVEMBER 24, 2008**

**Lecture:** Student presentations

**WEDNESDAY, NOVEMBER 26, 2008**

NO CLASS: Thanksgiving Holiday
**Monday, December 1, 2008**

*Lecture:* Student presentations

**Wednesday, December 3, 2008**

*Lecture:* Student presentations

**Monday, December 8, 2008**

*Lecture:* Student presentations

**Wednesday, December 10, 2008**

Today we will talk informally about what we’ve learned and about your thoughts both on the history of tourism and the course as a whole.

*Lecture:* Final Thoughts

*Listening Assignment:*


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**Further Publications on Tourism**

The following lists are *far* from complete, but they should help get you started.

**Books**


**JOURNALS**

Numerous scholarly journals publish articles on tourism and travel. Just a few such journals include: *Social History, American Historical Review, History and Memory, Eire-Ireland, New Hibernia Review, Scottish Affairs, Progress in Human Geography,* and *Journal of Contemporary History*. There are also a growing number of journals that exclusively address tourism and travel, both from an industry and a scholarly perspective. Some of these include:

- *Annals of Tourism Research*
- *International Journal of Tourism Research*
- *Journal of Heritage Tourism*
- *Journal of Park and Recreation*
- *Journal of Sport Tourism*
The Internet should also prove a fruitful resource. Here is a small sample of available sites:

**Association for Tourism and Leisure Education (ATLAS)** ([www.atlas-euro.org](http://www.atlas-euro.org)): ATLAS was established in 1991 to develop transnational educational initiatives on tourism and leisure. This site provides a forum to promote staff and student exchange, transnational research and to facilitate curriculum and professional development. The group has members in more than 70 countries.


**H-Travel** ([http://www.h-net.org/~travel/](http://www.h-net.org/~travel/)): H-Travel is a network for the academic discussion of the history of travel and tourism. The focus is on the history of travel and tourism from the earliest beginnings through the present and future, throughout the world and beyond. The languages of communication for the list are English, French, German, and Spanish.

**Tourism Research** ([http://www.ratztamara.com/tourism.html](http://www.ratztamara.com/tourism.html)): A variety of articles/papers related to tourism, travel, heritage, and ecotourism. The site also includes a number of tourism links.

**The Travel and Tourism Research Association** ([http://www.ttra.com/](http://www.ttra.com/)): The Travel and Tourism Research Association is a professional organization comprised of providers and users of travel and tourism research, and serves as a primary resource to the travel and tourism industry.

**Travel, Tourism, and Urban Growth in Greater Miami: A Digital Archive** ([http://scholar.library.miami.edu/miamidigital/](http://scholar.library.miami.edu/miamidigital/)): Fascinating collection of material.