

Study Abroad Pedagogy, Dark Tourism, and Historical Reenactment

Kevin A. Morrison

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Pedagogy, Dark
Tourism, and
Historical
Reenactment

In the Footsteps of Jack the Ripper and His Victims

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PREFACE

Study Abroad Pedagogy, Dark Tourism, and Historical Reenactment: In the Footsteps of Jack the Ripper and His Victims is a genre-breaking response to the literature on study abroad. It stakes claim to an uncharted space between reflective pedagogy, public history studies, and investigations into dark tourism. Drawing on my experience of teaching short-term summer programs and courses in London between 2011 and 2018, in which I focused wholly or in part on the Whitechapel murders of 1888, it analyzes experiential learning in the study abroad context. The book is informed by my reflections as an instructor, by students' informal essays and anonymous evaluations, and by the scholarship of teaching and learning.

It seems fitting, then, to acknowledge at the outset the many students who studied abroad with me. Historically, study abroad programs have focused on undergraduate students. Recognizing the unique opportunity graduate students have to use their teaching assistant credits to cover tuition costs, I arranged for my summer offerings to have graduate course numbers in History, English, Creative Writing, and Communication and Rhetorical Studies. In partnership with these academic units, I drew up syllabi that met graduate-level requirements and worked with students to tailor their supplemental reading lists and final projects to their particular interests. I am particularly grateful to the dozen or so graduate students who overcame a variety of obstacles to undertake overseas learning.

Over the years, my students and I have benefited from the intellectual generosity of Alison Adam, Simon Avery, Tom Crook, Richard Dennis, Larry Duffy, Drew Gray, Jennifer McDonell, Paul Newland, Robert L. Patten, Jane Rendell, Neil Robinson, Martin Willis, and Elizabeth

Wilson. Although I have utilized many guides, all of whom I thank, Ike Ijeh, owner of London Architectural Walks, and Alex Hetherington deserve special mention for their collaborative spirit and close engagement with the themes and issues of each of the programs and course that I offered in London. Erica Davies, who directs the wonderful Ragged School Museum, first suggested that we adapt the Victorian lesson used for primary school students for my undergraduates. It was a terrific experience that I have since repeated on multiple visits.

My interest in offering study abroad programs is a natural outgrowth of my academic research. But my commitment to internationalization is longstanding. My parents, Gary and Gayle Morrison, instilled in me a love of travel, history, and intercultural learning. No matter where our travels take us, they, along with Michael, Jean, and Cole Thompson; Jennifer, Kieron, and Justin Chapa; and Betty J. Fisher and Jack Bowers, are our anchors.

I completed a portion of this book while I was a visiting fellow in the Department of English Language and Literature at the National University of Singapore. I am grateful to Robbie Goh, dean of the faculty of the arts and social sciences, Michelle M. Lazar, department head, and, especially, Chitra Sankaran, deputy head, for making my productive and invigorating stay there possible. Becoming a faculty member abroad is a logical next step in my career, and I am enormously grateful to Chaojun Yang, dean of the School of Foreign Languages at Henan University, for his incomparable support and encouragement of my work. Vice-dean Taotao Zhao has provided all manner of assistance. I am very fortunate to call Francis Fu Jiangtao a colleague and friend. There is no task too great or too small that my assistant Jianyuan Hong will not try to accomplish. Many thanks!

As we shuffle from country to country, Audrey, Camden, and Dorothea may sometimes yearn for a more settled existence. The best journey of all is my life with them.

Kaifeng, China

Kevin A. Morrison

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