

40-6CCH.

NOV 04 2016

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	History	College/School	CLA
Prepared by	Laura Schneider	Phone	7126
Email Contact	llugar@alaska.edu	Faculty Contact	Mary Ehrlander

1. COURSE IDENTIFICATION: As the course now exists.

Dept **HIST** Course # **404 W** No. of Credits **3**

COURSE TITLE Modern Scandinavia

2. ACTION DESIRED: ☒ Check the changes to be made to the existing course.

Change Course ☒ If Change, indicate below what is changing. Drop Course ☐

NUMBER	TITLE	DESCRIPTION
PREREQUISITES*		FREQUENCY OF OFFERING

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	COURSE CLASSIFICATION

ADD A STACKED LEVEL (400/600) ☒ Dept. **NORS** Course # **604**

How will the two course levels differ from each other? How will each be taught at the appropriate level?: Graduates 1)Have more readings 2)Must lead a class discussion 3)Must write a second book review 4)Must write a more substantial research paper.

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

ADD NEW CROSS-LISTING ☒ Dept. & No. **NORS 604** Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

STOP EXISTING CROSS-LISTING ☐ Dept. & No. Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (specify)

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery **Lecture**
 (specify lecture, field trips, labs, etc.)

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities ☐

S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core?

YES ☐

NO ☐

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, ☐

W = Writing Intensive, ☐

X = Baccalaureate ☐

*Format 6 also submitted ☐

*Format 7 submitted ☐

Core ☐

- 4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES ☐

X ☒

NO ☐

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES ☐

NO ☐

X ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case-study~~ Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

HIST F404 Modern Scandinavia (W, s, a)

3 Credits

Offered Spring Odd-numbered Years

Scandinavia (Denmark, Finland, Iceland, Norway and Sweden) from the 19th century to the present: the development of parliamentary democracy and welfare systems, cooperation and neutrality, and Scandinavia's experience in the world wars.

Lecture + Lab + Other: 3 + 0 + 0

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

HIST F404 Modern Scandinavia (W, s, a)

3 Credits

Offered Spring Odd-numbered Years

Scandinavia (Denmark, Finland, Iceland, Norway and Sweden) from the 19th century to the present: the development of parliamentary democracy and welfare systems, cooperation and

neutrality, and Scandinavia's experience in the world wars.

Lecture + Lab + Other: 3 + 0 + 0

Stacked with NORS F604

NORS catalog entry:

~~HIST F404~~ NORS F604 Modern Scandinavia (W, s, a)
3 Credits

Offered Spring Odd-numbered Years

Scandinavia (Denmark, Finland, Iceland, Norway and Sweden) from the 19th century to the present: the development of parliamentary democracy and welfare systems, cooperation and neutrality, and Scandinavia's experience in the world wars.

Lecture + Lab + Other: 3 + 0 + 0

Stacked with HIST F404

8. **GRADING SYSTEM:** Specify only one.

LETTER: ☒ X

PASS/FAIL: ☐

9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None-the class will be taught stacked

10. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☐

Yes ☒

9-15-16 M/278

11. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

Arctic and Northern Studies and History

12. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive** and **negative** impacts on other courses, programs and departments resulting from the proposed action.

This will give graduate students in NORS more choices, particularly those in the Northern History concentration.

13. JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Dr. Ehrlander has taught this course at the undergraduate level for many years. ANORS graduate students have asked for more course offerings. We have not had Scandinavian history at the graduate level.

Graduates 1) Have more readings 2) Must lead a class discussion 3) Must write a second book review 4) Must write a more substantial research paper.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Signature, Chair, Program/Department of: History Date 9-15-16

DocuSigned by: Rob Duke Date November 3, 2016
Signature, Chair, College/School Curriculum Council for: UAF- Justice

DocuSigned by: [Signature] Date November 4, 2016
Signature, Dean, College/School of: College of Liberal Arts


Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable) Date

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair Faculty Senate Review Committee: Curriculum Review GAAC
Core Review SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

		Date	9-15-16
Signature, Chair, Program/Department of:		Arctic & Northern Studies	
		Date	
Signature, Chair, College/School Curriculum Council for:			
		Date	
Signature, Dean, College/School of:			

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.

☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and

☐ any supplies required.

4. Course description:

☐ Content of the course and how it fits into the broader curriculum;

☐ Expected proficiencies required to undertake the course, if applicable.

☐ Inclusion of catalog description is *strongly* recommended, and

☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and ☐ how they will be tabulated into grades (on a curve, absolute scores, etc.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

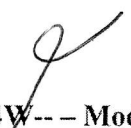
☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013



History 604W-- -- Modern Scandinavian History Spring 2017

Tuesday/Thursday 3:40 – 5:10
Office: Gruening 613B
Office Hours: TR 2:15 – 3:15
W: 2:00 – 4:00

Mary F. Ehrlander, Ph.D.
mfehrlander@alaska.edu
474-6556 (w)

Syllabus

This course on Modern Scandinavian History will begin in 1700. We will examine the geographical, political, economic, cultural, and social forces, as well as the impact of individuals, on the transformation of Scandinavian states from autocratic monarchies to some of the most democratic and egalitarian states in the world. The main text for the course is Byron Nordstrom's *Scandinavia Since 1500*. We will also read Holberg's *Jeppe På Berget* (in Blackboard), Ibsen's *A Doll's House*, and Moberg's *The Emigrants*, Danish and Norwegian plays and a Swedish novel, respectively, to appreciate aspects of social and cultural life in historical Scandinavia. We will examine and analyze other literature, music and films in class (and occasionally outside of class) to prompt discussions of political, economic, social and cultural phenomena that have shaped modern Scandinavia. *Readings other than the books are in Blackboard.*

Class day/date	Topic	Reading Assignment
Tues. 1-17-17	Introduction to course	---
Thurs. 1-19-17	Early Modern Nordic Societies	Nordstrom Chapter 4
Tues. 1-24-17	Early Modern Nordic Societies	Nordstrom Chapter 4
Thurs. 1-26-17	Enlightenment Politics & Diplomacy	Nordstrom Chapter 5
Tues. 1-31-17	Enlightenment Politics & Diplomacy	Nordstrom Chapter 5 Roberts: "The Swedish Aristocracy in the 18 th Century"
Thurs. 2-2-17	Enlightenment Social/Cultural Change	Nordstrom Chapter 6
Tues. 2-7-17	Enlightenment Social/Cultural Change	Nordstrom Chapter 6
Thurs. 2-9-17	18 th Century Danish Society and Culture	Holberg's <i>Jeppe På Berget</i>
Tues. 2-14-17	The Periphery –	Nordstrom Chapter 7
Thurs. 2-16-17	The Periphery – Iceland	"Icelandic Landscapes: Natural histories and national histories," in <i>Iceland Imagined</i>
Tues. 2-21-17	The Napoleonic Wars	Nordstrom Chapter 8
Thurs. 2-23-17	Nationalism	Nordstrom Chapter 9 "Giants, Gnomes, Elves, Trolls and Dwarfs" "Folk Literature and the Nineteenth Century Nationalist Movement – Norway . . ."
(Tentative) Movie night – <i>Kautokeino Uprising</i> – evening)		
Tues. 2-28-17	The Road to Political Democracy	Nordstrom Chapter 10 Uffe Østergård: The Geopolitics of Nordic Identity . . . "

Due: Research topic with bibliography of 8 sources, cited properly

Thurs. 3-2-17	Mid Term Exam	none – study!!
Tues. 3-07-17	19 th cent. soc-econ conditions in Sweden	<i>The Emigrants</i>
Thurs. 3-9-17	19 th cent. soc-econ conditions in Sweden	<i>The Emigrants</i>

***** SPRING BREAK *****

Tues. 3-21-17	19 th cent. soc-econ conditions in Sweden	<i>The Emigrants</i>
Thurs. 3-23-17	Socio-economic Conditions in Norden	Nordstrom Chapter 11
Due: Book Review of <i>The Emigrants</i>		
Tues. 3-28-17	Social & Economic Conditions in Norden	Nordstrom Chapter 11
	Patricia G. Berman: “Edvard Munch’s Peasants and the Invention of Norwegian Culture”	
	Karin Alexis: Culture and Identity: Nationalism in Late 19 th /early 20 th Cent. Swedish Painting	
Thurs. 3-30-17	Social Conditions in Norway	Ibsen’s <i>A Doll’s House</i>
Tues. 4-04-17	World War I and the Interwar Years	Nordstrom Chapter 12
Due: Draft of Research Paper		
Thurs. 4-06-17	Finland 1920s and 1930s	<i>People in the Summer Night</i>
Tues. 4-11-15	Scandinavia in World War II	Nordstrom Chapter 13
Thurs. 4-13-17	Scandinavia in World War II	Nordstrom Chapter 13
Due: Book review of <i>A Doll’s House</i> or <i>People in the Summer Night</i>		
Tues. 4-18-17	Norden Since 1945	Nordstrom Chapter 14
Thurs. 4-20-17	Contemporary Challenges	Eger, Maureen. “Even in Sweden: The Effect of Immigration on Support for Welfare State Spending.” <i>European Sociological Review</i> , 26, no. 2 (2010): 203-217.
		Josefsen, Eva. <i>The Saami and the National Parliaments: Channels for political influence</i> . Inter-parliamentary Union and United Nations Development Program, 2010
Tues. 4-25-17	Weekend (tentative) – viewing of <i>Elling</i> at Ehrlander home (time TBD)	
	Research presentations	
Thurs. 4-27-17	Research presentations	
Due: Research papers		
Thurs 5-04-17	Final Exam – 3:15 – 5:15 p.m.	

Grading Policy

You are expected to read the assigned material before each class and be prepared to discuss the topics addressed each week. If you will be unable to attend a class, please notify me in advance by e-mailing me at the above address.

Attendance and participation in class discussions are very important to succeeding in the class. Your participation in class discussion demonstrates your having read the material and considered its implications. The active participation of all contributes a positive learning environment for all.

Attendance & Participation = 10%

Discussion Lead: All in-class grad students will lead discussion for ca. ½ hour in class. Distance grads will lead the BB discussion one day. (Identify day/topic in advance)

Discussion = 5%

Book Review of Vilhelm Moberg's The Emigrants: I will provide you with very specific guidelines for the book review. **It is due in class on March 23.** Late papers will be docked 10% per class day late.

Book Review = 10%

Book Review of A Doll's House or People in the Summer Night: I will provide you with very specific guidelines for the book review. **It is due in class on April 13.** Late papers will be docked 10% per class day late.

Book Review = 10%

Research Paper: You will submit a 15-20 page research paper on an approved topic from the time period covered in the course (1700 – present) and present it in class. Standard rules for research papers in the social sciences apply; I will provide you with specific guidelines. A draft of the paper is due on April 4. I expect a strong, full first draft. The process (a strong draft and response to my requests for improvement) will account for 20 percent of the paper grade. Students will present their research paper in class in a power point presentation on April 25 or 27. The research papers are due on April 27 in class. **25% for paper (20% of that is process) + 5% for presentation = 30%**

Exams: There will be 2 exams: a mid-term and a final. The mid-term will account for 20 percent of your grade. The final exam will account for **25%** of your grade. **The final exam will be comprehensive**, in that you will be required to respond to one question which will explicitly draw on material from the mid-term. On both tests you will choose from a selection of short and medium length essay questions.

Exams: Mid-term (15%) + Final (20%) = 35%

Tests may be taken only on the dates listed in the syllabus. Exceptions to this official policy will require advance notice and a note from a physician attesting to serious illness or notification of some other emergency.

Academic Integrity/Plagiarism: Cheating on a test will result in a zero on that test. Copying someone else's work for all or part of your book review or research paper is plagiarism and will result in a zero on that assignment.

Student Support Services in Gruening 508 is available for tutoring and other assistance.

Disabilities Services: The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 WHIT) to provide reasonable accommodation to students with disabilities.

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 History 404--
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 -- Modern Scandinavian History Spring 2017

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Office: Gruening 613B

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Mary F. Ehrlander, Ph.D.

mfehrlander@alaska.edu

474-6556 (w)

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Tues. 2-14-17	The Periphery –	Nordstrom Chapter 7
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Tues. 2-21-17	The Napoleonic Wars	Nordstrom Chapter 8
Thurs. 2-23-17	Nationalism	Nordstrom Chapter 9
		“Giants, Gnomes, Elves, Trolls and Dwarfs”
		“Folk Literature and the Nineteenth Century Nationalist Movement – Norway . . .”
	<i>(Tentative) Movie night – <u>Kautokeino Uprising</u> – evening)</i>	
Tues. 2-28-17	The Road to Political Democracy	Nordstrom Chapter 10
	Due: Research topic with bibliography of 8 sources, cited properly	
Thurs. 3-2-17	Mid Term Exam	none – study!!

Tues. 3-07-17	19 th cent. soc-econ conditions in Sweden	<i>The Emigrants</i>
Thurs. 3-9-17	19 th cent. soc-econ conditions in Sweden	<i>The Emigrants</i>

***** SPRING BREAK *****

Tues. 3-21-17	19 th cent. soc-econ conditions in Sweden	<i>The Emigrants</i>
Thurs. 3-23-17	Socio-economic Conditions in Norden	Nordstrom Chapter 11

Due: Book Review of *The Emigrants*

Tues. 3-28-17	Social & Economic Conditions in Norden	Nordstrom Chapter 11
Thurs. 3-30-17	Social Conditions in Norway	Ibsen's <i>A Doll's House</i>

Tues. 4-04-17	World War I and the Interwar Years	Nordstrom Chapter 12
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Due: Draft of Research Paper

Thurs. 4-06-17	Finland 1920s and 1930s	<i>People in the Summer Night</i>
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Tues. 4-11-15	Scandinavia in World War II	Nordstrom Chapter 13
Thurs. 4-13-17	Scandinavia in World War II	Nordstrom Chapter 13

Tues. 4-18-17	Norden Since 1945	Nordstrom Chapter 14
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Thurs. 4-20-17	Contemporary Challenges	Eger, Maureen. "Even in Sweden: The Effect of Immigration on Support for Welfare State Spending." <i>European Sociological Review</i> , 26, no. 2 (2010): 203-217.
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Josefsen, Eva. *The Saami and the National Parliaments: Channels for political influence*. Inter-parliamentary Union and United Nations Development Program, 2010

Tues. 4-25-17	Research presentations	<i>Weekend (tentative) – viewing of <u>Elling</u> at Ehrlander home (time TBD)</i>
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Thurs. 4-27-17	Research presentations
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Due: Research papers

Thurs 5-04-17	Final Exam – 3:15 – 5:15 p.m.
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Grading Policy

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Your grade will be calculated as follows:

Attendance and participation in class discussions are very important to succeeding in the class. Your participation in class discussion demonstrates your having read the material and considered its implications. The active participation of all contributes a positive learning environment for all.

Attendance & Participation = 10%

Book Review of Vilhelm Moberg's The Emigrants: I will provide you with very specific guidelines for the book review. It is due in class on March 23. Late papers will be docked 10% per class day late.

Book Review = 15%

Research Paper: You will submit a 12-15 page research paper on an approved topic from the time period covered in the course (1700 – present) and present it in class. Standard rules for research papers in the social sciences apply, and I will provide you with specific guidelines. A draft of the paper is due on April 4. I expect a strong, full first draft. I will read and comment on it, giving you instruction on how to improve it, and will meet with students individually to provide guidance for the final paper. This process (a strong draft and response to my requests for change/improvement) will account for 20 percent of the paper grade. Students will present their research paper in class in a power point presentation April 25. The research papers are due on April 27 in class.

25% for paper (20% of that is process) + 5% for presentation = 30%

Exams: There will be 2 exams: a mid-term and a final. The mid-term will account for 20 percent of your grade. The final exam will account for **25%** of your grade. **The final exam will be comprehensive**, in that you will be required to respond to one question which will explicitly draw on material from the mid-term. On both tests you will choose from a selection of short and medium length essay questions to which you will respond. **Exams: Mid-term (20%) + Final (25%) = 45%**

Tests may be taken only on the dates listed in the syllabus. Exceptions to this official policy will require advance notice and a note from a physician attesting to serious illness or notification of some other emergency.

Academic Integrity/Plagiarism: Cheating on a test will result in a zero on that test. Copying someone else's work for all or part of your book review or research paper is plagiarism and will result in a zero on that assignment.

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