

HST 270: Global Issues in Historical Perspective: Tourism

Fall 2013

Class Times: Tuesdays and Thursdays 9:30-10:45 in Morton 209

Instructor: Tammy S. Gordon, Ph.D.

Office: 264 Morton Hall

E-mail: gordont@uncw.edu

Course Page: <http://people.uncw.edu/stonegordont/HST270>

Skype: UNCWPUBLICHistory (during office hours)

Office hours: Tuesdays 11:00-1:00, Wednesdays 9:00am-1:00pm
and other times by appointment

Purpose

According to the United Nations World Tourism Organization, international tourism receipts in 2010 totaled the equivalent of \$919 billion US dollars.¹ What historical events and processes led to the growth of this practice and the industries designed to support it? This course provides instruction for an exploration of the history of tourists and the industries and communities who hosted them. It analyzes the role of tourism in the major historical events and processes of the modern world, including industrialization and the growth of leisure, nation building, imperialism, war, decolonization, and the development of mass culture.

While much of this class will consist of a lecture format, it will also require students to be active participants in discussion and other activities. It is difficult to understand the history of tourism without moving about.

Learning Outcomes

By the end of this course, you will be able to:

- Identify the key themes in the history of tourism as they relate to social, political, economic, and cultural processes and events in global history
- Effectively evaluate and analyze primary sources and place them in their historical contexts

This course meets departmental and University Studies Learning goals as described on the History Department Learning Outcomes page:

<http://uncw.edu/hst/majors/learninggoals.html>

Additionally, this course fulfills the University Studies “Living in a Global Society” requirement. As such, its outcomes are that you will be able to:

- GS 1. Demonstrate knowledge of global issues, processes, trends, and systems.
- GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives

¹ National Trust for Historic Preservation, “Cultural Heritage Tourism 2011 Fact Sheet,” <http://www.preservationnation.org/issues/heritage-tourism/>, [accessed June 6, 2011]. ² United Nations World Tourism Organization, “International Tourism: First Results of 2011 Confirm Consolidation of Growth,” <http://media.unwto.org/en/press-release/2011-05-11/international-tourism-first-results-2011-confirm-consolidation-growth> [accessed June 6, 2011].

- to think critically and solve problems.
- GS 3. Accept cultural differences and tolerate cultural ambiguity.

Required Readings

Books:

Matsuo Basho, *The Narrow Road to the Deep North and Other Travel Sketches*
 Bentley and Ziegler, *Traditions and Encounters: A Global Perspective on the Past, Vol. 2 From 1500 to the Present* (5th edition)

Additional readings are available as PDFs on the course page:

“An Excursion to Blackpool.” *Victorian Popular Culture* database, UNCW Randall Library.

Hartman, Saidiya. “Markets and Martyrs,” from *Lose Your Mother: A Journey Along the Atlantic Slave Route*, (New York: Farrar, Starus, and Giroux, 2007): 49-75.

Lyth, Peter. “‘Think of her as your mother’: Airline advertising and the stewardess in America, 1930–1980.” *Journal of Transport History*. 30, no. 1: 1-18.

Schwartz, Steven. “The Unbearable Lightness of Not Being There.” *The Massachusetts Review*, 53, No. 1 (Spring 2012): 54-65.

Towner, John, *An Historical Geography of Recreation and Tourism in the Western World, 1540-1940* (Chichester and New York: John Wiley & Sons, 1996): 53-64, 139-147 and 167-194.

Web sites:

Global Sustainable Tourism Council, “International Standards: Creating Universal Principles,” <http://www.gstcouncil.org/gstc-objectives/gstc-international-standards.html>

International Coalition of Sites of Conscience, <http://www.sitesofconscience.org/>
 “Politics of a Massacre,” <http://core.ecu.edu/umc/wilmington/>

Vintage Vacation Photos, <http://vintagevacationphotos.com/>

Upton, Dell. “African-American Monuments and Memorials,” Commemorative Landscapes of North Carolina,
<http://docsouth.unc.edu/commland/features/essays/upton/>

Assignments and Grading

This course is worth 100 points, which will be assigned according to:

Essay One	20
Essay Two	20
Essay Three	20
Quizzes	20
Final Exam	20

Essays will be focused on the primary sources (*Narrow Road to the Deep North*, *Excursion to Blackpool*, and *Vintage Vacation Photos*), while the quizzes will cover the readings in Bentley and Ziegler, the articles and excerpts, and course lectures. The final exam will be comprehensive.

Final grades will be determined on the following scale:

Percentage	Grade
96-100	A
90-95	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-

Honor Code and Plagiarism

All members of UNCW's community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will not be tolerated in this class. Please be especially familiar with UNCW's position on plagiarism as outlined on in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. Here are some examples of plagiarism:

1. You write about someone else's work in your paper and do not give them credit for it by referencing them.
2. You give a presentation and use someone else's ideas and do not state that the ideas are the other persons.
3. You get facts from your textbook or some other reference material and do not reference that material.

Services for Students with Disabilities

Students with diagnosed disabilities should contact the Office of Disability Services (962-7555). Please give me a copy of the letter you receive from Office of Disability Services detailing class accommodations you may need.

Statement regarding the use of personal electronics

Turn off your phones prior to class and stow them in your bags. If you take notes using a laptop, please sit at the back of the room to avoid distracting others.

Schedule

Tourism Before the Age of Industrialization

August 22: Course Introduction

August 27: Travel in the Early Modern Era; read Bentley and Ziegler, 465-480

August 29: Global Trade; read Bentley and Ziegler, 481-491.

September 3: Travel and Pilgrimage in Asia; read Bentley and Ziegler, 571-585; **Quiz on course content August 27 and 29 (5 points)**

September 5: Art and Travel in Unified Japan; read Bentley and Ziegler, 585-593 and Basho, 97-108. Before class, do the activity *Basho's Haiku and the Travel Landscape* from the Activities section of the syllabus.

September 10: Read Basho, 109-143

September 12: **Essay One Due**; Introduction to Tourism in the Age of Empire

Tourism in the Age of Empire

September 17: Nation States; read Bentley and Ziegler, 621-648

September 19: Tourism and the Industrial Revolution: Steam and Rail; read Bentley and Ziegler, 651-674

September 24: Empire Building; read Bentley and Ziegler, 731-756

September 26: The Grand Tour; **quiz on course content September 17-September 26 (5 points)**

October 1: The Growth of Spa Resorts; read Towner 53-64

October 3: Landscape and Seaside Tourism; read Towner 139-147 and 167-194

October 8: **Essay Two Due**; Introduction to the Expansion of the Leisure Economy: Automobility

October 10: Fall break. Do something touristy.

The Growth of the Leisure Economy

October 15: Tourism and Political Identity; read Bentley and Ziegler, 813-820

October 17: Anthropological thought and tourism; red Bentley and Ziegler, 820-832. Before class, do the activity described on *The Tourist as Participant Observer* in the Activities section of the syllabus. Be ready to discuss this activity in class.

October 22: Tourism and World War II; read Bentley and Ziegler, 835-853; **Quiz on course content October 1-October 22 (5 points)**

October 24: Tourism and the Cold War; read Bentley and Ziegler 853-862; before class, visit Federal Point History Center to see exhibit *Development Through Leisure*, visit the

Carolina Beach Boardwalk, and do the activity *Carolina Beach in the Cold War Era* described in the Activities section of this syllabus.

October 29: Air Travel; read Lyth, 1-21

October 31: **Essay Three Due:** Introduction to tourism in a postcolonial world

Technology and the Experience Economy

November 5: Tourism, Consumerism, and the End of Empire; read Bentley and Ziegler, 865-889

November 7: Sites of Conscience and Grief Tourism; read Schwartz, 54-65 and Dell Upton, <http://docsouth.unc.edu/commland/features/essays/upton/>. Before class, visit the 1898 Memorial and complete the worksheet *Sites of Conscience: The 1898 Memorial* before class.

November 12: Slavery and historical memory; read Bentley and Ziegler, 549-569

November 14: Roots Tourism and Public Dialogue on Identity; read Saidiya Hartman, "Markets and Martyrs," from *Lose Your Mother: A Journey Along the Atlantic Slave Route*, pages 49-75. **Quiz on course content October 24-November 24 (5 points)**

November 19: Sustainable Tourism; read Global Sustainable Tourism Council, "International Standards: Creating Universal Principles," <http://www.gstcouncil.org/gstc-objectives/gstc-international-standards.html>

November 21: Tourism and the Growth of the Global Economy; read Bentley and Ziegler, 891-916

November 26: Mobility and the Digital Age; read Bentley and Ziegler, 917-921

November 28: No class: Thanksgiving Holiday

December 3: Exam Review

Tuesday, December 10, 9am-11am: Final Exam

HST 270 Activities

Contents

1. *Basho's Haiku and the Travel Landscape* for discussion on September 5
2. *The Tourist as Participant-Observer* for discussion on October 17
3. *Carolina Beach in the Cold War Era* for discussion on October 24
4. *Sites of Conscience: The 1898 Memorial* for discussion on November 7

Activity 1

Basho's Haiku and the Travel Landscape

Basho's poetry was deeply connected to contemplation of the environments he encountered through travel. He wrote "Go to the pine if you want to learn about the pine, or to the bamboo if you want to learn about the bamboo. An in doing so, you must leave your subjective pre-occupation with yourself" (33).

For this exercise, you will take inspiration from Basho and travel to "the Lakes"—the three ponds surrounded by Morton, Leutze, the Chancellor's Walk, the Fisher Center, and the Randall Library. Working independently, you will spend time carefully observing the sights, sounds, textures, and smells of this part of the UNCW environment. Decide on one element you find and explain this feature with a haiku poem.

The following method may be helpful. Remember, haiku consists of three lines, with line one in five syllables, line two in seven, and line three in five.

1. Like Basho, shed the material trappings! Please leave backpacks, phones, books, etc somewhere else. Take only this paper and a writing utensil.
2. Write down what you see, hear, touch, and smell as you wander around the Lakes, like this:
 - a. Skateboard wheels thunder on boards
 - b. Student on phone
 - c. Yellow flowers nodding
 - d. Slimy back turtle
3. Next, think of the impression you get when two or more of these things are combined: When the skateboarder flew by, the lone yellow flower nodded. Then the slimy-backed turtle slid into the pond.
4. Now, take this sentence and condense it so that it gives the essence of your impression of the environment:

The skateboard thundered

As the slime-backed turtle dove

Near nodding flowers

5. Bring your haiku to class and prepare to discuss it.

Activity 2

The Tourist as Participant-Observer

By participating in a social activity from a culture different from your own, you will explore the complexity of the participant/observer approach to tourism taken by a number of travel writers from the nineteenth century until today.

Procedure

1. Before class, you will need to participate in a social activity (religious service, pow wow, sporting event, dance, organizational meeting, etc) with a culture you identify as different from your own. Be sure to contact organizers of the event to ask if your participation is welcome, and participate fully and respectfully in the event.
2. After you've participated in the event, write down the following in preparation for class discussion:
 - a. Describe the activity and how it represents a culture different from your own.
 - b. How would you explain your experiences in this activity to people whom you consider to be of your own cultural experience?

Activity 3

Carolina Beach in the Cold War Era

By exploring the buildings and landscapes of the past, you will analyze the activities of seaside touristic leisure in the United States South in the mid-20th century.

Procedure

Before class, visit the historic boardwalk area of Carolina Beach (Carolina Beach Ave S. & Harper Ave, Carolina Beach, NC, 28428) and the Federal Point History Center (1121 N Lake Park Blvd Carolina Beach, NC 28428).

1. What about these spaces (their arrangement, their features) gives clues as to their historic uses? What meanings do you think these spaces had for people in the middle of the 20th century? You are welcome to photograph architectural or landscape details to share with the class.
2. Next, visit the Federal Point History Center to explore the exhibit *Development Through Leisure*. Take your photo with one of the re-created photo props. Why do you think this type of photography was so popular?
3. Record the answers to these questions and bring them to class for discussion.

Activity 4

Sites of Conscience: The 1898 Memorial

Visit the 1898 Memorial located at 1018 N. Third Street at the intersection of Third and Davis streets in Wilmington, NC 28401.

Art historian Dell Upton has written “while the Wilmington monument escapes the traditional Euro-American monumental vocabulary, its creators seem to have settled for a kind of cultural stereotype rather than confronting the difficult task of commenting metaphorically on the events of 1898.” Look carefully at the monument and its setting. Do you agree with Upton? Why or why not? Do you think this monument functions effectively as a site of conscience? Why or why not?

For reference, examine “Politics of a Massacre,” <http://core.ecu.edu/umc/wilmington/> and the International Coalition of Sites of Conscience web site, <http://www.sitesofconscience.org/>

HST 270 Essay Assignments

Contents

1. *Basho's Japan* due September 12
2. *An Excursion to Blackpool* due on October 8
3. *The Tourist Photo* for discussion on October 31

Essay One: Basho's Japan

In his travel narrative *The Narrow Road to the Deep North*, Basho used a combination of prose and poetry. How do you think his choice of forms affected his understanding of his environment?

Your essay should include a title, an introduction, a thesis statement that answers the question above, a detailed analysis of Basho's travel environment in historical context, and a conclusion. It should be between 4-5 pages, exclusive of bibliography, and use 12 point Times New Roman font and one-inch margins.

Be sure to cite specific examples from *The Narrow Road to the Deep North* and provide historical context from Bentley and Ziegler. To quote or paraphrase Basho, Bentley and Ziegler, use the Bibliography/Notes System as described by Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th Ed.).

This paper is due before 9:00am on September 12. It should be uploaded as a Microsoft Word file to the folder "Basho" on the course page. Late papers will not be accepted. When naming your file, use the following formula:

HST270_Basho_YourLastName

This essay will be graded on the following:

- (2) *Introduction* (previews main arguments and paper organization) _____
- (2) *Thesis Statement* (stands out clearly in introduction, arguable, not overly obvious, answers question, clearly based on evidence) _____
- (10) *Evidence and Argument* (primary sources analyzed with clarity, secondary sources used appropriately, main arguments support thesis) _____
- (4) *Style* (sentences written with clarity, paragraphs organized effectively) _____
- (2) *Grammar, Mechanics, Punctuation* (correct usage and grammar, Chicago Style)

TOTAL _____/20

Essay Two: An Excursion to Blackpool

At the dawn of the automobile era, English travelers could draw on a well-developed tourist infrastructure of railways, steamers, hotels, restaurants, and places of amusement. Carefully examine the *Bass, Ratcliff & Gretton Excursion to Blackpool* guidebook paying close attention to the ways in which the book reveals clues about the tourist infrastructure of England in the early 20th century. Choose one feature of the tourist infrastructure, such as bathing machines, the classed ticket structure, or rail stations, to examine in detail. What does this feature reveal about tourism in English society?

Your essay should include a title, an introduction, a thesis statement that answers the question above, a detailed analysis of historical context, and a conclusion. It should be between 4-5 pages, exclusive of bibliography, and use 12 point Times New Roman font and one-inch margins.

Be sure to cite specific examples from *Excursion to Blackpool* and provide historical context from Bentley and Ziegler and Towner. To quote or paraphrase any of your sources, use the Bibliography/Notes System as described by Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th Ed.).

This paper is due before 9:00am on October 31. It should be uploaded as a Microsoft Word file to the folder “Excursion” on the course page. Late papers will not be accepted. When naming your file, use the following formula:

HST270_Excursion_YourLastName

This essay will be graded on the following:

- (2) *Introduction* (previews main arguments and paper organization) _____
- (2) *Thesis Statement* (stands out clearly in introduction, arguable, not overly obvious, answers question, clearly based on evidence) _____
- (10) *Evidence and Argument* (primary sources analyzed with clarity, secondary sources used appropriately, main arguments support thesis) _____
- (4) *Style* (sentences written with clarity, paragraphs organized effectively) _____
- (2) *Grammar, Mechanics, Punctuation* (correct usage and grammar, Chicago Style) _____

TOTAL _____/20

Essay Three: The Tourist Photo

Both cameras and air travel became more accessible following post World War II, and like their counterparts of earlier eras, tourists in this period returned from journeys with new cultural capital. Their photographs documented not just where they went and what they saw but also how they wanted others to understand their experiences.

For essay three, choose a “trip” from the collection Vintage Vacation Photos, available at <http://vintagevacationphotos.com/>. Examine the photos carefully, noting what the tourist decided to capture in the lens (or what the tourist decided not to capture). What do you think this tourist wanted to others to understand about this trip and the tourist(s) who took it?

Your essay should include a title, an introduction, a thesis statement that answers the question above, a detailed analysis of the historical context, and a conclusion. It should be between 4-5 pages, exclusive of bibliography, and use 12 point Times New Roman font and one-inch margins.

Be sure to cite specific examples from *Vintage Vacation Photos* and provide historical context from Bentley and Ziegler and Lyth. To quote or paraphrase any sources, use the Bibliography/Notes System as described by Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th Ed.).

This paper is due before 9:00am on September 12. It should be uploaded as a Microsoft Word file to the folder “Tourist Photos” on the course page. Late papers will not be accepted. When naming your file, use the following formula:

HST270_Tourist_YourLastName

This essay will be graded on the following:

- (2) *Introduction* (previews main arguments and paper organization) _____
- (2) *Thesis Statement* (stands out clearly in introduction, arguable, not overly obvious, answers question, clearly based on evidence) _____
- (10) *Evidence and Argument* (primary sources analyzed with clarity, secondary sources used appropriately, main arguments support thesis) _____
- (4) *Style* (sentences written with clarity, paragraphs organized effectively) _____
- (2) *Grammar, Mechanics, Punctuation* (correct usage and grammar, Chicago Style)

TOTAL _____/20