HON338-01: ThanaTourism: Traveling the “Dark Side”
Spring 2019
Credits: 3

Professor: Justine K. Van Meter
Office: DH150B
Office Hours: T 2:30-3:30, by appointment, and “virtual” hours (by email)
E-Mail: vanmeter@chapman.edu

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 Blackboard)

Requirements:
I. Readings and informal writing assignments: as you will notice on the syllabus, there are many materials that will be posted on Blackboard. Each of these must be printed out AND brought to class on the day on which they are to be read (and I will be checking to make sure that you have them!). Additionally, if it becomes clear that readings are not completed by the day they are due, quizzes will be added and they will be very difficult! There will also be informal writing assignments that must be completed; while they are not formally graded, not submitting them on the due date will result in a deduction of 25 points in the final grade. Many of these are not on the syllabus, but will be announced in class, so it’s important to be there each day!

II. Essay 1 (200 points): No late papers accepted!

III. Essay 2 (300 points): your presentation at the end of the semester will be based on this essay (more on this later!).

IV. Presentation (100 points): More information will be distributed as this assignment approaches.

V. Final Exam (300 points): The final will be comprehensive and will involve a choice of essays. More on this later!

VI. Participation/Attendance (100 points): It is more than likely that, at this point in the syllabus, 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!
With regard to attendance, excessive unexcused absence (meaning any absence that is not cleared with me prior to class and that is not legitimized by either a doctor’s/coach’s/dean’s note or by other satisfactory reason) 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.

**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 laptops/cell phones during class time! If there is an emergency or circumstance in which one or both 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!

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Essay 1</td>
<td>200</td>
<td>A</td>
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<tr>
<td>Essay 2</td>
<td>300</td>
<td>A-</td>
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<tr>
<td>Final Exam</td>
<td>300</td>
<td>B+</td>
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<tr>
<td>Presentation</td>
<td>100</td>
<td>C+</td>
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<td>Participation</td>
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<td>TOTAL</td>
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Grade Scale:
- A: 950-1000
- A-: 910-949
- B+: 880-909
- B: 840-879
- B-: 810-839
- C+: 780-809
- C: 740-779
- C-: 710-739
- D+: 680-709
- D: 640-679
- D-: 610-639
- F: 0-609
**Schedule of Classes**

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

**Week 1:**

T 01/29  Introduction to the Course/Review of Syllabus

Th 01/31  **Be sure to have the syllabus printed out and available for your reference each day.** Writing assignment: write at least two pages (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 02/05  Writing assignment: write at least two pages (handwritten or typed) on the following: when 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 02/07  **Introduction to the “field”**

Urry, “The Tourist Gaze” (PDF on Blackboard)

“Dark Tourism/Grief Tourism/Thana Tourism”: Sharpley/Stone, pp. 3-22

**Week 3:**

T 02/12  Sharpley/Stone on “Kitschification” (pp. 118-128)

Th 02/14  Walter, “Dark Tourism: Mediating Between the Dead and the Living” (in Sharpley/Stone, pp. 39-55).

**Week 4:**

T 02/19  **Prosopopoeia, The Limits of Representation, and Holocaust Tourism**

Handouts on Blackboard: Celan, Plath

Th 02/21  Selections from Spiegelman, *Maus I and II* (on Blackboard)

**Week 5:**

T 02/26  Hollywood and the construction of ThanaTourism: *Imaginary Witness: Hollywood and the Holocaust*

Th 02/28  “Holocaust/Concentration Camp Tourism” (website on BB)
Week 6:
T 03/05  “Holocaust/Concentration Camp Tourism” (website), cont. + “Visiting” Auschwitz; documentary: “The Holocaust Tourist” (viewed in class)

Th 03/07  The Lighter Side of the Dark
Bring in an example of “fun” dark tourism and be prepared to discuss it in class!

Week 7:
T 03/12  Sharpley/Stone, “It’s a Bloody Guide’: Fun, Fear and a Lighter Side of Dark Tourism at the Dungeon Visitor Attractions” (pp. 165-185)

Th 03/14  Excerpts from Sarah Vowell’s, Assassination Vacation (on Blackboard)
Essay 1 Due (No late papers accepted!)

Week 8:
T 03/19  Spring Break (NO CLASSES)

Th 03/21  

Week 9:
T 03/26  Tombstone/CemeteryTourism or Taphophilia: Excerpts from Powers-Douglas, Cemetery Walk: Journey Into the Art, History and Society of the Cemetery and Beyond (on Blackboard)


Week 10:
T 04/02  Excerpts from Tony Horwitz, Confederates in the Attic: Dispatches from the Unfinished Civil War (on Blackboard)

Th 04/04  “Rebellion” Tourism in Ireland, North and South (handouts on Blackboard)

Week 11:
T 04/09  Famine, Slavery, Genocide
Ireland’s Great Hunger of the Past = Ireland’s Famine Theme Park of Today (handouts on Blackboard)

Th 04/11  More Ireland (handouts on BB, cont.)
Week 12:
T  04/16  Rice, “Museums, Memorials and Plantation Houses in the Black Atlantic: Slavery and the Development of Dark Tourism” (in Sharpley/Stone, pp. 224-246);
Beech, “Genocide Tourism” (in Sharpley/Stone, pp. 207-223)

Th  04/18  What now/What next? Manfred Becker’s documentary (viewed in class);
Sharpley/Stone, “Life, Death, and Dark Tourism: Future Research Directions” (pp. 247-251);
Heavenly tourism (handouts/websites on BB)

Week 13:
T  04/23  Finishing up!
Essay 2 Due (no late papers accepted!)

Th  04/25  Presentations

Week 14:
T  04/30  Presentations

Th  05/02  Presentations

Week 15:
T  05/07  Presentations

Th  05/09  Presentation

Final Exam:  Wednesday 05/15 (10:45am-1:15pm)