Newberry Seminar: Research in the Humanities
Fall 2018
Going and Knowing: Travelers and Travel Writers in the Modern World

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Seminar Syllabus

Note from Professors Kensky and Shaw: We’ve prepared this syllabus as a representative sample of the types of readings, materials, and units we want the seminar to cover, and how we plan on organizing the seminar overall. We plan on using selections from the texts included on this syllabus.

Week One
In which we introduce students to the collections of the Newberry library and Chicago.
How is research — like travel — an experience of exploration and discovery? How can we, as new sojourners in Chicago, map the city? Instead of beginning the seminar immediately, we will spend the first week of the semester helping students become familiar with their new surroundings. We anticipate developing research projects to acquaint them with the Newberry’s collection as well as the physical layout of the library, but we also plan to meet with each student individually about their research experience and proposed projects. We also want students to get situated with their jobs in the library, because we've heard from our Coe students who have completed the program that this is one of the most rewarding parts of the semester and we want to foster it. Finally, we’ll use this week for exploring the neighborhood around the Newberry and at least one city visit, perhaps a bike or boat tour. We anticipate engaging with the city throughout the seminar, and this first week will help establish a familiarity with our surroundings.

Week Two
In which we introduce students to reading, thinking, and writing about travel, and to the specific resources of the Newberry Library, using the writings of Alexis de Toqueville as a point of entry.

Primary Sources:
• Alexis de Toqueville, *Democracy in America* (1835)
• Artifacts from de Toqueville’s America in 1831 (maps, documents, other published texts, newspapers, etc.)
Secondary Sources:

**Week Three: Getting Places**

*In which we explore the mechanics of early Modern travel, including the expansion of the railroad, the emergence of the ocean liner, and the rise of the hotel, which opened wide possibilities of mobility and exploration. Case studies will include the way in which Niagara Falls became packaged as a vacation — and honeymoon — destination, and we will look at Henry James’ 18 transatlantic journeys between 1843 and 1908 as a way to track how the process of ocean-crossing changed across the century. We will return to ocean travel later in the term.*

City Visit: Chicago Historical Society

Primary Sources:
- O. L. Holley, *The Picturesque Tourist* (1844)
- *Appleton’s illustrated hand-book of American Summer Resorts* (1886)
- *Great Trans-Continental Tourist Guide* (1870)
- Karl Baedeker, *The United States with an Excursion into Mexico* (1893)
- *Peck’s Tourist’s Companion to Niagara Falls* (1845)
- William Barham, *Descriptions of Niagara* (1847)
- Raymond-Whitcomb, Inc. *Four Grand Autumn Trips* (1888)
- Henry James, *Journals and Letters*

Secondary Sources:

**Week Four: Seeing and Mapping America**

*In which we explore the ways in which travelers are picturing the rapidly developing American continent, including and how Americans and Britons record, respond, and critique the new*
geographic reality, using this as a way to engage questions about travel as a means of making order and meaning in a changing world. We will look at both fictional and non-fictional accounts of travel and industry, as well as explore the ways in which map-makers and the map-making industry produce new knowledge and transmit new cultural meaning through their cartographical representations.

City Visit: Museum of Science and Industry

Primary Sources:
- Fanny Trollope, excerpts from *Domestic Manners of Americans* (1832)
- Margaret Fuller, excerpts from *Summer on the Lakes* (1844)
- Herman Melville, “The Paradise of Bachelors and the Tartarus of Maids” (1855)
- Isabella Bird, *A Lady’s Life in the Rocky Mountains* (1879)
- Davy Crockett, *An account of Col. Crockett’s tour to the North and down the East* (1835)
- Materials from the Rand McNally Map Archives
- Materials from the Herman Dunlap Center for Cartography

Secondary Sources:

**Week Five: The Grand Tour**

In which we head to the European continent, tracing the footsteps of authors who embarked on the Grand Tour. We will investigate how the Grand Tour functioned as a type of classical education and became the defining hallmark of an educated gentleman in the 18th and 19th centuries. We will also explore how the conventions of the Grand Tour changed as more middle-class Americans began traveling to the Continent in the second half of the 19th century. Finally, we will explore how the roots of the Grand Tour continue to shape travel today — to the Continent but also more generally.

City Tour: The Art Institute of Chicago and the Tribune Tower

Primary Sources:
- Margaret Fuller’s *New-York Tribune* dispatches from England and Italy (1847–1850)
- Herman Melville, “The Paradise of Bachelors and the Tartarus of Maids” (1855)
• Mark Twain, *The Innocents Abroad* (1875)
• Henry James, *Daisy Miller* (1879)
• Richard Doyle, *The foreign tour of Messrs. Brown, Jones and Robinson: being the history of what they saw, and did, in Belgium, Germany, Switzerland & Italy* (1854)
• Raymond’s Vacation Excursion Series (30 19th c. brochures of organized tours of Europe and the United States throughout the 1880s and 1890s)
• E.M.G. Abroad (1865)

Secondary Sources:

**Week Six: Pilgrimage and Tourism**

*In which we step back and read theoretical treatments on pilgrimage, some classical and modern accounts of pilgrimage, and invite students to think about the relationship between pilgrimage and tourism given the texts and materials they have worked with already. We will discuss the enduring fascination with pilgrimage, setting up next week when we will engage in close reading of primary source accounts of travels to Jerusalem.*

City Visit: Shrines around Chicago

Primary Sources:
• *Itinerarium Burgidalense*
• *Diary of Egeria*
• William Thomson, *The Land and the Book* (1880-1886)

Secondary Sources:
Week Seven: Jerusalem and the American and European Imagination

In which we head to the Levant alongside pilgrims, travelers, and tourists, and explore the fascination with Jerusalem in American and European writing. We will read primary sources from travelers who went to the Holy Land for different purposes, from those who went to walk the footsteps of Jesus as a project of piety to those who saw Jerusalem as one more stop on their cultural checklist. We will explore the particular angst felt by those for whom Jerusalem did not live up to their expectations, and engage the way travelers deal with disappointment.

Possible City Visit: Chicago Temple Building

Primary Sources:
- Thomas Wright, Early Travels in Palestine (1848)
- Clorinda Minor, Meshullam! (1850)
- John Lloyd Stephens, Incidents of Travel in Egypt, Arabia Petraea, and the Holy Land (1837)
- Mark Twain, The Innocents Abroad (1875)
- Herman Melville, Clarel (1876)
- Herman Melville, Journals

Secondary Sources:

Week Eight: Coming Home: Immigration and Immigrant Narratives

In which we “come home” to the United States and consider how immigrant narratives play off and develop the conventions of other types of travel writing, paying specific attention to the way these narratives attempt to convince readers that these authors are American. Alongside these immigrant narratives we will look at other types of documents related to immigrant travel, including guidebooks written specifically for immigrants (including descriptions of specific destinations) and advertisements for steerage passage. We will explore how the surge of immigrants to the United States in the Nineteenth and Twentieth Centuries not only shaped the way Americans thought about their country but also changed the perception of the United States in the world.

City Visits: Goose Island (and other immigrant neighborhoods in Chicago)
Primary Sources:

- J. Hector St. John de Crevecoeur, *Letters from an American Farmer* (1782)
- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (1789)
- Emma Lazarus, “The New Colossus,” (1883)
- Anzia Yezierska, *Bread Givers* (1925)
- Mary Antin, *The Promised Land* (1912)
- N. Howe Parker, *Iowa as it is in 1855 : a gazetteer for citizens, and a hand-book for immigrants*, (1855)
- J. DeCordova, *The Texas immigrant and traveller’s guide book* (1856)

Secondary Sources:


**Week Nine: Chicago case study**

As we taper our seminar and begin focusing more intensely on the students’ research projects, we will culminate our term by examining the unique place Chicago occupies in relation to travel in the modern world: site of the 1893 World’s Fair, tourist destination, new home for thousands of immigrants, nexus of transcontinental and indeed international travel. Throughout the term we will be engaging with the city as we take students on excursions to places and neighborhoods in the city, and this final segment of our seminar will use Chicago as a case study in which we will apply all that we have studied in the previous eight weeks. How did Chicago come to occupy such a place in the modern world? How has this historical legacy shaped the city Chicago is today? How do people represent Chicago to potential tourists and potential immigrants? Students will break into groups to complete mini research projects grounded both in primary documents about Chicago and in landmarks around the city. These projects will provide a bridge for students as they transition from meeting as a seminar to working independently.
Appendix:

Historical Contextualization Assignment

You are to:

1. Select one primary source from those listed (or propose your own),
2. Compose and distribute a handout (3 pages maximum) for the seminar,
3. Give a brief (5-7 minute) presentation to your colleagues.

Your handout should provide the following information (emphasizing those topics especially pertinent to your piece):

1. A description of the source in general, including its literary genre, date, language and provenance, authorship, audience, and history of use;
2. Identification and discussion of particular issues in the interpretation of this source;
3. A list of questions you would engage if you had more time to work with this source;
4. A bibliography of sources you used in preparing the handout and helpful for research on the source in the future.