Tentative Itinerary of Tripping:
The Experience of Travel in the 19th and 20th centuries

Honors 492
Spring 2006

Mary Klayder
Tony Rosenthal

This course explores travel from a variety of perspectives including literary studies, visual culture, history, sociology and geography. We will read a wide range of materials from travel narratives and journalistic accounts to historical and contemporary analyses of border-crossing and tourism. We will define travel very broadly, examining it as adventure, tourism, exile, collecting, refugee migration, and the formation of cultural diasporas. The course will examine the genre of travel writing and the visual cultures surrounding travel: photography, postcards, and travel documentaries. We will consider such questions as: What do travel accounts written in the 19th and 20th centuries have in common? How has the experience of travel become more “constructed” as it has become more accessible to greater numbers of people? In what ways is travel related to consumption and how did that connection develop over time? What is the relationship between memory and travel?

Course texts for purchase:
Pico Iyer, The Global Soul
Catherine A. Lutz and Jane Collins, Reading National Geographic
Lucy Lippard, On the Beaten Track
Lucy McCauley, The Best Women’s Travel Writing 2005

Reserve Readings
Chris Rojek and John Urry, Touring Cultures: Transformations of Travel and Theory
Orhan Pamuk, Istanbul: Memories and the City
Stephen Hanna and Vincent Del Casino, eds, Mapping Tourism
Joan Ockman, Architourism
S. Fainstein and D. Judd, eds, The Tourist City
Erica Rand, The Ellis Island Snow Globe
John Hannigan, Fantasy City
Peter Hume and Tim Youngs, The Cambridge Companion to Travel

Writing
Mimi Sheller, Consuming the Caribbean
Polly Pattullo, Last Resorts
Readings Available on Internet Through Library Website

Assignments and Grading
Each student will complete four three-page reflection papers connected to the unit topics and readings (there are six to choose from). At least one of these papers must be completed on or before March 9. All assignments are due in class on the day specified.
Students will also complete a collaborative research project which they will present to the class in the last two weeks of the semester. The written portion of this project will be a 10-12 page paper. Topics and research teams will be arranged with the instructors as the course progresses.
Attendance at all sessions and active class participation is a requirement of this course. It is the responsibility of each student to complete the assigned readings on time and to be able to contribute meaningfully to class discussions. Special note: Excessive absences (five or more) will be grounds for a course grade of “F” no matter what written work has been submitted.

Class Participation and Short Assignment 25 percent
Four Reflections Papers (10 percent each) 40 percent
Collaborative Research Project 35 percent

Course Units and Reading
Introduction— The Typology of Travel
January 24 and 26

Reading: Valerie Smith, Hosts and Guests: Anthropology of Tourism, pages 1-17 (handout); Cynthia Ozick, “The Shock of Teapots,” In Short (handout); and Derek Walcott essay on web at: http://nobelprize.org/literature/laureates/1992/walcott-lecture.html
Recommended Reserve Reading: Rojek and Urry, pages 1-19.
• Assignment, due January 26: Bring a guidebook and be prepared to share three observations about it.
Videos: “Lewis Black: Black on Broadway,” “The Accidental Tourist”
The Idea of Place, Maps and Varieties of Travel
January 31-February 9


- Reflections Paper #1: Due February 9. Write an essay on where you find a sense of place and what meaning it has for you. Discuss how a particular place seduces or repels you and where you get the images of that place from.

Videos: “Something Wild,” “The Port of Last Resort,” and “Fear and Loathing in Las Vegas”

Travel as History: Ruins, Spectacle, Architecture and The Grand Tour
February 14-23


- Reflection Paper #2, Due February 23: Discuss how a particular building triggers memory or evokes a sense of history.

Videos: “Under the Tuscan Sun,” “Between Dreams and History”

Travel Sites and Collecting: Museums, Amusement Parks, Zoos
February 28-March 9


Reserve Readings: Erica Rand, *The Ellis Island Snow Globe* pp. 1-40; Marc Augé, “Contemporary Tourist Experience as Mise-en-scene” pp. 88-91 in *Architourism*; John Urry, “Sensing the City” pp. 71-86 in Fainstein and Judd, *The Tourist City*; Rojek and
Urry, 75-95; Helen Carr, *Modernism and Travel (1880-1940)* in Peter Hume and Tim Youngs, in *The Cambridge Companion to Travel Writing*, 70-86

- Reflections Paper #3, Due March 9. Find a travel souvenir such as one that could be acquired in a gift shop from a tourist site. Discuss how this souvenir evokes the site, what provoked you to select it, how it might be connected to an impulse to collect objects.
  Video: “Couple in a Cage” Coco Fusco and Guillermo Gomez-Peña

The Visual Representation of Travel: Postcards and Photography
March 14-30
[No Class on March 21 and 23--Spring Break]

Reserve Reading: Rojek and Urry, 176-195.
Video: “Central Station”

- Reflections Paper #4, Due March 30. Find a visual representation of travel (such as appears in a travel magazine, either current or historical) and discuss the photographic conventions and ideological assumptions that it employs.

Travel as Consumption—The Construction of Travel: Theming and the “riskless risk”, Study Abroad Programs, “tourist apartheid”
April 4-13


- Reflections Paper #5, Due April 13. Topic to be announced.
  Video: “L’auberge espanole”

Conquest and Possession in the Tropics: The Other, The Exotic, Orientalism, Sex, Race and Desire
April 18-20

Videos: “Monty Python at the Hollywood Bowl,” “The Real Cancun”
Women and Travel
April 25-27

Reading: Lucy McCauley, The Best Women’s Travel Writing 2005, pages to be determined.

Reserve Readings: Selections from Women Travellers; Rojek and Urry, pp. 23-51; Susan Bennett, “Travel Writing and Gender” in Cambridge Companion to Travel Writing, pp. 225-241

• Reflections Paper #6: Read several chapters from a historical travel account written by a woman before 1960 (a list will be provided). Discuss the ways in which gender shaped the experience of travel in the era that you are examining. What types of comparisons can be made with the present, as portrayed in the readings for this unit?

Videos: “Thelma and Louise,” “Heat and Dust”

Research Presentations by Students (and course evaluations)
May 2-11

Expectations and Special Notices

• Students should commit an average of at least six hours per week outside of class to studying for this course. This expectation follows the Faculty Senate Rules and Regulations, Article 5, Section 1.1 which states that “One semester hour means course work normally represented by an hour of class instruction and two hours of study a week for one semester, or an equivalent amount of work. The concept may vary according to the level at which instruction is offered.” Depending on their abilities, some students may need to put in more time to keep up with the assigned work.

• All work is to be handed in during class meetings. Late work should be placed under our office doors and will likely incur penalties to insure fairness for those who did hand the work in on time. Do not submit any work electronically.

• Students must avoid plagiarism and submit only original work. If you are unsure of the definition and possible penalties regarding plagiarized work, please read the relevant sections of the KU Student Handbook or consult with us before turning in an assignment. A digital plagiarism detection program may be used to check your work.
• Students are responsible for all changes made to the syllabus that are announced in class.

• Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. In the rare event that consent is given to record a lecture, such recordings may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

• The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures and discussion sessions, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Code of Student Rights and Responsibilities (CSRR), Article 22, Section C, and the University Senate Rules and Regulations, Section 2.4.6. Article 22 of CSRR also defines potential sanctions for these types of infractions.

Writing Assistance:
If you would like help in preparing your written assignments, you may visit the KU Writing Center or one of the Writers’ Roosts. The KU Writing Center, located in 4017 Wescoe, is a free, university-wide service for all students. Trained writing consultants, undergraduate and graduate students from a variety of disciplines, are available to work with writers on their writing projects. When you visit, bring your work in progress and an idea of what you would like to work on--organization, support, documentation, editing, etc. The Roosts are open in several different locations across campus; please check the website at <http://www.writing.ku.edu> for current locations and hours. The Roosts welcome both drop-ins and appointments. While consultants will not proofread and edit papers, they will provide feedback on drafts in progress and share strategies for proofreading and editing. For more information, please call 864-2399 or send an e-mail to writing@ku.edu.
Disabilities:
The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see one of us privately.

Office Hours:
M. Klayden: 1-5 MF, 9-12 TR and by appointment
2045 Wescoe
864-2582
mklayden@ku.edu

T. Rosenthal: Wednesdays, 12:30-3:20 and by appointment
2003 Wescoe
864-9475
surreal@ku.edu