

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**
<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2016-2017 SCAND 356 B1: Women in Scandinavian Literature and Popular Culture
(Winter Term)

Time: TR 12:30pm-1:50pm

Place: T 1 105

Instructor: Dr Natalie Van Deusen

E-mail: vandeuse@ualberta.ca

Office: Arts 316-D

Office Hours: TR 10:00am-11:00am or by appt.

Telephone: (no office phones)

Fax: 780-492-9106

Course Prerequisite: None

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

- Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

In this course students will study various media (in English translation) that reflect women's lives and voices in Scandinavia from the Middle Ages until the present day. The aim of the course is to understand how major historical periods and movements influenced some of the most defining works of Scandinavian literature about and by women.

At the end of this course, successful students will be able to respond to the following questions:

- How can the Scandinavian model for gender equality be viewed in a historical context?

- Did earlier periods pave the way for modern ideas about gender in Scandinavia?
- Can any patterns be identified across historical periods?
- How did different social and religious movements affect how women were portrayed, or how they produced literature/film/music/art?

Texts:¹

- *The Saga of the Völsungs*, trans. Jesse Byock (Penguin Classics, 2000)
- Camilla Collett, *The District Governor's Daughters*, trans. Kirsten Seaver (Norvik Press, 1992)
- *Sex and the Modern Breakthrough* (WITS, 2004)
- Selma Lagerlöf, *The Löwensköld Ring*, trans. Lind Schenck (Norvik Press, 2011)
- Isak Dinesen, *Seven Gothic Tales* (Vintage International, 1991)
- Gerd Brantenberg, *Egalia's Daughters* (Seal Press, 2004)
- Electronic readings on eClass

Grade Distribution (see “Explanatory Notes”):

Attendance and in-class participation	15%
Weekly responses*	25%
Midterm exam (Feb. 16)	30%
Term Paper/Project (8-10 pages, due Apr. 11)**	30%

Explanatory Notes on Assignments:

* This course requires that you have access both to the internet and to a University of Alberta email account. Your weekly response will be posted on our discussion board at our class's eClass site.

You will be asked to write one response per week to the works that we read (starting the second week of classes), for a total of **10 responses in all**. Your response (a half page to one page in length--that is, approximately 250-500 words--once a week) should be posted to our class discussion board before **either** our Tuesday or Thursday class meeting by **no later than 9:30 a.m.** Late submissions will not be given credit (i.e. if you miss a class, you may not comment retrospectively on readings that we have already discussed).

To locate the topics for the discussion board on our eClass webpage, log on to eClass and select our course from the menu; select “Weekly Responses” from the left-hand navigation bar; then select the appropriate topic and date (e.g. “*The Saga of the Völsungs*, Jan. 13”). Then click on “Add a new discussion topic” and post your response. When you are finished, click “Post to forum.”

¹ Alternate formats (Kindle, iBooks, etc.) and editions other than the ones specified are acceptable substitutes if you wish to purchase online.

This list is the place for you to pose questions about the reading, to propose topics that you would like to discuss in class, to say what you liked or didn't like. Topics for discussion will be suggested prior to each class; you may focus on one of these issues or choose to write on another topic of interest to you if you wish. A good weekly response will do the following:

- mention at least one specific passage from the week's reading that you would like to discuss in class
- critically analyze the passage (your comment should not just summarize its content or make vague noises about its "importance")
- relate the week's reading to other readings or discussions in the course
- be made in a timely fashion
- be grammatically correct and proofread

Responses are assigned a letter grade. To receive a grade of A, your response will have sufficiently met all of the above criteria. Our class discussion will be guided by your postings, so please write on something that interests you and that will (hopefully) also interest the rest of us. *Make sure that you print out a copy of your response and bring it to class with you, since you should always assume that you will be asked to elaborate on the points you made prior to class.*

** The format of the term paper/final project will be addressed during the second week of classes.

Required Notes:

"Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar."

Academic Integrity:

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Academic Honesty:

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course attendance and participation are required, and count for 10% of the final grade. They will be monitored by a daily sign-up sheet.

Out of respect for the instructor and other students wanting to learn, texting and other cell phone use is not allowed in the classroom.

Policy for Late Assignments:

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will **not** be accepted for any reason.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82

Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59

Note: Bursaries of \$150.00 will be provided by the Norwegian service club *Sons of Norway-Torskeklubben* to students who have successfully completed a Scandinavian course with a minimum grade of A-.

Course Schedule

Introduction and Framework		
Jan. 10	Introduction	(No reading assignment)
Jan. 12	Theoretical framework	Feminist criticism (eClass)
Women in Scandinavian History: 800-1800		
Jan. 17	Viking Women	<i>The Saga of the Völsungs</i> , pp. 33-72 <i>The Saga of the Völsungs</i> , pp. 73-110
Jan. 19		
Jan. 24	Saints and Sinners	Birgitta of Sweden (eClass)
Jan. 26		Witch Trials (eClass)
Breakthrough: 1800-1900		
Jan. 31	Love and Marriage	Camilla Collett, <i>The District Governor's Daughters</i> , pp. 31-103
Feb. 2		Camilla Collett, <i>The District Governor's Daughters</i> , pp. 103-152
Feb. 7	Sexuality and Double Morality	Stella Kleve, "Pyrrhic Victories; Anne Charlotte Leffler, "Aurore Bunge" (<i>Sex and the Modern Breakthrough</i> , pp. 34-67)
Feb. 9		Victoria Benedictsson, "Happiness"; Amalie Skram, "Prayer and Doubt" (<i>Sex and the Modern Breakthrough</i> , pp. 68-92)
Feb. 14	Women in Patriarchy	Selma Lagerlöf, <i>The Löwensköld Ring</i> , pp. 15-101

Feb. 16		MIDTERM EXAM
Feb. 21-23	(Reading week—no class)	(Reading week—no class)
A New Era: 1900-1960		
Feb. 28	Working-class Women	Cora Sandel (eClass) Moa Martinson (eClass)
Mar. 2		
Mar. 7-9	Art and Love	Sigrid Undset, <i>Jenny</i> (eClass)
Mar. 14	Travel and Identity	Isak Dinesen, <i>Seven Gothic Tales</i> (“The Dreamers”)
Mar. 16		Isak Dinesen, <i>Seven Gothic Tales</i> (“Roads Round Pisa”)
Postmodern Feminists: 1960-1990		
Mar. 21	Contemporary Women Writers	Jónína Leósdóttir (eClass)
Mar. 23	The Material World	Herbjørg Wassmo and Dorrit Willumsen (eClass)
Mar. 28	Gender and Language	Gerd Brantenberg, <i>Egalia’s Daughters</i> , pp. 9-152
Mar. 30		Gerd Brantenberg, <i>Egalia’s Daughters</i> , pp. 153-269
Popular Culture: 1990-present		
Apr. 4-6	Oral Presentations	--
Apr. 11	Oral Presentations	FINAL PAPERS DUE