

# FAN TOURISM:

## BEHAVIOR & BUSINESS

MRTS 4410-01

### QUICK LOOK ITINERARY

#### Week 1: Online

- Fan Studies Bootcamp
- Work: Discussion, Quiz

#### Week 2: Online

- Ethnography Bootcamp
- Work: Discussion, Quiz, Proposal

#### Week 3: Scotland

- Fandoms: *HP*, *Outlander*, *Frankenstein*
- Locations: Edinburgh
- Work: Field Journals

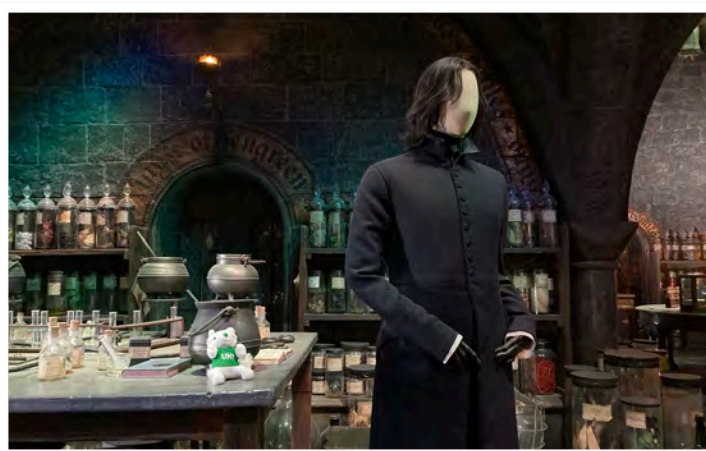
#### Week 4: Around UK

- Fandoms: *HP*, *Doctor Who*, *Golden Compass*, *LoTR*
- Locations: London, Oxford, Bath (optional)
- Work: Field Journals

#### Week 5: London

- Fandoms: *Sherlock*, *Doctor Who*, *Harry Potter*, *Good Omens*
- Activities: B Baker St Museum, HP Experience
- Field Journals, Organizing Data Workshop, Final Findings

### Course Description



Fan Tourism is a growing industry and long-standing fan practice. This course will be exploring locations in the UK that have been part of fan pilgrimage since the Victorian era through to the modern day. In addition to experiencing fan pilgrimage and tours we'll be talking with tour providers about the business and economy of this practice. We'll be using participant observation, a well-established ethnographic research practice in anthropology that is also utilized in fan studies as established by Henry Jenkins who coined the positionality of the researcher as "aca-fan."

Throughout our 2 weeks in country, we'll explore London, Edinburgh, Oxford, and possibly Bath as we experience the country with fan tourism as our foundational concept. We'll approach each location with its highlighted media

## Assignments

Discussion	20%
Quizzes	20%
Proposal	5%
Research Journal	40%
Final Findings	15%



## Late Policy

No assignments will be accepted late unless you have the permission of the instructor; or permission from the Dean of Students.

## Grade Scale

90-100	A	80-89	B
70-79	C	60-69	D/F



text in mind and discuss the psychological, sociological, and economic impact of fan tourism as a century old cultural practice.

Prior to arrival in country, students will have a week of online instruction on foundational aspects of ethnographic research practice and foundational fan studies concepts. Students will also propose an area of focus for their research: pilgrimage, business, or a specific fandom (*Sherlock*, *Doctor Who*, *Harry Potter*, etc.).

During our time abroad students will be required to read academic articles related to fan tourism, we'll discuss these readings before our excursions so that students can incorporate new concepts into their research journal. Research journals are an essential aspect of ethnographic practice and journals will be submitted regularly throughout our time for review.

Back online we'll have an organizing data workshop. During this week there will be instruction on sorting data and developing evidence-based findings. Then students will formally write up their research findings using a template, incorporating at least 3 concepts from course materials.

## Course Objectives

- Explore fan tourism—its cultural significance and business practices
- Explain and use the ethnographic research method while abroad for this class
- Connect fan tourism to larger issues of cultural exchange, religion, and media economy

## Contact Info:

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## About Me:

I earned my Ph. D. in Moving Image Studies at Georgia State University. My area of expertise is in fan and audience studies, specifically around audience/industry interactions. My first edited collection focused on Carrie Fisher/Princess Leia fans and my most recent published works focus on LGBTQ+ fans. I have a long standing hobby of fan/media tourism that spans 3 continents and over 15 locations globally. I look forward to sharing my love for and criticism of this fan practice with my students.



## Course Texts

In addition to the Galman text below, required readings are available online at the course website. Please make sure to either download them ahead of time to your device or print them out to have as a hardcopy in-country.

- *Shane, the Lone Ethnographer: A Beginner's Guide to Ethnography* by Sally Campbell Galman

## Course Policies

### Class Environment

It is in the best interests of you as an individual and us as a classroom to create a positive, inclusive, classroom environment, especially while abroad. I need your collaboration to create the best educational experience for all involved. By participating in class discussion, being respectful of others opinions, and preparing for class we can all work together to create a creative and dynamic experience.

### ODA Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with ODA to verify their eligibility. If a disability is verified, ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable

## Discussion

Throughout the course we will have class discussion, both online and in-person. You are required to have read the assigned articles and watched the media assigned for class to earn discussion points. It's vital that you are familiar with the fandom and the methods for this class to function effectively.

## Research Journal

Throughout the course you will submit your research journal notes for review. This is to ensure that you are critically engaging with the course activities, developing a focus, and keeping up with readings. They also provide the opportunity for early intervention regarding ethics, scope, and access. Notes can be informal, but they need to be detailed. We'll discuss how to develop notes in class prior to departure.

## Final Findings

After presentations (and feedback) you will write up an initial findings report using a template. You will discuss at least **3 concepts** from readings and how they relate to your research. This report will include self-reflection, observation, and *at least 2 types of supporting evidence*.

accommodation for every semester and must meet with each faculty member prior to implementation in each class. For study abroad courses, students requesting accommodations should notify their faculty leader as early as possible so that appropriate arrangements can be made. Note that while the ADA does not extend beyond US borders, and international accessibility requirements vary broadly from US standards, UNT study abroad programs will endeavor to provide accommodations wherever practicable. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information: UNT Office of Disability Access. You may also contact ODA by phone at 940.565.4323.

## Academic Honesty

Please note that by staying in this class you are agreeing to abide by all the standards of academic integrity as found in the Honor Code. Please review the policies on AI generated content as developed by the Media Arts department in Canvas.

## Subject to Change Statement

The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate, and with sufficient notification to all students.

# Course Schedule

All readings, screenings are due by the START of the day on the dates below. All assignments are turned in by midnight the day assigned.

DAY/LOCATION	READINGS & MEDIA	ACTIVITIES	ASSIGNMENTS
<b>Week 1: Online</b>			
<b>Monday</b> 5/18	Waysdorf, "The (Meaningful) Experience of Film Tourism"	Class Discussion (synchronous)	
<b>Tuesday</b> 5/19	Linden, "Fan Tourism as Pilgrimage"		Discussion Post
<b>Wednesday</b> 5/20	Kork, "Popular culture tourism: films and tourists demand"		Fan Studies Quiz
<b>Thursday</b> 5/21	<i>Shane, the Lone Ethnographer: A Beginner's Guide to Ethnography</i> by Sally Campbell Galman		Discussion Post
<b>Friday</b> 5/22	<i>Shane, the Lone Ethnographer: A Beginner's Guide to Ethnography</i> by Sally Campbell Galman	Class Discussion (synchronous)	
<b>Week 2: Online</b>			
<b>Monday</b> 5/25	Potts, "Intro to Participatory Memory"		Ethnography & Ethics Quiz
<b>Tuesday</b> 5/26	Croy, et al. "Film tourism stakeholders and impacts"  "Starring GREAT Britain"	Class Discussion (asynchronous)	Discussion Post

DAY/LOCATION	READINGS & MEDIA	ACTIVITIES	ASSIGNMENTS
<b>Wednesday</b> 5/27	Tzanelli, "Tourism and Popular Culture"	Class Discussion (asynchronous)	Discussion Post
<b>Thursday</b> 5/28		Zoom: One-on-One about Focus Area Assignment	
<b>Friday</b> 5/29	Geraghty, "Passing through: popular media tourism, pilgrimage, and narratives..."		Focus Area Assignment
<b>Saturday</b> 5/30			
<b>Week 3: Edinburgh</b>			
<b>Sunday</b> 5/31		Start packing for the trip! <i>Remember 1 rolling bag and 1 backpack/duffle only.</i>	
<b>Monday</b> 6/1	Bell & Lyall, "'I was here': pixilated evidence"	Class Discussion (synchronous)	Literature Review (Grads Only)
<b>Tuesday</b> 6/2		<b><i>Depart for Edinburgh</i></b>	
<b>Wednesday</b> 6/3	Watch a Harry Potter movie of choice ( <i>Watch it on the plane!</i> )	<i>Arrive in Edinburgh</i> Orientation / Logistics Group Lunch	
<b>Thursday</b> 6/4	Potts, "Engaging Harry Potter"	HP Walking Tour Class Discussion	Journal Check In
<b>Friday</b> 6/5	<i>Outlander</i> "Sassenach" (1.1) or "Lallybrock" (1.12)	<i>Free Day</i> Outlander Watch Party	

DAY/LOCATION	READINGS & MEDIA	ACTIVITIES	ASSIGNMENTS
<b>Saturday</b> 6/6	McGucken, "Loveletter to Scotland"	Outlander Adventure Tour	Journal Check In
<b>Week 4: London</b>			
<b>Sunday</b> 6/7	<i>Frankenstein</i> (del Toro, 2025)	Class Discussion  Trip to Gosford House or Frankenstein's Estate	
<b>Monday</b> 6/8	BBC's <i>Sherlock</i> "A Study in Pink" (1.1) or "A Scandal in Belgravia" (2.1)	<b>Travel to London</b> Orientation / Logistics Sherlock Watch Party	Journal Check In
<b>Tuesday</b> 6/9	Porter, "Welcome to London: the Role of the Cinematic Tourist"	Sherlock Tour Sherlock Pub (optional) Sherlock Museum Class Discussion	
<b>Wednesday</b> 6/10		Travel to Oxford HP Tour LOCO Talk Fandom Scavenger Hunt	Journal Check In
<b>Thursday</b> 6/11	Potts, "Layering Ianto's Memorial"  <i>Doctor Who</i> pick at least 1: "Rose" (1.1), "Shakespeare Code" (3.2), and "The Star Beast" (14.0)	Free Day  Doctor Who Watch Party	Conference Proposal (Grad Only)

DAY/LOCATION	READINGS & MEDIA	ACTIVITIES	ASSIGNMENTS
Friday 6/12	"The London Of Doctor Who, Mapped" <i>Londonist</i> ( <a href="#">URL</a> )  "Doctor Who Economic Impact Report" BBC	Doctor Who Museum Class Discussion Faculty-Led Doctor Who Tour of London	Journal Check In
Saturday 6/13		<i>Free Day</i> Optional: Day in Bath	
Week 5: London			
Sunday 6/14		WB Harry Potter Experience Class Discussion	Journal Check In
Monday 6/15	Prepare Notes & Artifacts	Organizing Data Workshop Good Omens Tour Class Discussion	
Tuesday 6/16 LAST CLASS		<b>Leave for Home</b>	
Finals Due 6/19			Final Findings