

General Education Course Information Sheet*Please submit this sheet for each proposed course*

Department & Course Number

SCAND M98T; ED M98T

Course Title

All the World's a Classroom: Education in Scandinavian Literature

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis
- Philosophic and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice

xx

Foundations of Society and Culture

- Historical Analysis
- Social Analysis

Foundations of Scientific Inquiry

- Physical Science

With Laboratory or Demonstration Component must be 5 units (or more)

- Life Science

With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

Interdisciplinary study of literature and social sciences, specifically education

3. List faculty member(s) who will serve as instructor (give academic rank):

William Purdy, Teaching Fellow/Arne Lunde, Associate Professor

4. Indicate when do you anticipate teaching this course:

2014-2015

Winter

xx

Spring

Enrollment

Enrollment

GE Course Units

5

5. Please present concise arguments for the GE principles applicable to this course.

☐ General Knowledge

Course is a hybrid of literary analysis and educational theory.

☐ Integrative Learning

Course will draw on literary studies, film, education.

☐ Ethical Implications

Course directly addresses the political, social, and cultural underpinnings of a seemingly neutral field, education.

☐ Cultural Diversity

Course addresses educational theory, literature, and culture through specific analyses of Scandinavian region.

☐ Critical Thinking

Critical analysis of text through seminar-style discussion, formal and informal academic writing, and revisions of writing.

☐ Rhetorical Effectiveness

Course focuses on making persuasive arguments, supported by comprehensive relevant evidence.

☐ Problem-solving

Through journals and response papers, students will form questions on texts, discuss in class.

☐ Library & Information Literacy

Library training workshop on YRL, Powell, Arts Library resources, research to be held at start of the quarter.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>0--see disc.</u>	(hours)
2. Discussion Section:	<u>3</u>	(hours)
3. labs	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>0</u>	(hours)

(A) TOTAL Student Contact Per Week

3 (HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>6</u>	(hours)
3. Group Projects:	<u>0</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)
5. Information Literacy Exercises:	<u>N/A</u>	(hours)
6. Written Assignments:	<u>3</u>	(hours)
7. Research Activity:	<u>2</u>	(hours)

(B) TOTAL Out-of-class time per week

12 (HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

15 (HOURS)

SCAND M98T; ED M98T**All the World's a Classroom: Education in Scandinavian Literature
Winter 2015**

MW 0:00-0:00 AM or PM, Royce X

Course Website: <http://ccle.icla.edu>

Instructor: Bill Purdy

Office: Royce 332A

Mailbox: Royce 212

Email: wpurdy@ucla.edu

Office Hours: MW 0:00-0:00 PM or by appointment

Required Texts

Isak Dinesen, *Winter Tales*, Vintage (ISBN 0679743340)

Henrik Ibsen, *Four Major Plays, Volume 1*, Signet Classics (ISBN 0451530225)

Selma Lagerlof, *The Wonderful Adventures of Nils*, Penfield Press (ISBN 1572160365)

Astrid Lindgren, *Pippi Longstocking*, Puffin Books (ISBN 0140309578)

Stieg Larsson, *The Girl with the Dragon Tattoo*, Vintage (ISBN 0307454541)

Course reader, available at the ASUCLA Bookstore in Ackerman Student Union.

(All the books are available at the ASUCLA Bookstore in Ackerman Student Union. All readings on the syllabus not in the books specifically listed above are in the Course Reader).

Course Description

Is there a Scandinavian model of education? This broad question is difficult to answer, considering the complexities of the five different Scandinavian countries: Denmark, Finland, Iceland, Norway, and Sweden. Rather than form a Scandinavian educational model through this set of statistics or that raft of government reports, we will take a more thematic and impressionistic path. In this course we will seek out meaningful threads running through Scandinavian literature that illustrate the unique development of education in the region. We will consider the criticisms of formal education implicit in the works listed on the syllabus. Along the way, we will examine unique contributions of Scandinavian educators, such as folk high schools, and assess the value placed on practical learning in the region.

Harsh places force harsh lessons, and in the unforgiving environment of the North a practical education has always been preferred. The Norse gods did not bless sun-dappled temples by a glittering blue sea; they battled the wild beasts and powers of nature in the forests and on the fjords. Wisdom in Scandinavia was never a cheap purchase but dearly bought: Odin hung on a tree and plucked out his eye for it. Forced to push beyond the boundaries of their limited world, Scandinavian explorers built state of the art vessels, designed clever navigational devices, and sailed to the limits of the known--and the unknown--world. Yet Vikings did not merely raid and plunder Europe; they traded goods and ideas as well, and the medieval universities of the Continent lured students--fictional, like the inky-cloaked Dane, Prince Hamlet, and real, such as Ludvig Holberg, the

great playwright who with a hungry heart absorbed Europe's dramatic trends and raised the theatre to new heights back home in Scandinavia.

Despite the great successes of Scandinavian education, however, a resistance to formal schooling runs through the region's literature. We will read and discuss works by Hans Christian Andersen, Henrik Ibsen, August Strindberg, and Isak Dinesen set in the 18th and 19th centuries concerning formally educated characters in conflict with others and with their general communities. We will discuss the purpose of education and the tensions between self-improvement, individual ambitions and service to broader societies. We will read children's literature from the twentieth century, stories intended to inject life and fun into what had become tired, oppressive lessons. Finally, we will end the class by examining how a twenty-first century heroine, Lisbeth Salander, acquires training, skills, and knowledge while being failed by formal educational institutions, and by watching a modern explorer try to replicate the epic feats of ancient sailors.

We have capped this class at 16 students in order to promote free and flowing discussion in class and to allow the greatest possible attention to be given by me to your writing. While this course's theme concerns education, it remains a literature class, and our primary focus will be to develop your critical thinking and academic writing skills. Through informal in-class writing tasks, discussions, and formal essay assignments, you will summon powerful arguments supported by comprehensive, relevant evidence from these texts. Refining your analytical and writing skills will serve you well in other college courses, graduate programs, and in your career regardless of the field.

Grading

- 20% Class Participation and In-Class Assignments
- 20% Student Responses: 20% (5% each)
- 20% Paper #2 (5 pages, typed, double-spaced, 12 pt font).
- 40% Paper #3 (12-15 pages, typed, double-spaced, 12 pt font).

Class Participation and In-Class Assignments

You will receive full credit for each class you attend, so long as you fully participate in the discussion and complete any activities. In-class assignments include tasks and activities which cannot be made up if absent.

Attending all classes, being on time, being prepared by having read the assigned materials before class, asking thoughtful questions, listening to your classmates carefully and responding respectfully to them will ensure you receive full credit in the class participation element of the course. The quality, not their quantity, of your contributions to our discussions is the most important factor in considering your participation mark.

Student Responses

You will be asked to file your responses to various course texts several times throughout the quarter. The deadline to post these responses on the course website is 9 P.M. the night before class. The responses will be at least three paragraphs and contain one or more specific references to the text.

We will use your responses in part to facilitate and in part to ground our discussions on the course texts.

Papers

Paper #2

A five page research paper proposal, which will center on a thesis that we discuss and craft together in a mandatory office hours appointment. This proposal will comprise the core of your research paper, Paper #3.

Paper #3

The main goal of this assignment is for you to craft a powerful claim or argument and defend it with plentiful, relevant evidence from the course texts and from secondary critical sources such as scholarly journal articles. Paper 3 will be submitted in two drafts. The grade will be assigned for the revised draft. **No late papers will be accepted.** Please save Paper #2 with my comments and resubmit it with your final Paper #3. Late papers will be assigned a half-letter grade penalty for each day late, including weekends.

Policies

Email

I will respond to your emails about the course within one day during the week and within two days on the weekend.

Office Hours

Please come to my posted office hours to discuss the course, writing assignments, or course texts. If you cannot make my regular office hours, please let me know and we can schedule a different time.

Academic Misconduct

All UCLA policies in the [UCLA Student Conduct Code](#) will be observed in this course, including:

102.01: Academic Dishonesty. All forms of academic misconduct, including but not limited to cheating, fabrication, plagiarism, multiple submissions, or facilitating academic misconduct. For the purposes of the UCLA Code, the following definitions apply:

102.01a: Cheating. Cheating includes, but is not limited to, the use of unauthorized materials, information, or study aids in any academic exercise or the failure to observe the expressed procedures or instructions of an academic exercise (e.g., examination instructions regarding alternate seating or conversation during an examination).

102.01b: Fabrication. Fabrication includes, but is not limited to, falsification or invention of any information or citation in an academic exercise.

102.01c: Plagiarism. Plagiarism includes, but is not limited to, the use of another's words or ideas as if they were one's own, including but not limited to representing, either with the intent to deceive or by the omission of the true source, part of or an entire work produced by someone other than the student, obtained by purchase or otherwise, as the student's original work or representing the identifiable but altered ideas, data, or writing of another person as if those ideas, data, or writing were the student's original work.

102.01d: Multiple Submissions. Multiple submissions includes, but is not limited to, the resubmission by a student of any work which has been previously submitted for credit in identical or similar form in one course to fulfill the requirements of a second course, without the informed permission/consent of the instructor of the second course; or the submission by a student of any work submitted for credit in identical or similar form in one course to fulfill the requirements of a concurrent course, without the permission/consent of the instructors of both courses.

102.01e: Facilitating Academic Dishonesty. Facilitating academic dishonesty includes, but is not limited to, knowingly helping another student commit an act of academic misconduct (e.g., cheating, fabrication, plagiarism, multiple submissions).

Additional Resources

Undergraduate Writing Center

The Undergraduate Student Writing Center offers UCLA undergraduates one-on-one sessions on their writing. Located in A61 Humanities, the Writing Center is open Monday through Thursdays 10AM – 6PM; Fridays 10AM – 3PM. The second location for on-campus residents, Rieber Hall 115, is open Sunday through Thursday, 7-9PM. A new location for students who need help with research and writing, Powell Library 228, is open Sunday through Thursday, 6-9PM. Writers may make an appointment at either location by visiting www.wp.ucla.edu and click on [Make an Appointment](#). For questions, call 310-206-1320, e-mail wcenter@ucla.edu or just walk in.

Students with Disabilities

If you need to request an accommodation due to a disability, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, 310-825.1501 (310-206-6083 for telephone device for the hearing impaired). Website: <http://www.osd.ucla.edu>.

Course Schedule

Week

1	M	1/5	Introduction to Scandinavia Writing Diagnostic based on In-Class Reading
	W	1/7	Myths, Runes, and Wisdom Larrington, <i>Poetic Edda (excerpts)</i> Sturlson, <i>Prose Edda (excerpts)</i>

- 2 M 1/12 Scandinavian Explorers and their Technology
 "Vale of York Hoard", BBC Radio Four and the British Museum,
A History of the World in 100 Objects.
 "Fjord-Serpents: Viking Ships" in Somerville, *The Viking Age: A Reader*.
Student Response #1 due on Course Website, 9 P.M. night before
- W 1/14 Europe's Medieval Universities
 Lucas, *American Higher Education*, Chapters 2-3
- 3 M 1/19 **UNIVERSITY HOLIDAY**
- W 1/21 The Medieval Scholar Comes Home
 Shakespeare, *Hamlet*
Student Response #2 due on Course Website, 9 P.M. night before
- 4 M 1/26 Studying Abroad During the Enlightenment
 Ludvig Holberg Biographical Context
 Ridder-Symoens (ed.): *A History of the University in Europe*, excerpted.
- W 1/28 Studying Abroad During the Enlightenment
 Holberg, *Erasmus Montanus*
- 5 M 2/2 What Enlightenment Education Changed (and Did Not Change)
 Dinesen, "Sorrow-Acre" in *Winter Tales*
- W 2/4 Romanticism's Reaction Against the Education of the Enlightenment
 Hans Christian Andersen, "The Shadow"
Student Response #3 due on Course Website, 9 P.M. night before
- 6 M 2/9 Romanticism's Reaction Against the Education of the Enlightenment
 Hans Christian Andersen, "The Snow Queen"
- W 2/11 The Folk High School Movement in Scandinavia
 Nikolai Grundtvig Biographical Context
 Rasmussen, "The Folk High School: Denmark's Contribution to Adult Education"
- 7 M 2/16 **UNIVERSITY HOLIDAY**
- W 2/18 The Modern Breakthrough
 Henrik Ibsen, *Hedda Gabler*
Student Response #4 due on Course Website, 9 P.M. night before
- F 2/20 **Paper #2 due to Turnitin.com on Course Website, 5 P.M.**
- 8 M 2/23 A Geography Textbook Turned into Fantasy
 Selma Lagerlof, *The Wonderful Adventures of Nils*

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|----|---|------|---|
| | W | 2/25 | Treasuring Children While Satirizing Schools
Lindgren, <i>Pippi Longstocking</i> |
| 9 | M | 3/2 | The Uneducated but Skilled Genius--How Schools Get in Her Way
Larsson, <i>The Girl with the Dragon Tattoo</i> (excerpted). |
| | W | 3/4 | Universal Education and Mass Higher Education--the Present Day
Schmidt, "Higher Education in Scandinavia" |
| | F | 3/6 | 5 Pages of Paper #3 Draft due to Turnitin.com, 5 P.M.
I will send draft papers to Revision Workshop Partners. |
| 10 | M | 3/9 | Peer Revision Workshop--Bring your partner's draft paper to class. |
| | W | 3/11 | Joachim Rønning and Espen Sandburg, <i>Kon-Tiki</i> (on reserve in Powell).
View prior to class for discussion that day. |
| | F | 3/13 | Paper #3 due to Turnitin.com on Course Website, 5 P.M. |



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New Course Proposal

Education M98T

All of World Is Classroom: Education in Scandinavian Literature

Course Number Education M98T

Multiple Listed With Scandinavian M98T

Title All of World Is Classroom: Education in Scandinavian Literature

Short Title EDUCATION-SCAND LIT

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred.

Course Description (Same as Scandinavian M98T.) Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of theme of education in national literatures of Denmark, Finland, Iceland, Norway, and Sweden. Reading of important literary texts and discussion of search for wisdom and self-knowledge without schools. Letter grading.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows.

Syllabus File [Scandinavian M98T syllabus .pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Professor Arne Lund is the faculty mentor for this seminar.

Grading Structure 20% Class Participation and In-Class Assignments
20% Student Responses: 20% (5% each)
20% Paper #2 (5 pages)
40% Paper #3 (12-15 pages)

Effective Date Winter 2015

Discontinue Date Summer 1 2015

Instructor Name

William Purdy

Title

Teaching Fellow

Quarters Taught ☐ Fall ☐ Winter ☐ Spring ☐ Summer

Department Education

Contact Name

CATHERINE GENTILE

E-mail

cgentile@oid.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704

Status: Added to SRS on 8/5/2014 8:36:26 PM

Changes: Title, Requisites, Description

Comments: Edited course description into official version; corrected title, requisite.

Role: Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441

Status: Added to SRS on 7/1/2014 6:45:02 PM

Changes: Short Title

Comments: No Comments

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 6/12/2014 11:35:49 AM

Changes: No Changes Made

Comments: Routing to Doug Thomson in the Registrar's Office.

Role: FEC Chair or Designee - Upton, Dell (DUPTON@HUMNET.UCLA.EDU) - 68370

Status: Approved on 6/11/2014 1:33:25 PM

Changes: No Changes Made

Comments: No Comments

Role: FEC Chair or Designee - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 6/2/2014 4:06:20 PM

Changes: No Changes Made

Comments: Routing to Dell Upton for FEC approval.

Role: CUTF Coordinator - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998

Status: Approved on 5/13/2014 10:36:47 AM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, chair, Collegium of University Teaching Fellows

Role: Initiator/Submitter - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998

Status: Submitted on 5/13/2014 10:35:55 AM

Comments: Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045