

Spring 2019

# Holidays In The Empire (HIST 32) Syllabus

Megan Brown

*Swarthmore College*, [mbrown4@swarthmore.edu](mailto:mbrown4@swarthmore.edu)

Follow this and additional works at: <https://works.swarthmore.edu/dev-dhgrants>

 Part of the [History Commons](#)

---

## Recommended Citation

Megan Brown. (2019). "Holidays In The Empire (HIST 32) Syllabus". *Holidays In The Empire*.  
<https://works.swarthmore.edu/dev-dhgrants/26>



This work is licensed under a [Creative Commons Attribution-Noncommercial 4.0 License](#)

This Syllabus is brought to you for free and open access by the Faculty Development at Works. It has been accepted for inclusion in Digital Humanities Curricular Development by an authorized administrator of Works. For more information, please contact [myworks@swarthmore.edu](mailto:myworks@swarthmore.edu).

## Holidays in the Empire (HIST 32)

Professor Megan Brown  
Office: Trotter 219  
Schedule: T, TH 1:15-2:30  
Room: Trotter 215

Office Hours: T, TH 2:45-4:45 or by  
appointment  
E-mail: [megan.brown@swarthmore.edu](mailto:megan.brown@swarthmore.edu)  
E-mail hours: M-F 9am-5pm

From seedy bars to holy sites, Europeans journeyed to colonized spaces to encounter people and places they would never see at home. This class examines how European peoples participated in the imperial project through their travels. It tackles a history of Europe and empire through different frameworks (Orientalism, gender studies...) and methods (mainly primary source analysis and Web-based tools). Students will examine how Europeans “experienced” empire through travel, including safaris, sex tourism, and mission work. This will include a brief study of European travel themes, such as the Grand Tour, transportation technology, and mass tourism, with our focus mainly on what happened when Europeans vacationed in “their” overseas holdings. As a class, we will also embark on an extended case study of Saharan travel, analyzing guidebooks on the subject and producing a Web site featuring original content and an interactive map.

### Learning Objectives:

1. Expand understanding of the histories of Europe, empire, and tourism.
2. Consider underlying questions related to the imperial gaze, the exercise of power, and the impact of modes of travel.
3. Improve ability to produce argument-driven academic writing, producing independent analysis of scholarly materials and crafting content for public consumption.
4. Approach primary and secondary sources with a confident and critical eye.
5. Gain confidence expressing ideas, opinions, and questions during class meetings.
6. Set challenging but attainable individual goals for academic excellence. What would you like to achieve in this class? We can meet to discuss what you would like to get out of this semester and how you can approach your objectives.

### Required Readings:

Students are expected to arrive in class having already read the material assigned for that day. We will discuss reading strategies early in the semester. Strong class participation necessitates an engagement with these texts.

Please acquire the following books (all other readings on Moodle):

- Muhammad Aş-Şaffār, *Disorienting Encounters: Travels of a Moroccan Scholar in France in 1845-1846* (Berkeley: University of California Press, 1992). ISBN: 9780520074620.
- Eric G.E. Zuelow, *A History of Modern Tourism* (London: Palgrave, 2016) ISBN: 9780230369658.

## The Guidebooks

Students will be divided into groups of three and assigned to one of the following guidebooks (all available online via Hathi Trust) for the duration of the semester:

- *Cook's Practical Guide to Algeria and Tunisia* (London: Thomas Cook & Son, 1908).
- J. C. Hyam, *The Illustrated Guide to Algiers and Algeria: A Practical Handbook for Travellers* (Algiers: Anglo-French Press Association, 1913).
- Robert Lambert Playfair, *Handbook (Murray's) for Travellers in Algeria And Tunis* (London: John Murray, 1895).

## Assessment:

### -Participation:

If you consistently contribute to class discussion, up to three points will be added to your final average. Poor attendance and/or disruptive classroom behavior (including inappropriate use of electronic devices) will result in up to three points deducted from your final average.

### -Short paper (1pm, Feb. 14):

Write 750-1000 words analyzing the front sections of your guidebook (generally speaking, this will include the front matter, geography, history, and phrase sections, though the books vary). Use the readings from Weeks 1-3 as an analytical frame (ex: look for evidence of orientalism or the imperial gaze). *Approx. 20% of final grade.*

### - Web entries (1pm, Throughout the semester):

Group members will take turns writing a 500-word Web entry each week, based on the weekly prompt. The entire group will workshop each entry ahead of its publication on the Web site. Students are encouraged to locate images from the guidebook or other public access images that could accompany the Web entry. Only the revised version will receive a grade (due one week after the initial due date). As a class we will discuss alternatives to the 500-word entry (such as voice recordings or Prezi presentations) that can be submitted to the site instead. *Approx. 30% of final grade (average of all individual entries).*

### -Group presentation (Week 14):

In the final week of class, each group will present on their guidebook and summarize their semester's work, focusing on a single route featured in the book as a lens through which to examine the book as a whole. A visual component of this presentation will be included on the Web site (Prezi, video, podcast, timeline, etc.). *Approx. 15% of final grade.*

### -Final paper (1pm, May 16):

Each student will write a 12-15 page paper. This can either be an analysis of a primary source on travel (not the one associated with their group work) or a more standard term paper on a topic related to this course's main themes. This analysis must engage with course readings, additional secondary material, and the content from the class Web site. *Approx. 35% of final grade.*

*Why "approx. X% of final grade?"* Because effort and improvement will be accounted for in the calculation of your final grade.

Please note the following:

- 1:01pm = half a letter grade deduction, 1:01pm the day *after* the due date = another half letter off, etc... Papers over four days late will not be accepted.
- Papers must be submitted via Moodle in .doc, .docx, or .pdf form ONLY. Please take technical timing into account and give yourself ample time to upload the attachment prior to the deadline. Note that submissions are automatically run through anti-plagiarism software. If you have any doubt about whether you successfully submitted via Moodle, immediately e-mail your assignment to me, as well.
- A guide to writing and citations will be distributed in class and uploaded to Moodle.
- All assignments will receive numerical grades, which correspond to letter grades: 96-100 = A; 90-95 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+ ... 60-62 = D; >60 = F.

### Campus Resources:

We all hit stressful points in the semester. To that end, in addition to my office hours, I would encourage you to keep in mind the variety of resources Swarthmore has to offer. As the Student Handbook reminds us:

“All disability-related accommodations must be arranged through the Director of Student Disability Services and Learning Resources. Programs in learning and studying at Swarthmore are available throughout the year and particularly suited to First Year students in the fall semester. Support in the form of departmental clinics and peer supports, The Writing Center, and Student Academic Mentors (SAMs) are also available. Peer tutors are provided free of charge, within reasonable use, and when the tutor resource is available. Deans, professors, and other professional staff can help students to access these resources.”

If you are unclear about what these resources are or how you can learn more about them, please don't hesitate to speak with me.

Further:

If you believe you need accommodations for a disability or a chronic medical condition, please contact Student Disability Services (Parrish 113W, 123W) via e-mail at:

[studentdisabilityservices@swarthmore.edu](mailto:studentdisabilityservices@swarthmore.edu)

to arrange an appointment to discuss your needs. As appropriate, the office will issue students with documented disabilities or medical conditions a formal Accommodations Letter. Since accommodations require early planning and are not retroactive, please contact Student Disability Services as soon as possible. For details about the accommodations process, visit the Student Disability Services website. You are also welcome to contact me privately to discuss your academic needs. However, all disability-related accommodations must be arranged, in advance, through Student Disability Services.

### Course Etiquette:

- The Swarthmore History Department expects students to attend every class session, barring an excused absence.

- Please be on time. Habitual tardiness will impact your participation grade.
- Please see me if you plan on using a laptop or other Wi-Fi-enabled device. If you choose to use such a device, the only programs open should be for typing, accessing assigned readings, or managing our course's Web site. If a student habitually accesses programs or Web sites unrelated to the class, the right to use said device may be revoked for that class period or the entirety of the semester. Please disable text messaging capability on your computer for the duration of the class period.
- Cell phones (on silent, of course) and headphones should be kept out of sight for the entire of the class period. Please do not consult text messages on watches, etc.
- Please respect deadlines and due dates. Come to class prepared to participate, having already completed the required readings for that day.

### History Department Attendance and Communication Policy:

Students are required to attend all classes. Unexcused absences will result in a lower grade for the course. If you are having a medical or personal emergency, please contact the Dean's Office as well as the instructor. It is your responsibility to inform your instructor as soon as possible. It is essential that you check your email on a regular basis since History professors will contact you via email. We also expect you to use email to contact History professors.

### Academic Honesty:

Students are responsible for familiarizing themselves with Swarthmore's academic policies (found here: <http://www.swarthmore.edu/student-handbook/academic-policies>) and will be held accountable for any breach of "the College's standards of academic integrity whether these violations are intentional or unintentional." When in doubt, footnote. I will distribute further information on the History Department's guidelines of academic honesty and we will discuss academic honesty in class.

### Schedule:

#### Week 1: Empire and the Western Gaze

- Jan. 22:
- Stephen Howe, *Empire: A Very Short Introduction* (Oxford: Oxford University Press, 2002 ): Chap. 1 & Chap. 5.
- Jan. 24:
- Edward Said, *Orientalism* (New York: Pantheon Books, 1978): Intro & selection of Chap. 1.
  - Shelley Baranowski, Christopher Endy, Waleed Hazbun, Stephanie Malia Hom, Gordon Pirie, Trevor Simmons & Eric G.E. Zuelow, "Tourism & Empire Roundtable," *Journal of Tourism History* 7, 2 (2015): 100-130.
  - Moodle access test: Write two lines about a site in your hometown that you think tourists would or should find interesting and upload it as a .doc or .pdf to the folder labeled "Advice for Tourists" found under the Week 1 tab.

#### Week 2: Tourism and Travel Writing

- Jan. 29: • Selections from Carl Thompson (ed.), *The Routledge Companion to Travel Writing* (London: Routledge, 2016):  
> Barbara Korte, "Western Travel Writing, 1750-1950."  
> Laura E. Franey, "Sub-Saharan Africa."  
> Aedín Ní Loingsigh, "African Travel Writing."

- Jan. 31: • *Alba Newmann Holmes classroom visit.*  
• First fifty pages of your guidebook (including all front matter).

Feb. 1: • *Add/drop ends*

### Week 3: Imperial Eyes

Feb. 5: • Mary Louise Pratt, *Imperial Eyes: Travel Writing and Transculturation* (London: Routledge, 1992): Chapters 1-3.

• Assorted film clips (links on Moodle) – watch after reading Pratt.

Feb. 7: • *Sarah Elichko and Nabil Kashyap will be joining us.*

• Lady Mary Wortley Montagu, "Report from Constantinople," *New England Review* 38, no. 2 (2017): 195-201.

• Ibrahim Abu-Lughod, *Arab Rediscovery of Europe: A Study in Cultural Encounters* (Princeton: Princeton University Press, 1963): Chap. 4.

### Week 4: A History of Modern Tourism

Feb. 12: • Eric Zuelow, *A History of Modern Tourism*, Intro and Chap. 1-5.

Feb. 14: • Zuelow, Chap. 6-10 and Conclusion.

• **Short paper due.**

### Week 5: Guidebooks and Geographies

Feb. 19: • Robert Hunter, "Tourism and Empire: The Thomas Cook & Son Enterprise on the Nile, 1868-1914," *Middle Eastern Studies* 40, 5 (Sep., 2004): 28-54.

• Scott Laderman, "Guidebooks," in *The Routledge Companion*.

Feb. 21: • Debbie Lisle, *Holidays in the Danger Zone: Entanglements of War and Tourism* (Minneapolis: University of Minnesota Press, 2016): Chap. 1.

• Finish reading your guidebook.

• **Web entry:** Describe the sections and composition of your guidebook.

### Week 6: Planes, Trains, and Automobiles

Feb. 26: • Gordon Pirie, "Automobile organizations driving tourism in pre-independence Africa," *Journal of Tourism History* 5, 1 (2013): 73-91.

• Gordon Pirie, "Incidental tourism: British Imperial air travel in the 1930s," *Journal of Tourism History* 1, no. 1 (2009): 49-66.

Feb. 28: • Chandra Bhimull, *Empire in the Air: Airline Travel and the African Diaspora* (New York: New York University Press, 2017): Selections.

• **Web entry:** Analyze the infrastructure and geography depicted in the guidebook.

### Week 7: Explorers and Adventurers?

- March 5: • E.I. Steinhart, "Hunters, Poachers and Gamekeepers: Towards a Social History of Hunting in Colonial Kenya," *Journal of African History* 30, 2 (1989): 247-264.  
 • William K. Storey, "Big Cats and Imperialism: Lion and Tiger Hunting in Kenya and Northern India, 1898-1930," *Journal of World History* 2, 2 (Fall 1991): 135-173.
- March 7: • Abu-Lughod, *Arab Rediscovery*, Chap. 6.  
 • Carl Thompson, *The Suffering Traveller and the Romantic Imagination* (Oxford: Oxford University Press, 2007): Chap. 4.  
 • **Web entry:** Analyze how individuals or groups of people are described.

March 9-17: • *Spring break*

#### Week 8: Missions and pilgrimages

- March 19: • Roy Elston, "The Traveller's Handbook for Constantinople, Gallipoli and Asia Minor," London: Thomas Cook & Son, 1923.  
 • Stanton Hope, "Gallipoli Revisited," London: Royal Naval Division Officers' Association, 1934.  
 • Dominique Vanneste & Caroline Winter, "First World War Battlefield Tourism: Journeys Out of the Dark and into the Light," in *The Palgrave Handbook of Dark Tourism Studies*. Stone et al (eds.) (London: Palgrave Macmillan, 2018).
- March 21: • *Meet at Friends Historical Library*  
 • Eileen Kane, *Russian Hajj: Empire and the Pilgrimage to Mecca* (Ithaca: Cornell University Press, 2015): selections.  
 • Kobi Cohen-Hattab & Noam Shoal, *Tourism, Religion, and Pilgrimage in Jerusalem* (London: Routledge, 2015): Chap. 3.  
 • **Web entry:** Write an analysis of the presence of religious sites or religious practice in your guidebook.

#### Week 9: Health and Pleasure

- March 26: • *Meet at McCabe.*  
 • Eric Jennings, *Curing the Colonizers: Hydrotherapy, Climatology, and French Colonial Spas* (Durham: Duke University Press, 2006): Chap. 6.
- March 28: • Jennifer L. Morgan, "Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770," in *Bodies in Contact: Rethinking Colonial Encounters in World History*, ed. Tony Ballantyne and Antoinette Burton (Durham: Duke University Press, 2005).  
 • Jean-François Staszak, "Colonial Tourism and Prostitution: The Visit to Bousbir in Casablanca (1924-1955)" *Via: Tourism Review* 8 (2015).  
 • **Web entry:** Write an analysis of the description of the climate and/or any sites of healing.
- March 29: • *Last day to declare CR/NC grading option. Last day to withdraw from a course and receive the grade "W"*

#### Week 10: Spaces of tourism

- April 2: • Dugald Campbell, *Wanderings in Widest Africa* (London: The Religious Tract Society, 1931).  
 • Timothy Mitchell, "The World as Exhibition," *Comparative Studies in Society and History* 31, 2 (April 1989): 217-236.
- April 4: • Brian McLaren, *Architecture and Tourism in Italian Colonial Libya: An Ambivalent Modernism* (Seattle: University of Washington Press, 2006): Chap. 3-4.  
 • **Web entry:** How are cities described?
- Week 11: A Different Gaze**
- April 9: • Muhammad Aş-Şaffār, *Disorienting Encounters* (Intro-Chap. 2).
- April 11: • Aş-Şaffār, (Chap. 3-Epilogue).  
 • **Web entry:** How does the guidebook describe local culture?
- Week 12: Trinkets, Resorts, and Dark Tourism**
- April 16: • Andrew Wigley, "Against the wind: the role of Belgian colonial tourism marketing in resisting pressure to decolonise from Africa," *Journal of Tourism History*, 7, 3, (2015): 193-209.  
 • Dennis Lance Foley, "From traditional carving to plastic Tiki: Maori struggles to balance commerce and culture within the global tourism marketplace, 1860-2010," *Journal of Tourism History*, 3:2 (2011): 177-199.
- April 18: • Lill-Ann Körber, "Danish Ex-Colony Travel: Paradise Discourse, Commemoration, and (Not Quite) Dark Tourism," *Scandinavian Studies* 89, 4 (Winter 2017): 487-511.  
 • Film: Dennis O'Rourke (dir.), "Cannibal Tours," 1988.  
 • Optional: Jenny Cave & Dorina Buda, "Souvenirs in Dark Tourism: Emotions and Symbols," in *The Palgrave Handbook of Dark Tourism*.  
 • **Web entry:** How does the economy or commerce figure into this guidebook?
- Week 13: Authenticity and the Traveler**
- April 23: • Richard Ivan Jobs, *Backpack Ambassadors: How Youth Travel Integrated Europe* (Chicago: University of Chicago Press, 2017): "Rights of Passage."  
 • Work on the Web site.
- April 25: • Waleed Hazbun, "Modernity on the Beach: A Postcolonial Reading from Southern Shores," *Tourist Studies* 9, 3 (2010): 203-222.  
 • **Web entry:** How do "encounters" with local populations fit in?
- Week 14: Student Presentations**
- April 30: • Work on the Web site. In-class discussion of post-1960 African travel ephemera.
- May 2: • Student presentations (group projects due).
- May 16: • **Final paper due**