

TEACHING GUIDE

HISTORY OF TRAVEL AND TOURISM

GRADO EN TURISMO (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 01-07-2026



I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	1 course, 1Q semester
Nº of credits	6
Language in which the subject is taught	English

II.-Presentation

This subject introduces the students to the study of History as a scientific discipline (mainly in Antiquity), through the study of movements, travels and travelers. In this way, and gradually, the student will become familiar with the concept of historical source and method as the basis of History as a scientific discipline.

On the other hand, the student will become familiar with the great milestones and processes of History that will be analyzed from the point of view of the travel and its protagonists, from the first journeys of Humanity until the 19th century, a key point in the appearance of Tourism, as a separate practice from travelling. We will study the process of settlement throughout the Earth by Homo Sapiens, the first navigations, the gradual sedentarization of the different groups, and the birth of the first routes linked to the exchange of goods and religious movements. From a very early stage, we have evidence of curiosity and knowledge as one of the motivations to carry out a travel, and also the settlement of the bases for a more global geographic knowledge that will favor the displacements.

At the end of the first millennium

before the current era, we can witness a complex network of travel and travelers, routes and traveling motivations. Rome and her global space will be supported by a huge network of roads and movements organized from the State, while during the Middle Ages we will see a series of religious movements, with a political and economic base, and also reckless travelers who will undertake long journeys leaving evidence in written works of their achievements: it will be the origin of travel literature.

At the end of the Middle Ages, adventurers will move towards the West, opening the routes of the Atlantic Ocean while the Mediterranean, which had remained forgotten since the end of Antiquity, will be "rediscovered", as part of a renewed interest in the knowledge about the ancient world, as well as about the past and History as a scientific discipline. The confluence of interest about Italy, Greece, Egypt and the Near East will meet the interest of the wealthy young British and other Europeans to acquire an "in situ" education in those places, which will lead to the creation of the "Grand Tour". But this will not be yet the origin of modern tourism, a socioeconomic phenomenon that must be framed in the times of the Industrial Revolution.

At the end of the course, the student will have acquired a knowledge about History until the dawn of tourism, understanding what the tourism activity is about and how it was created.

This subject thus provides a humanistic education in the Degree in Tourism. It brings the student closer mainly to the Ancient World, giving him/her an ample knowledge about the main heritage tourist destinations. It is, thus, an essential subject for the curricular development of the student of Tourism and his/her professional application.

III.-Learning outcomes

CG02. Ability to study independently.
CG08. Knowledge of other cultures and customs
CG16. Critical reasoning.
CE05. Understanding of the dynamic and evolving nature of tourism and the new society of leisure.
CE32. Ability to work in diverse social and cultural environments.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

THEME 1. INTRODUCTION. HISTORY AND TRAVELS. THE FIRST MOVEMENTS.

- Introduction: History as a scientific discipline. Evolution. Sources and method. Travels as participants in Historical Science.
- History and modern Tourism.
- The historical routes. Transports.
- Neolithic: sedentarization and the first exchanges.

THEME 2. TRAVELS AND TRAVELERS IN THE ANCIENT NEAR EAST: MESOPOTAMIA AND EGYPT

- Spatial and temporal context. Precedents.
- Mesopotamia. Geography. Historical development. Routes, travels and travelers.
- Ancient Egypt. Geography. Historical development. Routes, travels and travelers.

THEME 3. TRAVELS AND TRAVELERS IN THE AEGEAN AND EASTERN MEDITERRANEAN DURING THE SECOND MILLENNIUM B.C.

- Historical context. Minoan and Mycenaean cultures. The opening of the Mediterranean. Minoan thalassocracy and mycenaean navigation.
- The shipwrecks.
- The city of Troy and the mythical tales.
- Great empires in the Near East.

THEME 4. TRAVELS AND TRAVELERS IN THE MEDITERRANEAN DURING THE FIRST MILLENNIUM B.C.

- Historical context.
- Phoenicians and the Mediterranean. Tartessos.
- Greece. Introduction. City and colonization. Myths. Rational thinking, geography and travels. Religious travels and panhellenic centers. Cultural travels and leisure.
- The opening to the Atlantic: towards Africa.
- The Macedonian kingdom and the conquests of Alexander the Great. Hellenism, Hellenistic kingdoms and travels.

THEME 5. TRAVELS, MOVEMENTS AND ROUTES DURING ROMAN TIMES

- History and Geography.
- The end of the Republic and the "otium".
- The empire: infrastructures, routes and travel documents. Commerce, routes and seaports.
- The birth of Prototourism/ancient tourism.
- First Christian pilgrimage sites.

THEME 6. FROM THE END OF ANTIQUITY TO THE BIRTH OF MODERN TOURISM

- Travels from Middle Ages to the 17th century. Religious movements: pilgrimage (Christianism, Judaism, Islam). The development of new trading routes: silk, species. The birth of the travel literature. from the Mediterranean to the Atlantic. Discovery of the Atlantic. Renaissance and professionalization of travels in Europe: classical culture.
- The 18th century and traveling: science, technical progress. The "Enlightenment". Scientific explorations and travels of discovery. The "Grand Tour". The rediscovery of classical culture: Italy, Greece, Egypt, Mesopotamia. Romanticism.
- The birth of modern Tourism. New perspectives.

IV.B.-Training activities

Type	Title
Lectures	FO9. Bibliographical searching and analysis of essays of research. Compulsory readings will be indicated at the beginning of the Academic year, if the professor considers it necessary.
Prácticas / Resolución de ejercicios	FO2. Attendance to practical classes and active discussion of articles and cases (such as essays, analysis of texts, articles or maps).



Other activities	FO1. Lectures from the professor, on-site or online, following the directives of the University. If necessary, documentals and films related with the content of the course will be visualized in class.
Other activities	FO3. Attendance to office hours.

V.-Student workload	
Theoretical sessions	33
Resolution of exercises, problems, case studies, etc.	25
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	40
Related activities: conferences, seminars, etc.	8
Preparation of theoretical sessions and self-study	22
Preparation of practical tasks, exercises, case studies, projects, etc.	20
Preparation for tests and/or exams	30
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 14	THEMES 1 to 6. Classes will have a theoretical-practical approach to encourage active participation of the student. The professor will explain the main contents of each topic, as well as practical activities, will answer the questions that might arise, giving out indications about how to find additional information, and will promote open, critical and constructive debate.
Practical sessions	Week 3 to Week 14	Practices. Articles, bibliographic analysis, analysis of historical documents, graphic documents, audiovisual documents, individual or group work. Classes will have a theoretical-practical approach to encourage the active participation of students. The teacher will explain the main contents of each topic, present practical activities, answer questions, give indications on how to find additional information and promote open, critical and constructive debate.



Seminars	Week 1 to Week 14	The professor will propose the attendance to specialized seminars to complete the content of the course.
Academic tutorials	Week 1 to Week 14	Students will be able to ask the doubts that could not be resolved in face-to-face classes, and also to request bibliography of extension and/or any type of information related to the subject.

VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Evaluation system	Evaluation activity	Weight	Reevaluable in extraordinary call	Minimum grade	Content	Date
ES01	Written theoretical-practical test	60%	Yes. In an individual way following the same evaluation activity than in the ordinary evaluation period.	5	Written test related with the theoretical-practical content seen during the course.	During the official call (to be determined)
ES04	Individual and group essays.	40%	Yes. In an individual way following the same evaluation activity than in the ordinary evaluation period.	5	Practical essays through bibliography and sources.	During the course. Submission through Virtual Campus.

Calculation of the final or overall grade

The final or overall grade is calculated as the weighted average of the evaluation activities, once the minimum grade of the reevaluable activities has been passed.

Extraordinary convocation

In order to pass the course, the overall grade must be a 5.0 or higher (once the minimum grade of the reevaluable tests with minimum grade has been passed).

Brought-forward convocation (*convocatoria adelantada*)

The criteria will be the same as in the ordinary convocation

Other observations or clarifications

In case of not passing in the ordinary call, for the extraordinary the notes of the tests and works that reach the minimum grade during the ordinary evaluation call will be kept.

Also in the extraordinary call, to pass the course, it will be necessary to obtain a grade equal to or higher than 5.0 points out of 10.0 applying the weighting corresponding to the previous table and having passed all the minimum grades required.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

Adams, C. y J. Roy eds. (2007): *Travel, Geography and culture in Ancient Greece, Egypt and the Near East*. London: Routledge.

Adams, C. y Laurence, R. eds. (2001): *Travel and geography in the Roman Empire*, London: Routledge.

Alcock, S.E.; Cherry, J.F.; Elsner, J. (2001): *Pausanias. Travel and Memory in Roman Greece*. Oxford University Press.

Alvar Nuño, A. (dir.) (2010): *El viaje y sus riesgos. Los peligros de viajar en el mundo grecorromano*. Madrid: Liceus. Historia Antigua.

Aznar Vallejo, E. (2014): *Viajes y descubrimientos en la Edad Media*. Madrid: Síntesis.

Casson, L (1994): *Travel in the ancient world*, The John Hopkins University Press.

Chevallier, R. (1988): *Voyages et déplacements dans l'Empire Romain*, Paris : Armand Colin.

Constable, O. R. (2009): *Housing the Stranger in the Mediterranean World: lodging, trade, and travel in Late Antiquity and the Middle Ages*. Cambridge University Press.

Cristóbal López, V. y López de Juan, C. (2000): *Feliz quien como Ulises: viajes en la Antigüedad*, Madrid: ediciones Clásica.

Dilon, M., (1997), *Pilgrims and pilgrimage in Ancient Greece*, London and New York: Routledge.

Domínguez, A.J. y Pascual, J. (2007): *Atlas histórico del mundo griego*, Madrid: Síntesis.

Favier, J. (1995): *Los grandes descubrimientos. De Alejandro Magno a Magallanes*, México, FCE.

García Moreno, L.; Gómez Espelosín, F.J. (1996): *Relatos de viajes en la literatura griega antigua*, Madrid, Alianza .

García, A., Ozcáriz, P. Rodríguez, T. (2012): *Historia de los viajes en el mundo antiguo y medieval*. Madrid: Editorial Dykinson.

Garland, R. (2014): *Wandering Greeks. The ancient Greek diaspora from the Age of Homer to the death of Alexander the Great*. Princeton and Oxford: Princeton University Press.

Gómez Espelosín, F. J. (2000), *El descubrimiento del mundo. Geografía y viajeros en la Antigua Grecia*. Madrid: Akal

Gozalbes Cravioto, E. (2003): *Viajes y viajeros en el mundo antiguo*. Cuenca: Universidad de Castilla La Mancha.

Hulme, P., Youngs, T. (2002), *The Cambridge Companion to Travel Writing*. Cambridge: Cambridge University Press.

Marco Simón; F. Pina Polo, F. y J. Remesal Rodríguez, *Viajeros, peregrinos y aventureros en el mundo antiguo*, Colección Instrumenta, 36: Universitat de Barcelona.

Mead, W.E.(1914): *The Grand Tour in the Eighteenth Century*, Boston and New York: The riverside press Cambridge

Morère Molinero, N coord. (2009): *Viajes en el Mediterráneo antiguo*. Madrid : Ramón Areces

Movellán Luis, M. y Piquero Rodríguez, J. (eds.) (2017): *Los pasos perdidos: viajes y viajeros en la Antigüedad*. Madrid: Abada Editores.

Roy, J., Adams, C. (eds.) (2007): *Travel, Geography and Culture in Ancient Greece, Egypt and the Near East*. Oxford: Oxbow Books.

Simón, F., Pina Polo, F., y Remesal Rodríguez, J. (eds.) (2010), *Viajeros, peregrinos y aventureros en el mundo antiguo*, Barcelona: Publicacions i Edicions de la Universitat de Barcelona

Speake, J. (2003): *Travel and Exploration. An Encyclopedia*. London and New York: Routledge.

Thompson, E. (2016): *The Routledge Companion to Travel Writing*. London and New York: Routledge.

Consultation bibliography

IX.-Professors

Name and surname	CLAUDIA VALERIA ALONSO MORENO
E-mail address	claudia.alonso@urjc.es
Department	Artes y Humanidades
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor

Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	0
No. of positive evaluations by Docentia	0
Name and surname	HELENA DOMÍNGUEZ DEL TRIUNFO
E-mail address	helena.dominguez@urjc.es
Department	Artes y Humanidades
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	1
No. of positive evaluations by Docentia	1