

Welcome to SWED 2050 Vikings, Sex and IKEA: Scandinavian Society and Culture¹

Lecture time: MWF 1:25-2:15pm

Room: Uris Hall 262

Spring Semester 2010

Instructor: Dr. Cecilia "Cissi" Ovesdotter Alm

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Course description: In this course, which is taught entirely in English, students develop an insider perspective on the Scandinavian region of Northern Europe. Departing from core socio-cultural themes such as sexuality, migration, creative expression and art, environment, as well as science/technology and entrepreneurship etc., we will dig deeply, cross-temporally, and analytically into myths and realities shaping the historical legacy and current character of Scandinavia. Participants are expected to engage in interactive critical discussions on a variety of specific socio-cultural topics. For instance, we will contrast the discoveries, mythologies and diasporas of the Viking Age with 21st century pop-culture appropriation of the Viking image. As another example, we will examine Scandinavia's progressive stance to sexuality, body, and gender within the ongoing flux of the Nordic welfare state model. As a third illustration, we will explore controversies and contrast intra-Scandinavian approaches to multicultural diversity. A part of the course will be dedicated to detailed case studies, for example how IKEA and NOKIA became international superbrands; the conflictive juxtaposition of Nobel's invention of the dynamite and his Nobel Prize; Scandinavian perspectives on banking crises; and how Sweden intends to end its dependency on oil by 2020 while Iceland is harnessing its volcanic power. All materials for course discussion are in English, available online, and include for example visual and aural media, artistic and cinematic representations, Web 2.0 resources, written case studies, literary and academic texts as well press news items. The course fulfills the Cultural Analysis (CA) requirement in the College of Arts and Sciences. There are no course prerequisites.

Course website: Lecture presentations, discussion questions, assignments and most of the reading material is available for free and will be linked to on the course website (<http://www.tinyurl.com/scancourse>). If the link is to an electronic journal, rather than to the article or paper directly, use the reference information in the weekly plan to navigate to the corresponding item. Readings not accessible via regular online sources are in Blackboard on a SWED 2050 library reference site (<http://blackboard.cornell.edu/>). A few case studies you will purchase for modest cost through the Harvard Business Online website (<http://hbsp.harvard.edu/>). You will receive an email with instructions for accessing those materials. Note that announcements from the instructor to students will be channeled through the weekly plan on our website. **Check the website before each class.**

Special accommodations: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements with me as soon as possible.

¹ The instructor reserves the rights to modify any part of this syllabus or the weekly plan on the course website at any time throughout the semester. The instructor wishes to thank R. Proano for the document template.

Participation: I expect you to participate actively and make your voice heard *in class*. You can only be an active participant if you have read and prepared the daily material listed in the weekly plan in advance. I expect you to be willing to learn, that you enjoy being challenged, that you are inquisitive, professional, respectful, and that you engage in interactive activities in class (e.g. pair/group work, brain-storming, etc.). Above all, you are encouraged to take a critical point of view to the studied culture and confidently question course materials. Each student will make a 3-4 min mini-presentation within a specific topic in class, for which a sign-up sheet will be passed around in class.

How your participation in the course will be evaluated:

Category A: Always prepares assigned materials before class, participates actively in class, contributes to a productive and fun classroom, volunteers and is attentive, engages in group/pair work and interactive activities, respectful and considerate with fellow students, attendance-oriented, open-minded analytical approach to target culture. Makes a 3-4 min mini-presentation.

Category B: Usually prepares assigned materials before class, tries to participate in class and in group and pair activities, rarely volunteers but waits to be called upon. Makes a 3-4 min mini-presentation.

Category C: Comes to class unprepared, participates unsatisfactorily in class, and hardly contributes to class activities. Makes a 3-4 min mini-presentation.

Category F: Not enough evidence to assess.

A note on assignments: Working in a responsible and ethnically sound way with peers is an important skill for the intellectual process. There are both group and individual assignments. Throughout SWED 2050, the following specific conditions exist in regards to academic honesty. In general, cite assistance obtained from individuals other than the course instructor (source, date, and information obtained).

Course Element	Specific Conditions
Course readings Group project Mini-presentation	Student collaboration is encouraged. All assignments must be completely documented in regards to references used.
Quick writes Response papers Exams	Individual exercises and collaboration of any kind is unacceptable.

In-class quick writes: On Fridays, there will be a 10-15 min quick write in class on material from the past week. The two lowest scores will be dropped when computing the final course grade. Scoring reflect the quality of each reply: *yes, excellent* (4), *good* (3), *sort of* (2), *no* (1), *not enough to assess* (0).

Response papers: You will submit three response papers (expected length is 5 to max. 8 pp., double-spaced, 12pt font, 1 inch margins), reflecting on readings, other course materials, and discussions. The dates are defined in the weekly plan. Specific assignment instructions appear on the course website at least one week in advance of the due date. Papers are submitted at class begin. Late assignments are not tolerated and immediately default to 0.

Multimedia project: This service learning assignment will be submitted by a group of four/five students. Groups will be assigned by the instructor and posted on the website. Your group will create a 10-12 min. educational vodcast (*video podcast*) about a Scandinavian topic of your choice (beyond topics covered in class). The target group is North American school students (K-12 range). The resulting educational multimedia materials will be posted on the course website. There will be short presentations in class.

Midterm and final exams: There will be an in-class midterm (date appears in the weekly plan) and a final exam (date assigned by the university).

Grades:

- Participation: 10%
- Quick writes: 15%
- Multimedia project: 15%
- Response papers: 20%
- Midterm exam: 20%
- Final exam: 20%

Extra points: In each exam, you will have the opportunity to obtain extra points. Extra points exceeding 100% cannot be used towards another exam or grading category.

Final grading: At the end of the quarter your letter grade will be assigned based on the following scale:

Final grade in percentage	Letter Grade
97-100%	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
<i>and so on with similar cutoff points until F</i>	

Code of Academic Integrity

It is expected that your work will be completed in full observance of Cornell's *Code of Academic Integrity* (<http://www.cornell.edu/UniversityFaculty/docs/main.html>). We encourage you to work together with fellow students and to share knowledge and learning; however, using the work of others without proper acknowledgement, falsification of data, or misrepresenting your work in any way constitutes academic fraud and will be reported to the appropriate Academic Integrity Hearing Board. You must cite all sources -- whether printed materials, visual aids, or information obtained from the Internet -- according to the procedures outlined in the "Code of Academic Integrity." It is every student's responsibility to be fluent in the protocols of presenting one's own work and of acknowledging the work of others; lack of knowledge of these protocols will not excuse a failure to comply with them.