
MUSEUM STUDIES

Difficult Heritage
ARH 6930 — Spring 2023
Wednesday, 10:40am-1:40pm
FAC 116A

Professor:
Dr. Jacque Micieli-Voutsinas
(Please feel free to call me Dr. MV)
Pronouns: She/Her/They/Them
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Office hours:

This course is an elective part of the core curriculum in Museum Studies. It aims to introduce and familiarize students with current and emerging theories and debates in the area of difficult heritage.

Course description:

This course investigates the socio-political meaning of “difficult heritage.” Difficult heritage is an interdisciplinary field of critical inquiry related to a number of intellectual developments in genocide, tourism, trauma, memory, heritage, and death studies. Also sometimes called “dark tourism,” “thanatourism,” or “death tourism,” difficult heritage is an umbrella term for critical intellectual investigation into places of traumatic memory, their visitation and consumption, and how their historical narratives and social relevance are actively shaped and negotiated by divergent communities. In this course students will learn to explore the ‘gray matter’ of memory and meaning-making. Here, embodied memories, emotions, intergenerational trauma, and institutional affects, all combine to generate the stuff of the place-making and subjectivity formation in sites of difficult heritage.

Course objectives:

- (1) To help graduate students gain a general understanding of the growing interdisciplinary body of literature known as “Difficult Heritage.”

- (2) Critically explore the themes and debates of Difficult Heritage as it connects with histories of modern nationalism and empire-building.
- (3) Develop and improve students' ability to critically think, evaluate, and write about difficult histories and the experiences of visitors traveling to places of traumatic memory and death.
- (4) Engage students in interdisciplinary thinking and dialogue as it pertains to critical tourism studies, memory studies, trauma studies, death studies, and genocide studies, as it intersects with critiques of museum spaces and institutions through the lens of Difficult Heritage.
- (5) Engage students in dialogue with museum professionals working in difficult history.

Course texts:

There is one assigned textbook for the course:

- 1) *Interpreting Difficult History at Museums and Historic Sites*. Rose, J., Rowman & Littlefield, 2016.

Recommended Course Texts:

Additional journal articles, book chapters, and/or newspaper articles will be assigned throughout the semester. All additional readings will be available electronically through Canvas on our course site under "Weekly Readings." To access the course site, go to: elearning.ufl.edu

Course evaluation: ARH 6930 is designed to introduce you to conceptual frameworks that guide contemporary studies in Difficult Heritage, and to help you understand the emotional complexities at play in places of memory. Course evaluation will reflect this focus and will include a mixture of written assignments, participation in in-class discussions, and site visits to local GLAM sites (in-person or online), when permitted. A plus/minus grading system will be used. I will make every effort to grade and return all written assignments within two weeks.

Attendance & Class participation	20%
Discussion Leading	15%
1 st Paper	20%
2nd Paper	20%
Final Paper (Case Study Literature Review)	25%

Grading Scale:

A	93.4 – 100	B+	86.7 – 89.9	C+	76.7 – 79.9	D+	66.7 – 69.9
A-	90 – 93.3	B	83.4 – 86.6	C	73.4 – 76.6	D	63.4 – 66.6
		B-	80.0 – 83.3	C-	70.0 – 73.3	D-	60.0 – 63.3

- an 'A' denotes work that is exceptional, as represented by thorough and detailed engagement with ideas from course readings and lectures; careful integration of materials or

concepts across themes or topics; logical reasoning; sincere reflection; and precise writing.

- a **'B'** denotes work that is above average in relationship to your peers' work and in relationship to the expectations of the assignment.
- a **'C'** denotes work that fulfills course requirements in every way, but only adequately.
- a **'D'** denotes work that does not adequately fulfill course requirements, but still deserves credit.
- an **'F'** denotes work that does not deserve passing credit.
- a **ZERO** will be assigned to work not turned in. Late assignments will be penalized, if accepted at all, and plagiarism will result in an "F" for the entire course, and you will be reported to the Academic Integrity office for violating university and course policy.

Attendance, in-class participation, discussion leading, discussion questions (35%): Your participation grade will be based on the following criteria:

1. This course is a seminar, or discussion-based and attendance is **MANDATORY**. You will be expected to participate fully in classroom discussions. In a seminar course, students do assigned reading and then, under your own guidance and direction—as well as the guidance of the Professor—we will grapple aloud with the ideas we've read, collectively. Our seminar will be a mixture of discussion, peer-led mini-lectures, large and small group activities, with an emphasis on understanding and applying course readings to our own research projects. Lectures will not be posted, and discussions and activities completed in class will not be recreated, so attending class is the only place to learn key material on which you will be evaluated. If you miss a class, you are responsible for getting notes from a classmate, including any assignments or announcements that were made. The course may also require mandatory attendance at local museum or public heritage sites, in-person when permitted, or online, if not permissible. All course handouts and materials are available on the course's elearning page.

Only 1 absence will be excused over the course of the term unless you can provide documentation for a health emergency. However, more than two absences may result in failing the course in addition to lowering your overall course grade. Excessive tardiness will also impact final class averages. Attendance is worth 10 percent of your course grade.

2. **Participation in class.** Participation includes contributing to in-class discussions by *SPEAKING* and being intellectually present for each meeting of ARH 6930. When you are not speaking or asking a question, you should be actively *LISTENING*, which may even include note taking. Meaningful contributions to class discussion should reflect ***your engagement with the assigned course readings and in-class peer conversation***. Not participating in classroom discussions will result in a lower course grade. Participation is worth 10 percent of the course grade.
3. **Performance on in-class Discussion Leading.** You will be asked to facilitate in-class discussion for **one** assigned class session (see Discussion Leading handout for more information). Your responsibilities will be to: 1.) discuss **one** assigned case study to help illuminate a critical examination of the methodologies, research design, and ideas

presented in the remaining assigned class readings): 2.) As a facilitator, you are also expected to bring **four** reading-informed, discussion questions that support discussion of the course readings. Discussion questions should not simply summarize the topic of the day, but rather support your selected case study in generating nuanced classroom discussion of research methods and other reading themes. Remember, this assignment is NOT a lecture, it is a discussion facilitation and should be interactive. 3.) You are also responsible for emailing me your final list of discussion questions and facilitation outline, including any supporting visuals/PowerPoints, by **11pm**, two days prior to class. Student preparedness and performance on this assignment is worth 15% of the course grade.

4. **General in-class preparedness.** Students are expected to bring the assigned readings to class and to complete all assigned readings prior to attending class. TV, cell phones, music, and other electronic distractions, are not permitted to be out during class time.

First Paper: (15%):

Second Paper: (20%):

Final Research Paper (Case Study Literature Review) (25%): The final research paper will be an opportunity for students to develop and design their own preliminary literature review connected to a case study of their choosing.

Course papers should synthesize and respond to weekly themes, teasing out connections and common links between the readings as they pertain to the assigned course unit. Papers should have a clearly identifiable argument and demonstrate thoughtful and comprehensive engagement with the readings across the assigned unit. To begin, try considering a key passage from the readings and write a well-organized essay in which you explain its relevance to the overall theme of the week. Use examples from the readings to support your claim. Response papers are *not* reading summaries.

Written assignments will be due before the start of class on assigned dates. Please email me your assignment prior to the start of class time, and please note that ABSOLUTELY NO LATE ASSIGNMENTS will be accepted. Each assignment should be double-spaced with 12-point font, 1” margins. Please follow APA, MLA, or Chicago for any citations, when needed.

In general, about written assignments: Because improving your writing skills is an important goal of a research course, your grades for these assignments will also emphasize this objective. I encourage you to utilize the services of the <https://writing.ufl.edu/writing-studio/>, if needed. For your own protection, please make certain that you continuously save your written work as you write and back up those documents on a flash drive or external hard drive. You should also save all graded work until you receive your final grade in the course. In the event that work goes missing or a grade gets miscalculated, this will provide the *only acceptable* evidence that you turned in a particular assignment or received a particular grade.

Policy on late submissions: Unless you have provided substantial, documented evidence for need of an extension, and have discussed the situation with me well in advance of the impending deadline, late assignments will receive a 10% reduction in your grade for **each day** that exceeds the stated assignment deadline. Extensions will be given only under the most extraordinary circumstances, and I do not except late work after one week past the original deadline. Malfunctioning computers,

printers and so on are not reasonable grounds for an extension. Save your work regularly and in multiple locations and be prepared to print your work in a computer lab if necessary. Please note that I will be the sole judge of what constitutes an extraordinary circumstance, that in most cases my granting of an extension will require that you submit a note from a doctor or other appropriate official, and that extensions must be negotiated in advance. Please also note that sending me an email does not constitute negotiating an extension. Unless we have spoken and agreed on a new date, the original date stands.

How to reach the Instructor: E-mail is the best way to reach me, jmiceli@ufl.edu

In communicating with me, please note the following tips:

1. I will make every effort to respond to your email within 24-48 hours, 9:00 am—4:00 pm, Monday—Friday. Outside of those times, I am unavailable. Please think ahead when working on assignments.
2. **Letters of Recommendation:** If you would like a letter of recommendation you should work throughout the semester to distinguish yourself so that there is evidence of your excellence. In addition, help me help you.
 - Ask for the letter a minimum of ONE MONTH in advance of the deadline
 - Include information on the job, internship, academic opportunity, etc. that you are applying for
 - Include your CV and achievements that you would like highlighted in the letter
 - Clearly state the deadline and how the letter should be submitted and where/how to submit
 - Gentle reminders leading up to the deadline are greatly appreciated

Student Accommodations: Students with diverse abilities and learning needs requesting accommodations should first register with the Disability Resource Center (352-392-8565, <http://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to me when requesting accommodation. Students with diverse abilities and learning needs should follow this procedure as early as possible in the semester.

Course evaluations: Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Academic Dishonesty: Academic dishonesty includes plagiarizing, cheating, turning in counterfeit papers, stealing academic materials, knowingly falsifying academic documents, accessing confidential academic records without authorization, disclosing confidential academic information without authorization, and turning in the same work to more than one class without the expressed permission of the instructors involved. An online plagiarism checker service may be used to screen papers. Please note that recording class discussions will not be permitted under any circumstances. Students are, however, allowed to record video or audio of class *lectures only*, but please note that the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.¹ In ARH 6930, all of the above are prohibited. Any student deemed to have engaged in academic dishonesty will be subject to disciplinary action from the University and will also receive a “no credit” (i.e., a zero) for the assignment.

Academic Honesty: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please ask me. UF’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. This means a report will be filed with the Student Conduct and Conflict Resolution office. During exams, personal items must be cleared from desks and chairs and placed in a bag on the floor. For information on what constitutes plagiarism, consult the UF Plagiarism Guide at <http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html> and “Misuse of Sources” on the course web site. If you have any questions, please ask me.

¹ A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.

Software Use

All faculty, staff, and students at the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Additional Academic Resources:

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: <https://career.ufl.edu/>, Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: <https://cms.uflib.ufl.edu/ask>, various ways to receive assistance with using the libraries or finding resources.

Teaching Center: <https://teachingcenter.ufl.edu/>, Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: <https://writing.ufl.edu/writing-studio/> 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Health and Wellness:

UF COVID-19 policies: In response to COVID-19, the following University-wide practices are in place to maintain your learning environment, to enhance the safety of in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- Vaccines against the COVID-19 virus are readily available to all UF students at no cost and have been demonstrated to be safe and effective. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu or (352) 392-1575 or visit the U Matter, We Care website to refer or report a concern, and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Basic Security Needs: Any student who is facing challenges securing food or housing is urged to contact the Dean of Students for support. Please do not hesitate to contact me directly for additional assistance in the event that these external stressors are also affecting your performance in the course.

Course Outline (*subject to revision*)

Date	Lecture	Discussion
Week 1	Introduction to Course:	(1)

Wed. 1/11	~ Introductions ~ Review Course Syllabus	
Week 2 Wed. 1/18	What is “Difficult Heritage”	(2)
Week 3 Wed. 1/25	Contested Histories, Difficult Emotions	(3)
Week 4 Wed. 2/1	Public Feelings, Affective Heritage	(4)
Week 5 Wed. 2/8	Memorial Museums	(5)
Week 6 Wed. 2/15	“Dark Tourism” at Places of Death	(6)

Week 7 Wed. 2/22	Case Study:	(7)
Week 8 Wed. 3/1	Case Study:	(8)
Week 9 Wed. 3/8	Case Study:	(9)
Week 10 Wed. 3/22	Case Study:	(10)

Week 11 Wed. 3/29	Case Study:	(11)
Week 12 Wed. 4/5	Reclaiming Memory:	(12)
Week 13 Wed. 4/12	Museums & Genocide	(13)
Week 14 Wed. 4/19	Immersive Futures	(14)
Week 15 Wed. 4/26	Museums and Reconciliation	(15)
Week 16 Wed. 4/26	Difficult Frontiers	(16)

5/4	Final Research Papers Due ~ Research Papers Due to Professor via email by 9:30am	
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Research Sources for more information on Difficult Heritage:

- [International Coalition of Sites of Conscience](#)
- [Institute of Dark Tourism Research \(IDTR\)](#)
- [Global directory of holocaust museums](#)
- [Dark tourism](#) (Guardian article)
- [Dark tourism resources](#) (The Digital Panopticon)
- [Prisoners, punishment, and torture: Developing new approaches to interpretation at the Tower of London](#)
- [Current research issues in dark tourism](#)
- [MELA* Project: European museums in an age of migration](#)