SCAND 100—Prof. Nestingen

SCAND 100:
INTRODUCTION TO SCANDINAVIAN CULTURE
Spring 2005
http://faculty.washington.edu/akn/scand05100.htm

Course Information
5 Credits
VLPA
Meeting Schedule: T., Th. 1:30-3:20
Savery 249

Instructor
Prof. Andrew Nestingen
Office: Raitt 305P
Office Hours: Th. 12:00-1:20
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1. COURSE DESCRIPTION

SCAND 100 is a chronological survey of major topics in the culture and history of the northern shores of the Baltic and the north sea, or what is called Scandinavia in the English-speaking world—Denmark, Finland, Iceland, Norway, and Sweden. We will study the history of Scandinavian culture by reading salient literature, political tracts, articles, and watching films. Key topics include: prehistoric Scandinavia, the Vikings, medieval Christianity and the Lutheran Reformation, the Romantic period and rise of nations, the modern breakthrough, Scandinavians in the Americas, the welfare state, Scandinavian cinema, and globalization. The picture will be filled in through lectures and discussions, and student writing.

While geographically on the margins, Scandinavia has played an important role in European culture. Understanding Scandinavia helps us better understand the cultures and history of Europe.

2. LEARNING OBJECTIVES

There are two chief aims in the course: to increase your knowledge of Scandinavia, and to deepen your skills in acquiring, processing critically, and using your knowledge of culture. These aims can be organized into three chief objectives.

a. Become familiar with Scandinavia by reading and discussing the texts assigned, creating a basic familiarity with the culture and history of the region.

b. Organize your familiarity with Scandinavia into historical and comparative categories. In other words, you should be able to relate keywords from different times to one another (the major differences between Viking society and Christianized Scandinavia, for example.) And you should know the major aspects of Scandinavian culture well enough to compare Scandinavia with other cultural regions.

c. You should be able to speak and write accurately and thoughtfully about Scandinavian history and culture by mastering the keywords around which the course and lectures are organized.
So what, then? What do you gain by knowing about Scandinavia? The knowledge you acquire through the course may help you do the following: complete other courses in Scandinavian studies, compare Scandinavia to other regions of the world, or understand better where some of your relatives may have come from. More importantly, however, the course helps you practice thinking critically about the history and present shape of a different society by organizing your approach to that society into a process of inquiry. By practicing ‘learning how to learn’ you can become a more thoughtful citizen—on a local, national, and global level—and also a person more able to complete satisfactorily the tasks that you take on in your personal and work life. (And you can impress your friends with jokes about “Mord the Fiddle and Hrut.”)

3. GRADES

The scheme I’ll use for calculating your final grade will be the following:

- Participation 10%
- Quizzes 15%
- Mid-Term 15%
- Final Exam 20%
- Journal 40%

Grades will be assigned based on the UW’s suggested percentages (a link to the grading schedule I use is included as a link on the course webpage).

4. COURSE ACTIVITIES & REQUIREMENTS

READING: The reading load for SCAND 100 is not heavy. It is essential that you complete all readings, so that you can understand the lectures and are prepared for discussion. During some weeks, reading will be heavier than usual. For example, you’ll need to plan ahead to read *The Saloonkeeper’s Daughter*—which is a crucial text for the course because it brings the Scandinavian immigrant experience into focus. You should have the reading completed by the day that it is listed in the syllabus, and be prepared to discuss the text. To determine that you are keeping up with the readings, half of the quiz questions will be based on the readings.

LECTURES: Another key component in the course is the in-class lecture, which will take up the first part of the class on most days. The lectures provide explanations of the keywords in the course, which provide context for understanding the readings. To determine that you are following the lectures, half of the quiz questions will be based on the lectures. Lecture notes will be posted on the course website by Monday of each week, so that you can print out lecture notes before class.

PARTICIPATION: Participation is your responsibility, and so you decide your participation grade. Between June 3rd and June 9th, you should send me an email assigning yourself a participation grade on the four point UW scale, and explaining to me why you’ve given yourself that particular grade. I reserve the right to disagree with your
assessment, although in most cases I award you a higher grade than you would award yourself. (You’re often your toughest critic.) If you attend and participate irregularly, but assign yourself a high grade, you can expect me to disagree with your assessment.

Punctuality is also an instructive measure of participation: in order to participate, you need to show up on time.

**QUIZZES:** During the course of the quarter, **FIVE “pop quizzes”** will be given to the class. Each quiz will include three multiple-choice or short-answer questions, based on readings and lectures. The questions will be aimed at testing whether you’ve kept up with the reading and the lectures. Anything that is an important part of the reading or the lecture in the week preceding a quiz is fair game for the quiz. The quizzes will be graded on a pass/fail basis. To pass a quiz, you must receive no less than one wrong of three questions.

I calculate your final quiz grade in the following way: if you pass four quizzes, you receive a 4.0 quiz grade; pass three quizzes, and you receive a 3.0; two passes equals 2.0, and one pass equals 1.0. No passes equals 0.0 for your quiz grade. **The first quiz will include questions about the syllabus, so know it well.**

**MID-TERM:** There will be one mid-term in the course, which will consist of forty multiple-choice questions, five keyword definitions, and three textual identifications. The questions for the multiple choice section of the mid-term will be taken directly from lectures, readings, and in-class discussion. Keywords are the names, movements, dates, and institutions that are most important in understanding Scandinavian culture. A list of keywords will be posted on the course website at the beginning of the quarter. On the mid-term, ten keywords from the list will be offered to you for definition. Finally, you will need to identify three excerpts from the readings we’ve done in the first part of the quarter and identify, title, author, and where they fit in the course. You will need to define five of them in two or three sentences. You will need an exam “Blue Book” for doing this, and a bubble sheet for the multiple choice questions. Both are available at the University Bookstore in the HUB.

**FINAL EXAM:** The final will consist of fifty multiple-choice questions, seven keyword definitions, and three text identifications. The final will be cumulative for the entire course. It will focus primarily, however, on the last four weeks of the course. The questions for the multiple-choice section of the mid-term will be taken directly from lectures, readings, and in-class discussion. Keywords will come from the list posted on the course website at the beginning of the quarter. You will be offered ten keywords, seven of which you’ll define in two or three sentences. Finally, you will need to identify three excerpts from the readings we’ve done in the first part of the quarter and identify, title, author, and where they fit in the course. You will need a bubble sheet for the multiple-choice questions, as well as an exam “Blue Book” for defining the keywords. Both are available at the University Bookstore in the HUB.

**NB!** On the UW Finals Week schedule, the SCAND 100 final is scheduled for the last day of final’s week. If you cannot take the final at the scheduled time, you are advised to withdraw from the course. I will not offer the final at any other time.
JOURNAL: You will keep a weekly journal over the course of the quarter, consisting of one entry per week except for week one and week ten. In week one, you will write a letter explaining to anyone you like (except the professor for the course) why you’re taking SCAND 100. For week 10, you will write a self-reflective essay about your journal and the course.

The introductory letter is a purposely open-ended assignment that asks you to write about your interest in Scandinavia (or getting VLPA credits) in your voice. No “paper writing” voices, thank you very much. By writing to someone other than the professor or a TA, you have the freedom to write as yourself. By beginning the journal in this way, I am encouraging you to write with honesty, thoughtfulness, and feeling throughout the journal.

In each weekly entry you will seek to relate what you’ve learned in the course to news, articles, and discussion of Scandinavia from beyond the course. To do this, each week you’ll choose an article about some aspect of Scandinavia that you find in a newspaper or on-line. You should copy or print out that article, and affix it in your journal. Your entry will then discuss the article, doing two things. First, your article should critically explain how the article discusses some aspect of Scandinavia. Second, you should relate the article to something we’ve discussed in class. Each entry should be equivalent to 1-2 typed pages. While I highly encourage you to type your journal, this is not required. However, you are encouraged to revise the journal, and typing obviously facilitates this.

An example might help in explaining the weekly entry. Let’s say you find an article about how J.R.R. Tolkien studied Finnish and based Elvish in Lord of the Rings on Finnish grammar. You could explain that the article presents Finnish as an exotic and difficult language which ostensibly intrigued Tolkien because he was trained as a linguist. You could relate this to Romanticism, as we’ll discuss it in class, a movement in which intellectuals looked to exotic cultural sources outside the mainstream for inspiration and insight. If you’d like further examples of weekly entries, you can come to my office hours and look at journals from a previous class.

You will turn in the journals twice before submitting your final journal for the course during the last meeting for class. When you submit the journal on a Thursday, you will receive it back the following Tuesday with a brief evaluation and provisional grade. That is, you will be given a grade, but it will not count toward the final journal grade. By reading the evaluation, you will receive feedback on your writing. You can use this feedback to improve your journal writing as you continue. You may also use the evaluations to revise the entries you’ve already written (a good reason to type the entries). You can then revise your journal before submitting it at the end of the class. I will take revision as a sign of high merit in my final evaluation of the journal.

You must submit your journal provisionally. If you do not submit it on the date noted below during our class meeting, you will incur a .5 late penalty from your final journal grade. No late submissions will be accepted.

The final entry for the journal will be a self-reflective discussion of your experience of the course. It serves two purposes: to introduce your journal to the reader, calling attention to what you wrote and how you revised, and, second, to relate the “story” of your learning in the course. The self-reflective essay might also discuss the most important elements of your journal, relating what you learned about Scandinavia by
writing them. It might also reflect on what you didn’t learn, but wanted to, what the least effective part of the course ways. The more effectively you explain what you learned by writing the journal, the better the essay. You should place this self-reflective essay at the beginning of the journal and label it “Introduction: Self-Reflective Essay.”

Finally, you may be wondering where to find articles that discuss Scandinavia. You can choose articles or stories from wherever you like. However, I would encourage you to begin with the list of links at http://faculty.washington.edu/akn/links.htm linked to the course website.

Journals are due in class on the following dates:

**Provisional submissions**
- 4/14
- 5/12

**Final Submission**
- 6/2

### 5. CRITERIA FOR EVALUATION

The criteria outlined below will be used in evaluating the journal assignment. On the first two occasions that you submit your journal entries, I will award the journal a provisional grade made up of three categories (1-3). Each category is worth three points. There is also an extra point which furnishes leeway for me to note effort, evaluate improvement, and reward students for special accomplishment. For your final submission, I will examine the improvement of your journal over the course of the quarter, and your explanation of it in the self-reflective essay, and award you a grade on the UW 4.0 scale. In other words, the final grade is the only one that counts toward the journal grade, excepting the late penalty mentioned in section 4.

1) **Sharpness:** My evaluation of sharpness focuses on the journal’s form, which I break into two components

   a) **Precision:** An excellent journal entry states its points clearly, following the structure suggested above, while demonstrating understanding of the course by using the concepts and keywords elaborated in the course with control and precision. If you can say something in ten words, don’t use thirty. Show you understand the points made in class and in the readings by referring to them in as effective and clear ways as possible. In general: your writing is less precise when it is vague and disorganized.

   b) **Clean:** One of the frustrating things about students’ papers is that spelling, grammatical errors, and style choices often make the writing less effective than it would be if these problems didn’t distract the reader. When someone reads your writing, their eye gets hung up in the errors, instead of focusing on your explanations and insights. Pay attention to punctuation and rules of usage. Titles
of books and films, for example, must be underlined or italicized. Edit your work carefully, spell-check and proofread, and review for grammar and punctuation.

2) **Detail:** Your journal entry should focus on a key idea of the article that you choose to discuss, and explain it with the support of details from the course and readings. The more effectively you can relate details of the article to details of the course, the more effective your paper. A poor entry lacks detail and speaks in general terms, without ever showing how relevant details support the point you’re making. If you can back up your argument with detailed examples, which you can summarize in relation to your main point, you’ve written a good paper.

3) **Freshness:** In the best journal entries, the writer’s voice is gripping and clear. A fresh voice can grab the reader in many different ways, but it always gets the reader’s attention: with an arresting anecdote that introduces the entry, with a thought-provoking question that lays the ground for a powerful explanation of intriguing details, with an imaginative choice of an article. In each of these, you show you care by bringing your imagination and voice to the paper. That makes the reader care too. What does the reader take from your paper? Does it fade from memory right away? Or does she remember the details and the argument? As you’re writing for the class, consider what kinds of questions and points resonate with the class, and help us understand Scandinavia better.

6. **COURSE POLICIES**

**ACADEMIC INTEGRITY:** The University of Washington is a community dedicated to learning. Ethical expectations of students belonging to the community are defined in the student conduct code (http://www.washington.edu/students/handbook/conduct.html). Plagiarism, cheating, and disruptive behavior in class violate the code, and harm your own and others’ learning. Any violations of the code in connection with the course will result in referral to the university administration for appropriate action. If you want to learn more about how to avoid plagiarism, please consult the following resource page on academic honesty, (http://depts.washington.edu/grading/issue1/honesty.htm), or speak to me directly.

**GRADES GRIEVANCE POLICY:** If you disagree with the grade you have been awarded and wish to appeal your grade, you must follow the policy outlined below. I will make no exceptions to this policy, and I reserve the right to refrain from considering your complaint if you do not follow the policy.

a. Wait twenty-four hours from the time you receive the grade.
b. Deliver a type-written complaint to my mailbox in Raitt 318 (Campus Mail Box 353420) explaining your grievance. (No emails or telephone calls accepted).
c. Follow-up by making an appointment with me to discuss your written complaint (email is fine for making the appointment).
d. I will indicate my final decision to you by email after our meeting.
e. If you disagree with my final decision, request a meeting with the chairman of the Scandinavian Department, Prof. Terje Leiren, and me to come to a final solution.

7. EXTRA CREDIT

There are two extra-credit opportunities during the course: you may attend a Scandinavian film in the Seattle International Film Festival, or you may attend a lecture sponsored by the Scandinavian Dept. during the quarter. I will announce these opportunities in class. If you attend one of these, you should document it by including an extra journal entry (following the same structure as the rest of the journal, and marked as “Extra Credit Assignment”) in your regular journal.

For each entry you complete, .05 will be added to your final grade. You can write a maximum of THREE extra-credit entries during the quarter. So, if you do the maximum number of extra credit assignments, you can add .15 to your final grade.

8. ASSIGNED TEXTS

Course Reader available at the Ave. Copy Center, 4141 University Way NE (633-1837)

COURSE PLAN

### Week 1  Introducing Scandinavia

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<tr>
<th>Day</th>
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<th>Topic</th>
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| Tue. | 3/29 | Course Introduction and Syllabus Review  
Lecture: What is Scandinavia? |
| Th.  | 3/31 | Guest Lecturer: Prof. Brian Magnusson, University of Jyväskylä (SF) and University of Washington  
Lecture: Prehistoric Scandinavia |

### Week 2  Vikings

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| Tue. | 4/5 | Lecture: The Viking Age  
View: “Vikings, Fury from the North”  
Reading: Selections from *Hávamál (Sayings of the High One)*, excerpted from *Old Edda* (I) in CR |
| Th.  | 4/7 | Lecture: Viking Society  
Reading: *Njal’s Saga* 100-106 (I)* in CR |
### Week 3  Christianity

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<th>Day</th>
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| Tue.  | 4/12 | Lecture: Medieval Christianity  
Reading: “On Medieval People,” Vilhelm Moberg (S) in CR |
| Th.   | 4/14 | Lecture: The Protestant Reformation  
Reading: “On the Freedom of the Christian,” Martin Luther (D); Vilhelm Mober (S) “The King’s Church” in CR |

### Week 4  Nation

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<th>Day</th>
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| Tue.  | 4/17 | Lecture: The Great Dane: Hans Christian Andersen  
Reading: “The Little Mermaid” by Hans Christian Andersen (DK) in CR  
View: Disney’s *The Little Mermaid* on reserve at the Media Desk at Odegaard Library, or at home. |
| Th.   | 4/19 | Lecture: National Awakenings  
Reading: Jonas Lie “Isaac and the Priest of Brônö”: “The Sampo” (SF) and “Preface to 1835 *Kalevala*” (SF) in CR |

### Week 5  Modern

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| Tue.  | 4/24 | Lecture: What is “Modern” Scandinavia?  
Reading: *A Doll’s House*, Ibsen, Act I |
| Th.   | 4/26 | Discussion: The Modern Breakthrough  
Reading: *A Doll’s House*, Ibsen, Act II & III |

### Week 6  National Literature

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| Tue.  | 5/3  | Guest Lecturer: Prof. Jyrki Nummi, University of Helsinki, Finland  
Lecture: Aleksis Kivi and his *Seven Brothers*  
Reading: *Seven Brothers* Excerpt CR |
| Th.   | 5/5  | Mid-Term |

### Week 7  Immigration

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| Tue.  | 5/10 | Lecture: Scandinavian Immigration in the US  
Reading: *The Saloonkeeper’s Daughter* 1-77 |
| Th.   | 5/12 | Lecture: Immigration and Literature  
Discussion: *The Saloonkeeper’s Daughter* 78-150 |
## Week 8 Welfare State

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<th>Date</th>
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<td>Tue. 5/17</td>
<td>What is the Scandinavian Welfare State? Excerpt from <em>Modern Welfare States</em> 15-33, 191-218 and “Conquering your Identity,” Theodor Kallifatides (S) in CR</td>
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<td>Th. 5/19</td>
<td>Guest Lecturer: Prof. Lawrence Watters, University of Washington Lecture: Scandinavia and Environmentalism</td>
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## Week 9 National Cinema

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<td>Tue. 5/24</td>
<td>Film Viewing: <em>The Celebration</em> (Festen, 1998, DK, Dir. Thomas Vinterberg) 88 min.</td>
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<tr>
<td>Th. 5/26</td>
<td>Guest Lecture: Guest Lecturer: Prof. Bodil Marie Thomsen, University of Aarhus, Denmark Lecture: Danish Cinema and Dogma Reading: Dogam 95 “Manifesto” and “Vow of Chastity” in CR</td>
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## Week 10 Globalization

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<td>Tue. 5/31</td>
<td>Lecture: Globalization and Scandinavia Reading: “The Finnish Information Economy in a Global Context” Castells and Himanen, “Fortress Denmark,” and “Oslo’s Untold Story” in CR</td>
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<tr>
<td>Th. 6/2</td>
<td>Final Review and Course Evaluation</td>
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* Letters mark origin of text: DK = Denmark; D = Germany; I – Iceland; N = Norway; SF = Finland; S = Sweden

**Final Exam: 2:30-4:20 p.m. Friday, Jun. 10, 2005**

**Have a Great Summer!**