

***HST 295: Contemporary Issues in Historical Context: International Heritage Tourism***  
Fall 2011

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Course Page: <http://people.uncw.edu/stonegordont/HST295>

Skype: UNCWPublicHistory (during office hours)

Office hours: Wednesdays 9:00am-1:00pm, Thursdays 2:00pm-4:00pm and other times by appointment

***Purpose***

The National Trust for Historic Preservation defines heritage tourism as “traveling to experience the places and activities that authentically represent the stories and people of the past and present. It includes irreplaceable historic, cultural, and natural resources.”<sup>1</sup> According to the United Nations World Tourism Organization, international tourism receipts in 2010 totaled the equivalent of \$919 billion US dollars.<sup>2</sup> 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 historic sites, museums, and communities who hosted them. It analyzes the historical background of the contemporary phenomenon of international heritage tourism.

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, for the history of tourism is the history of learning through physical movement across spaces and through experiences.

***Learning Outcomes***

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

- Identify the key themes in the history of heritage 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

***Required Readings***

Matsuo Basho, *The Narrow Road to the Deep North and Other Travel Sketches*

Mark Twain, *Innocents Abroad*

Freya Stark, *Baghdad Sketches*

Saidiya Hartman, *Lose Your Mother: A Journey Along the Atlantic Slave Route*

Bentley and Ziegler, *Traditions and Encounters: A Global Perspective on the Past, Vol. 2 From 1500 to the Present* (5<sup>th</sup> edition)

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<sup>1</sup> National Trust for Historic Preservation, “Cultural Heritage Tourism 2011 Fact Sheet,” <http://www.preservationnation.org/issues/heritage-tourism/>, [accessed June 6, 2011].

<sup>2</sup> 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].

### ***Assignments and Grading***

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

|             |    |
|-------------|----|
| Essay One   | 20 |
| Essay Two   | 20 |
| Essay Three | 20 |
| Essay Four  | 20 |
| Quizzes     | 20 |

Essays will be focused on the primary sources (Basho, Twain, Stark, and Hartman), while the quizzes will cover the readings in Bentley and Ziegler and course lectures.

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***

Cell phone use will not be tolerated in this class. Turn off your cell phones prior to class. If your cell phone rings, Dr. Gordon will answer it for you. Refusal to identify the source of the ringing will result in dismissal from class from that day with loss of class notes for the entire class. Laptops or other portable electronic devices will not be allowed.

***Schedule***

*The Roots of Heritage Tourism*

August 25: Course Introduction

August 30: Travel in the Early Modern Era; read Bentley and Zeigler, 465-480

September 1: Global Trade; read Bentley and Ziegler, 481-491. Visit to *Land of the Longleaf Pine* at the Cape Fear Museum. Meet at pillars between Morton and Luetze precisely at 12:30. A white van will pick you up and return to same location at 1:45.

September 6: Travel and Pilgrimage in Asia; read Bentley and Ziegler, 571-585 and review for quiz; **Quiz on course content August 30 and September 1 (5 points)**

September 8: Art and Travel in Unified Japan; read Bentley and Zeigler, 585-593 and Basho, 97-108

September 13: Read Basho, 109-143

September 15: **Essay One Due**; Introduction to Heritage Tourism in the Age of Empire

*Heritage Tourism in the Age of Empire*

September 20: Nation States; read Bentley and Zeigler, 621-648

September 22: Tourism and the Industrial Revolution: Expositions: read 651-674

September 27: Empire Building; read 731-756

September 29: The Grand Tour; read Twain, 3-97 and review for **quiz on course content September 15-September 27 (5 points)**

October 4: Read Twain, 98-217

October 6: Read Twain, 218-317

October 11: Fall Break (finish Twain)

October 13; **Essay Two Due**; Introduction to the Growth of the Leisure Economy

*The Growth of the Leisure Economy*

October 18: Tourism and Political Identity; read Bentley and Ziegler, 813-820

October 20: Anthropological thought and its effect on tourism; red Bentley and Ziegler, 820-832

October 25: World War II ; read 835-853

October 27: Case Study: Baghdad Archaeological Museum/National Museum of Iraq;  
**Quiz on course content October 18-October 25 (5 points)**

November 1: Read Stark, ix-42

November 3: Read Stark, 43-90

November 8: Read Stark, 91-177

November 10: **Essay Three Due:** Introduction to post WWII history

*Heritage, Technology, and the Experience Economy*

November 15: World Wars, UNESCO and World Heritage Sites; read Bentley and Ziegler, 853-862

November 17: Tourism, Consumerism, and the End of Empire; read Bentley and Ziegler, 865-889

November 22: Sites of Conscience and Grief Tourism; Case Study: Cape Coast Slave Castle; read Bentley and Ziegler, 549-569

November 24: Thanksgiving Break

November 29: “Roots” Tourism and Public Dialogue on Identity; **Quiz on course content November 10-November 22 (5 points)**

December 1: Read Hartman, 1-177

December 6: Read Hartman, 178-235

Thursday, December 15, 11:30-2:30: **Essay Four Due**