

HIS 219: SCANDINAVIA SINCE 1800

Spring Semester 2012
Course Meeting: Beck 113
MWF 12:30-1:20

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Office: Beck 333 (x7435)
Office Hours: MWF 10:30-11:30
and by appointment

Welcome to Modern Scandinavian History!
We will pick up where we left off in HIS 218
(Scandinavian History to 1800), focusing on
the period from the nineteenth century to the

present. The period sees an amazing transformation of the region from an agricultural economy to leaders of innovation with some of the world's highest standards of living – as well as some of the highest levels of taxation. The region also transformed from antagonism and frequent warfare in early Scandinavian history to peaceful integration and cooperation between states, and models and advocates of international peace. Perhaps as a result of their small state status, the Nordic states redefined and repositioned themselves in the world around them, and by the twentieth century, countries around the world looked at a “Scandinavian model” for possible emulation. The Scandinavia of today is often regarded as a model in political harmonization, gender equality, and arguably a moral leader of the world. And yet the end of the twentieth century brought about new challenges: a weakening economy requiring transformations of the welfare state (including a bank crisis in Sweden and the 2008 meltdown of Iceland's financial system), increased emigration from Africa and the Middle East that dramatically changed the region's ethnic and religious homogeneity, and shifting roles towards greater Europeanization. And not everyone is happy with the direction these societies have taken, as evidenced in the violence in Denmark, Sweden, and Norway.

One of the central questions for any history is *why do we care – why is this important?* Scandinavia is often overlooked in European history; some might even argue that Scandinavia is on the periphery. However, as we shall see, Scandinavia was actively involved with, interacted heavily, and was influenced by the rest of Europe. Throughout this course, we will ask why is Scandinavian history important and how it is relevant for our understanding of European and world history, but also how Scandinavia is unique to the rest of Europe.





HIS 219 meets the **HIPHI** requirement – Historical and Philosophical Studies. By completing the requirements for this History course, students will:

1. Acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students with insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Develop communications skills in exams, papers, discussions.
5. Develop an understanding of the patterns of Scandinavian history, and how they inform present-day Nordic society, politics, and relations with its neighbors.

In addition to being a course in the History department, HIS 219 also counts towards a **Scandinavian Studies** major or minor.

Required Readings:

Byron J. Nordstrom. *Scandinavia Since 1500*.
Henrik Ibsen. *A Doll's House*.
Vilhelm Moberg. *The Emigrants*.
Gunnar Sønneby. *Report from #24*.
Henning Mankell. *Faceless Killers*.

Additional readings will be available on Moodle.

Reference Books:

In addition to the required reading, you may find the following books useful:

T.K. Derry. *A History of Scandinavia*.
Karen Larsen. *History of Norway*.
Jason Lavery. *The History of Finland*.
Byron Nordstrom. *The History of Sweden*.
Stewart Oakley. *The Story of Denmark*.
Franklin Scott. *Sweden: The Nation's History*.

Grading:

Participation	10%	Research Proposal	5%
3 Response Papers	30%	Research Presentation	5%
Final Paper	20%	Research Paper	30%

Grading Scale:

	B+: 87-89.9%	C+: 77-79.9%	D+: 67-69.9%
A: 93% and above	B: 83-86.9%	C: 73-76.9%	D: 65-66.9%
A-: 90-92.9%	B-: 80-82.9%	C-: 70-72.9%	F: below 65%

Participation, Discussion Forum, and Assignment Submissions:

It is expected that students regularly attend class having read the assigned material and ready to participate in discussions. "Ready" means you have completed and thought carefully about the readings. Students can also participate by meeting me during office hours or by e-mailing me questions and comments.

All assignments for this course are to be submitted in **electronic format** through Moodle (saved in .doc, .docx, .pages, or PDF format). Requests for an extension must be made at least 24 hours before the assignment is due; papers turned in late without requesting an extension ahead of time will be reduced in grade for each day it is late.

Disability Services:

If you have a physical, psychiatric/emotional, medical, learning or attentional disability that may have an effect on your ability to complete assigned course work, please contact Laurie Bickett, Disability Services Coordinator, in the Advising Center (x6286). She will review your concerns and decide with you what accommodations are necessary. I will be happy to work with you, upon receipt of documentation from her.

Grading Rubric For Writing Assignments:

	Introduction/Thesis	Support for Thesis	Use of sources/citations
A	Well-written, introducing the main themes of the paper, capturing the interest of the reader, with a well-defined thesis statement.	Each paragraph directly relates to the thesis statement, with excellent examples and analysis that articulates the connection.	Well-cited examples that support the argument, with a thorough analysis.
B	Adequate overview of the topics of the paper, but a weaker thesis statement.	For the most part, the paragraphs relate to the thesis statement, but the connection is not always articulated or clear.	A few (but not enough) citations, but tends to be a bit light on analysis.
C	Vague statements, largely off-topic, and lacking a clear thesis statement.	Paragraphs seem random, with no clear or articulated connection to the thesis statement.	References materials or examples, but gives no or few exact citations, and lack adequate analysis.
D	Completely lacking a clear focus with no thesis statement.	Paragraphs are completely irrelevant to the topic at hand, with no clear argument.	Lacks any citations or analysis, or includes an over-usage of quoted material.

Plagiarism and Academic Integrity:

As a student at Gustavus, you are expected to know and abide by the College's Academic Honesty Policy as printed in the academic catalog. The policy states, in part, "In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another's words or ideas. Students are especially cautioned that quoting or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source." By turning in any assignments for this course you are agreeing to the **honor pledge**: "On my honor, I pledge that I have not given, received, or tolerated others' use of unauthorized aid in completing this work." All instances of academic misconduct (such as plagiarism) will result in a zero for that assignment and be reported to the Office of the Provost. A continuing pattern of academic misconduct could result in academic probation or expulsion.

Andrea A. Lunsford offers the following suggestions to "Avoid Plagiarism" in *The Everyday Writer*:

- Maintain an accurate and thorough working bibliography.
- Establish a consistent note-taking system, listing sources and page numbers and clearly identifying all quotations, paraphrases, summaries, statistics, and visuals.
- Identify all quotations with quotation marks – both in your notes and in your essay. Be sure your summaries and paraphrases use your own words and sentence structures.
- Give a citation or note for each quotation, paraphrase, summary, arguable assertion or opinion, statistic, and visual that is from a source.
- Prepare an accurate and complete list of sources cited according to the required documentation style. (192)

Formatting Guidelines for Typed Assignments:

- All writing assignments are to be typed, with one-inch margins and page numbers;
- Use only 12-point font size, Times or Times New Roman, double-spaced;
- Correct spelling and grammar; proofread your paper before turning it in;
- Use proper citations;
- Read and re-read the question asked to make sure you are answering it fully.
- For additional help, please visit the Writing Center (gustavus.edu/writingcenter) or talk to me during office hours.
- For multilingual/ELL students, you are also encouraged to meet with Andrew Grace (agrace@gustavus.edu, x7395).

Writing Center:

At the Writing Center, you'll work with a peer tutor one-on-one. You can talk frankly about your writing concerns and receive on-the-spot-feedback. The Writing Center is not a proofreading service; rather, our peer tutors will help you to clarify your thinking, structure your papers, develop evidence, hone your style, and practice self-editing skills. Please call x6027 or visit gustavus.edu/writingcenter for hours and to schedule an appointment.

Response Papers: 3-4 pages each

Throughout this course, we will be reading two novels, a play, and a memoir. You are to select THREE of these readings and write a response paper based on the following questions. The papers should have a well-thought out thesis, with adequate support for your argument – examples and citations and required. The deadline for each paper is on the day the reading is due – late papers will not be accepted, so plan ahead and schedule accordingly. **NOTE:** If you would like to write on some other question or aspect of a reading assignment, you certainly may, BUT please discuss your thoughts with me first.

- ***The Emigrants***: due February 22
Consider how this novel informs the reader us about the causes of emigration from Sweden to the United States in the nineteenth century. What were the various push and pull factors? Does Moberg successfully present the various factors?
- ***“A Doll’s House”***: due March 5
Consider what this play tells you about late-nineteenth century Norwegian society and the interaction between the genders, OR what the limitations might be to using Ibsen as a source about nineteenth century Norway.
- ***Report from #24***: due March 28
Consider what this memoir tells you about the role of individuals in the resistance movement OR about the role of other countries in assisting Norwegian resistance.
- ***Faceless Killers***: due April 30
Consider what this book tells you about contemporary Sweden – about what is working and is not working in that society. Does this book give the impression that Sweden is a crime-ridden place, and is that an accurate picture? Why is Scandinavian crime fiction so popular?

Writing Assignment: Research Paper, 5-7 pages

Throughout this course, we explore numerous themes. Choose an aspect of modern (post-1800) Scandinavian history that interests you and write an analytical research essay. While your paper topic should emerge from a reading or a class discussion, you should use the class materials only as a starting point to doing outside research on the topic, to delve into the topic with greater depth and analysis; your paper should not simply summarize our discussions, but rather should go significantly beyond our class work and represent your own ideas, analysis, and original conclusions. You should include at least 3 additional scholarly sources not used in class (Wikipedia, as an encyclopedia, is not what I would consider a “scholarly” source). As with any paper, there must be sufficient citations to support your argument with concrete examples, and all sources you used must be listed in a “Works Cited” page.

A research paper proposal is due by **Wednesday, April 11**. The proposal, approximately a half to one page, should briefly present your research topic, the central questions you are exploring, and the sources that will help inform you of this topic. The proposal will help you begin the research process early, narrow your focus, and enable me to offer suggestions on your topic.

During the **week of May 7** you will present your research topic and conclusions to the class. Your presentation should be between 5 and 10 minutes long and should also include a discussion of the sources that inform your research. Although not required, you may also wish to locate images and create a PowerPoint presentation.

The completed research paper is due on **Monday, May 14**.

Take-Home Final Paper: 5-6 pages, due May 21

In place of a final exam, there will be a take-home final paper. The exam question and parameters will be handed out in class during the final week of class. Responses are to be based **only** on course materials – readings and class discussions – and are **NOT** to include any outside sources (such as the Internet). As with any paper, your response should have a thesis statement and sufficient examples with citations to support your argument.

Due **Monday, May 21 by 10:00 am**.