

HON338-01: ThanaTourism: Traveling the “Dark Side”

Online T/Th 1:00-2:15

Fall 2020

Credits: 3



Professor: Justine K. Van Meter

Office: Virtual Realm! I'm everywhere at all times and yet nowhere at any time!

Office Hours: Remote (by email and/or Zoom); please contact me to arrange a meeting as needed.

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Catalog Description:

Prerequisite: acceptance to the University Honors Program, or consent of instructor.

Using an interdisciplinary approach, we will focus on diverse travel narratives, literary works, and theoretical approaches to investigate the increasing allure of various tourist and historical sites that are associated with collective traumas, death, and disaster and that raise questions about memory, commemoration, and exploitation.

Major Topics Covered/Course Learning Outcomes:

- Explore historical, cultural, and literary contexts as well as diverse experiences, expressions, and definitions of identity through tourism/travel.
- Understand and apply various theoretical approaches to the study of literature and culture, including Psychoanalytic, Feminist, and Postcolonial approaches.
- Investigate the power of travel narratives and dark tourism, in particular, in the creation of notions of Self/individual/Other, community, and nation.

Honors Program Learning Outcomes:

- Obtain a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;
- Sharpen the ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood);

- Understand how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;
- Develop effective communication skills, specifically in the areas of written and oral exposition and analysis.

General Education Learning Outcomes:

In addition to the outcomes specified above, this course also satisfies the following General Education areas:

- 7AI (Artistic Inquiry): Students compose critical or creative works that embody or analyze conceptually an artistic form at a baccalaureate/pre-professional level.
- 7SI (Social Inquiry): Students explore processes by which human beings develop social and/or historical perspectives.

Required Texts:

Richard Sharpley and Philip Stone, *The Darker Side of Travel: The Theory and Practice of Dark Tourism*

Various Handouts (posted on Canvas)

Requirements:

- I. Readings and informal writing assignments: as you will notice on the syllabus, there are many materials that will be posted on Canvas for your convenience. Please be sure to have the readings and assignments completed on the day that they are listed on the syllabus. **It usually is very obvious when that's not happening, so do your business so that we can all do our business together!**
- II. Essay 1 (200 points): Your essay needs to be submitted **by 7pm** on the date listed on the syllabus and must be submitted using Turnitin on Canvas. **No late papers accepted!**
- III. Essay 2 (300 points): Your essay needs to be submitted **by 7pm** on the date listed on the syllabus and must be submitted using Turnitin on Canvas. Your presentation at the end of the semester will be based on this essay (more on this later!). **No late papers accepted!**
- IV. Presentation (100 points): More information will be distributed as this assignment approaches.
- V. Final Exam (300 points): The final will be comprehensive. More on this later!

- VI. Participation/Attendance (100 points): It is more than likely that, at this point in the syllabus and at this point in your experiences in the Honors program, you are aware that your active participation in this class is necessary. We are in this together, to critically explore and examine a variety of texts, images and ideas; as such, all of our voices must be heard! **This is even more important with an online format, so please be sure to be present with both audio and video! To not do so means that you may be counted as absent for the day. If there are technical difficulties at any point that make this impossible on a particular day, please let me know.**

Additionally, software **may** be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded to assist those who cannot attend the live session, or to serve as a resource for those who would like to review content that was presented. These recordings will be made available only to students who are enrolled in the class, and only during the period in which the course is offered. All recordings will become unavailable to students in the class shortly after the course ends.

Regardless of the format, expectations regarding absences and tardies remain the same as if we were together in person, so please be aware that excessive unexcused absences (meaning absences that are not cleared with me **prior** to class and that are not legitimized by either a doctor's/dean's note or by other satisfactory means) or excessive tardiness will result in a reduction in your final grade according to the table shown below:

Absence #3	20 point deduction
Absence #4-5	50 point deduction
Absence #6 and beyond	Failure in the class
Tardies	3 Tardies=1 Unexcused Absence

Academic Integrity: I am assuming that you are all extremely bright and eager students; as such, you are expected to be fully aware and respectful of Chapman's Academic Integrity policy (as described in your Student Handbook). We will discuss guidelines regarding citation throughout the semester, but if you have any questions or doubts at any time, please put your mind (and writing) at ease and discuss them with me.

Important Note: We'll discuss the writing process and the (often inadvertent) potential for plagiarism when working from sources throughout the semester; please note, though, that – due to the increase in academic dishonesty since working virtually – the university is monitoring websites such as Chegg and Coursehero. Any violation of our academic integrity standards will result in action from the Academic Integrity Committee.

Chapman University's Students with Disabilities Policy: In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. The University, through the Disability Services Office, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Special Note: Please do not use non-class-related devices during class time! If there is an emergency or circumstance in which one of these is required, please let me know before class begins.

Grades: I am painfully aware of the emphasis that we all place on the grades that we receive. Although I have listed below the point values/percentages assigned to the various course requirements, I would like to remind you to please keep in mind as we proceed that *learning* is a process, one which points and percentages are very often incapable of measuring (corny, but true). Enjoy the process!

Essay 1	200 points	Grade Scale:	A	950-1000
Essay 2	300 points		A-	910-949
Final Exam	300 points		B+	880-909
			B	840-879
			B-	810-839
Presentation	100 points		C+	780-809
Participation	100 points		C	740-779
			C-	710-739
			D+	680-709
			D	640-679
			D-	610-639
			F	0-609
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TOTAL	1000 points			

Schedule of Classes

*I reserve the right to alter the syllabus as needed.

Week 1:

T 09/01 Introduction to the Course/Review of Syllabus

Th 09/03 **Be sure to have the syllabus printed out and available for your reference each day. Writing assignment due:** write (any length, handwritten or typed) on the following: what does it mean to be a “tourist”? Why do people “tour”/what is the appeal of being a tourist? What do you think are the most popular tourist destinations and why do you think these sites are popular?

Week 2:

T 09/08 **Writing assignment due:** write (any length, handwritten or typed) on the following: where have you been a tourist? What were your experiences? What were you trying to be (or not be) and gain (or not gain) while a tourist? What were you interested in seeing while touring a country, a city, and/or a specific site?

Th 09/10 **Introduction to the “field”**
Urry, “The Tourist Gaze” (PDF on Canvas)

Week 3:

T 09/15 “Dark Tourism/Grief Tourism/Thana Tourism,” Sharpley/Stone (3-22) **AND** “Kitschification,” Sharpley/Stone (118-128). Both readings are also available on Canvas.

Th 09/17 Walter, “Dark Tourism: Mediating Between the Dead and the Living,” in Sharpley/Stone (39-55)

Week 4:

T 09/22 **Prosopopoeia, The Limits of Representation, and Holocaust Tourism**
“Introduction to the Holocaust,” Celan’s “Todesfuge,” Plath’s “Daddy” (PDFs on Canvas)

Th 09/24 Selections from Spiegelman, *Maus I and II* (handouts on Canvas)

Week 5:

T 09/29 Hollywood and the construction of ThanaTourism. *Imaginary Witness: Hollywood and the Holocaust* (viewed in class)

Th 10/01 Hodgkinson, “The Concentration Camp as a Site of ‘Dark Tourism’” (PDF on Canvas)

Week 6:

- T 10/06 **The Lighter Side of the Dark**
Bring in an example of “fun” dark tourism and be prepared to discuss it in class!
- Th 10/08 “‘It’s a Bloody Guide’: Fun, Fear and a Lighter Side of Dark Tourism at the Dungeon Visitor Attractions,” Sharpley/Stone (165-185)

Week 7:

- T 10/13 “Dark Tourism: A Fascination With Assassination,” Lennon/Foley (PDF on Canvas)
Excerpt from Sarah Vowell’s, *Assassination Vacation* (on Canvas or use website listed on the PDF to listen to the audio)
- Th 10/15 Zoom Break = No Class
Essay 1 Due via Turnitin on Canvas by 7:00pm. No late papers accepted, so be careful with this and be sure to use all guidelines – provided on both the handout and on Canvas – to avoid deductions.

Week 8:

- T 10/20 Tombstone/Cemetery Tourism or Taphophilia:
Chapters 1 and 4 from Powers-Douglas, *Cemetery Walk: Journey Into the Art, History and Society of the Cemetery and Beyond* (PDFs on Canvas)
- Th 10/22 **“Wargasm”**: Baldwin/Sharpley, “Battlefield Tourism: Bringing Organised Violence Back to Life,” in Sharpley/Stone (186-206)

Week 9:

- T 10/27 Excerpts from Tony Horwitz, *Confederates in the Attic: Dispatches from the Unfinished Civil War* (PDF on Canvas)
- Th 10/29 “Rebellion” Tourism in Ireland, North and South: “Brief History” **AND** “Ireland’s Rebellions” (PDFs on Canvas)

Week 10:

- T 11/03 Ireland, Cont. Yeats, “Easter 1916” (PDF on Canvas)
- Th 11/05 **Famine, Slavery, Genocide**
Ireland’s Great Hunger of the Past = Ireland’s Famine Theme Park of Today (Read each section listed on the website – “The History Place: The Irish Potato Famine” - on Canvas)

Week 11:

T	11/10	Rice, "Museums, Memorials and Plantation Houses in the Black Atlantic: Slavery and the Development of Dark Tourism," in Sharpley/Stone (224-246)
Th	11/12	Beech, "Genocide Tourism," in Sharpley/Stone (207-223)

Week 12:

T	11/17	What Now/What Next? Sharpley/Stone, "Life, Death, and Dark Tourism: Future Research Directions" (247-251) AND Heavenly tourism (handouts/websites on Canvas)
Th	11/19	Zoom Break = No Class Essay 2 Due via Turnitin on Canvas by 7:00pm tonight (no late papers accepted)! Be sure to use all guidelines!

Week 13:

T	11/24	No Classes (Happy Thanksgiving!)
Th	11/26	

Week 14:

T	12/01	Presentations
Th	12/03	Presentations

Week 15:

T	12/08	Presentations
Th	12/10	Presentations

Final Exam: Friday 12/18 (8:00-10:30am - *What the what? SO EARLY!*)