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研究課題名(和文) Uncovering the black-box of educational dark tourism: Comparative analysis of the mechanisms of packaging and perceiving of war narratives through war heritage sites between former enemies

研究課題名(英文) Uncovering the black-box of educational dark tourism: Comparative analysis of the mechanisms of packaging and perceiving of war narratives through war heritage sites between former enemies

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研究成果の概要(和文)：本研究は、ダークツーリズムの概念の妥当性を問い直し、アジアの文脈における教育ダークツーリズムの複雑な仕組みや文化政治的要素を明らかにした。具体的には以下である：1) アジアにおける戦跡関連教育ツーリズムは「希望ツーリズム」と呼ばれることもあり、暗く致死の苦しみを強調するとは限らず、その後生まれる光をも示し、2) 若者の戦争の記憶は、教育ツーリズム資料や歴史教科書とともに、様々な形で戦争の表象の相互関係により(再)構築される。本研究結果はアジアにおけるダークツーリズムの実情を解明し、また若者世代の戦争の記憶構築を理解するために、大衆メディア等‘ポップ’な形式の媒体を考え合わせる必要性を指摘した。

研究成果の学術的意義や社会的意義

Educational dark tourism, a sub-category of dark tourism, had a large gap in theory, with reference to the Asia Pacific region. Our findings revealed the theoretical limitation of common Western-based approach to dark tourism, stressing the need of incorporating Asian-based conceptualization.

研究成果の概要(英文)：Our research, in questioning the validity of the concept of dark tourism, has uncovered the black box of educational dark tourism in Asia. More specifically, we have found the following aspects of educational dark tourism, a sub-category of dark tourism: 1) educational war-related tourism in Asian societies memorializes deadly suffering, but also sheds light on the brightness brought after the darkness, 2) the process of (young) visitors' war memory (re) construction involves interrelation among various forms of representations of past wars, along with educational tourism (materials) and history textbooks. Findings of this research unpacked dark tourism practices in Asian societies, pointing out an urgent need to understand how to reconstruct war memories among young generations, in line with modern and popular forms of remembrance, such as popular media.

研究分野：Media and cultural studies

キーワード：war memory educational tourism memory studies dark tourism heritage tourism

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## 様式 C - 19、F - 19 - 1、Z - 19 (共通)

### 1 . 研究開始当初の背景 (background of the research)

The concept of dark tourism has created an opportunity for tourism researchers to explore new issues and push the boundaries of tourism research in new directions. Meanwhile, dark tourism has proved to be a contested concept with some drawbacks (Light, 2017), including: 1) little consensus over how dark tourism should be defined, 2) academic research on dark tourism concentrated on particular types of site, often in the Western world, and 3) limited interest in developing theories to understand tourism at places of death and suffering. The concept of dark tourism has been grounded specifically in ‘Western’ ways of thinking about relationships between the living and the dead, and yet has been often used uncritically in non-Western contexts. Researchers in Asia have addressed this challenge (Lee et al. 2012). Research on ‘educational dark tourism’ has been at its early stage of theoretical development, despite that the literature about dark tourism has been increasing as a part of the mainstream research areas since the early 2000s (e.g. Lennon & Foley 2000). In practice, however, the tourism industry in many countries has long operated tours to historic sites or sites related to major conflicts. While the tourism industry has moved far ahead in the development of products for educational dark tourism, research on the production and the mechanism of this type of dark tourism has been behind for about half a century.

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### 2 . 研究の目的 (purpose of the project)

This project aims to elucidate how narratives and interpretations of war have been framed, packaged, delivered, and perceived, by investigating the memory-making mechanism of ‘educational dark tourism,’ a core subcategory of dark tourism designated for future generations. By comparing three pairs of former enemies in the 20th century’s major wars, mainly: 1) Japan vs. Korea and China in the Pacific War and 2) Vietnam vs. U.S.A. in the Vietnam War, and 3) Germany vs. Israel (former European Jewish), this project examines the conceptualization and the institutionalization of educational dark tourism from temporal, cultural, and geopolitical dimensions. The findings will deepen the understanding of conflicting memories of major wars in the 20th century to assist in developing dark tourism in a futuristic form. This research is considered as an urgent task in the age where survivors of those wars are significantly disappearing, while tourists’ exposure to controversial memory-making exhibits is rapidly increasing. Our previous work (Yoshida et al. 2016) reveals that a spectrum based on an education/entertainment binary is an inappropriate model for dark tourism in Asian contexts, suggesting the need of a plurality of perspectives. Our research therefore attempts to deepen our understanding of the conceptualization and institutionalization of dark tourism in an Asian context. The research responds to the growing need for further theoretical development of dark tourism that derives away from Eurocentric approach dominated tourism research literature in the past two decades.

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### 3 . 研究の方法 (research method)

The research procedure focuses on the following two main aspects: conceptualization and institutionalization.      to investigate **conceptualization** in the operation of educational dark tourism, the project members approach ‘dark tourism experience’ from temporal, cultural and geopolitical dimensions. Regarding the geographical dimension, the research explores three pair of countries involved in major conflicts of the 20th century: Japan vs. South Korea and China in the Pacific War, Vietnam vs. USA and its alliances in the Vietnam War, and Germany vs. Israel (former European Jewish) in the WWII. Concerning the cultural dimension, the research contrasts ‘Asian and Western’ perspective of educational dark tourism production to reflect on the philosophy, beliefs and ideology of different societies, as these elements are hypothesized to influence the way dark experience is curated for educational materials. Regarding the temporal dimension, generation gaps are concerned, and researchers explored ways in which wars have been narrated over different generations by analyzing the content of the survivors’ talks and children’s responses to them.      to explicate the **institutionalization process** of educational dark tourism, we investigate three divided parties involved in framing and packaging war experiences: national/municipal agents who standardize the narration of dark experience and information in school materials and published

documentation; suppliers (e.g. travel agencies) who package and deliver educational dark tours; school children and teachers who perceive products about history from what is framed by state agents and packaged by relevant sectors. We clarify how visitors/school students and teachers perceive and interpret what has been framed and packaged for them, by conducting qualitative and quantitative content analysis of collected documents from: (1) site visits for data collection and contextual investigation, (2) collected materials and their narrated stories, as well as responses among student visitors, (3) interviews with involved parties (war-related site managers, tour agencies, tour guides, school tour coordinators/teachers). All educational tour materials are text-analyzed through coding procedure. All interviews are recorded and transcribed into texts, which we practice coding to analyze the contents and identify patterns common among each of the parties involved (i.e. student visitors, war-related site managers, national/municipal agents, tour coordinators/guides).

#### 4 . 研究成果 (research outcomes)

It has to be noted that due to the physical constraints caused by the COVID-19 pandemic and the inevitable modification and redirection to the initial research plans, our project has been arranged in terms its focus(es) from 2020, which made us significantly unable to conduct many follow-up site investigations/data collection and interviews. Accordingly, we proceeded the second half of the project (2020-2021 in particular), mainly carrying out interviews as much as possible with online devices, while trying to search for concepts and theories appropriate for examining and making meaning of the data that had been collected.

##### (1) Temporal and geopolitical disparities in war memory construction within Japan: *shūgaku ryokō*

Based on the examination of a significant amount of high school *shūgaku ryokō* designs, the majority going to Okinawa share some part of itineraries: visiting bomb shelters, war museums, and listening to local survivors and discussion with local students. We were able to connect and interview with a high school teacher in Tokyo, who has been coordinating *shūgaku ryokō* to Okinawa and shared students' response reports after their trip. These reports focused on students' reactions to dark sites concerning the Battle of Okinawa. Moreover, the structure and the content of its itinerary, pre-departure study materials, and students' response papers were analyzed by using critical discourse analysis. The findings reveal that their direct and interactive experiences of educational dark tourism in Japan's periphery (Okinawa) give the mainland student visitors (central Japan) a sense of dissonance and ambivalence, urging them to re-narrativize about WWII, different from their classroom (history) knowledge. The process involves affective and spectral experiences of encountering the "ghost," or the "self" projected onto the (peripheral) "Other," which is absent in hegemonic narrative of war in the mainland, but lies in survivor's talk, photos of dead local students at war museums, and in discussion with local students. In conclusion, the exposure of students of the core island to war heritage sites in Okinawa evokes a dissonance or discomfort in the dominant or the grand narrative of WWII, which typically identify Japan as victim. It also challenges the concept of "collective memory" for its implication of nation's war experience as singular and unified, and instead, it reveals the "collected-ness" of war narrative through the impact of "small" narratives found during educational tourism.

##### (2) Case of South Korea: Findings through post-colonial memorials/exhibitions

In 2022 one of the project members was able to (re)visit to investigate some war museums and memorials relevant to the nation's dark history in South Korea—the War Memorial of Korea, the Independence Hall of Korea, and Seoul National Cemetery—often utilized for school education, to collect secondary data. This allowed the researchers to expand the knowledge on how dark history has been presented, what educational materials are commonly used to teach history, how children respond to the teaching, and what kind of understanding children express of history and historical time. Traces of the past, such as artefacts, monuments and oral history, are increasingly used in educational activities, called 'heritage education.' The use of playing physical activities (e.g. puzzles, games, etc.) and displaying visual elements (e.g. panels and monitors etc.) have been used to stimulate young visitors' interests at those memorial sites. These practices lay the foundation for historical consciousness for the younger generation. Additionally, reviewing previous literature has allowed us to explore the way in which people respond to heritage attractions that may have potential to threaten their sense of national identity. With the social identity paradigm, we have recognized psychological efforts of indigenous citizens to maintain their own sense of identity through their interaction with the heritage sites reflecting the Japanese colonial past. It may be hypothesized that psychological reactions employed by people tend to be self-protective at the negative-natured heritage attractions. If heritage sites are experienced as possible threats to their sense of identity, young visitors may engage in a range of psychological coping reactions as responses to the threats. The results from these research activities suggest life history methodology as an effective theoretical and methodological tool to further understand the complex nuance of young visitors' experience associated with heritage sites.

##### (3) Vietnamese case: deepening the understanding of the former battlefield at DMZ

Intensive and extensive fieldwork in the former battlefield at DMZ (Quang Tri Province) in 2022 enabled the research members to establish connections with relevant organizations for gaining access to data center

and sites. These organizations include: Department of Culture, Sport and Tourism of Quang Tri Province, Center for Heritage Conservation and Museum of Quang Tri Province, Vinh Moc Tunnel – Heritage Center, Quang Tri Ancient Citadel – Visitor Center, Ta Con Museum and Visitor Center. Additionally, we had different sets of interviews with relevant officers in charge of war heritage conservation, including tourism officers of the provincial government, site managers of war-heritage monuments, and some veterans of the Vietnam War, as well as obtaining access to the archival collection of the Center for Heritage Conservation and Museum to analyze the guest books of visitors to the war museums and battlefield sites. We also made connections with local universities, Vietnam National University and Hue University, for research collaboration on war/dark tourism. Findings from the collected data has been incorporated for a manuscript on American War vs. Vietnam War, focusing on the remembering and forgetting at the former DMZ, which link between politics of memories and politics of tourism. By comparing and contrasting how the war is remembered in public history and tourism sites by both American and Vietnamese soldiers and citizen, we attempt to explicate how contested memories are mediated in touristic places to diverse audiences from the youth to the elderly.

(4) Discovery of proper concepts/theories (for the continuing research)

Examining the research findings over the past five years indicates the need to modify or supplement the theoretical and conceptual analytical tools for the data interpretation. Based on the extensive literature review for accommodating to theories/concepts appropriate to explain the collected data, we have determined the validity of social representation theory for a comprehensive explanation of young generations' construction of war memories, which should interact with various social representations such as popular media products as well as history textbooks. This suggests social representation theory as a useful analytical tool. Additionally, we have also recognized that (young) visitors' experience of war sites is heavily contextually based, as well as their social backgrounds. Thus, for the continuing research on this subject matter, social psychology and hermeneutic phenomenology would be useful to deepen the examination of young visitors' responses to the war-related sites as part of educational tour.

(5) Overall conclusion and some indications for future project prospects

Findings from this study uncover dark tourism practices in Asian societies, and reveal an urgent need to understand how to reconstruct war memories being in line with modern and popular forms of remembrance, such as tourism and popular media. This could lead to future research such as, re-evaluating the Western-oriented concept of dark tourism, linking social memories of major wars in Asia and the modern forms of representing the memories to engage young generations.

## 5. 主な発表論文等

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3. 雑誌名 Journal of Tourism & Adventure	6. 最初と最後の頁 61-84
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
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2. 出版社 Routledge	5. 総ページ数 222
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〔産業財産権〕

〔その他〕

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6. 研究組織

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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関