



UNIVERSITY
OF OSLO

Scandinavian Urban Studies Term Autumn 2011

Semester Syllabus

Please note: The locations, readings, field speakers, and itinerary described in this syllabus are all subject to change. Potential changes will be communicated to students in as timely a fashion as possible.

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Scandinavian Urban Studies Term

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Program Overview

The Autumn 2011 Scandinavian Urban Studies Term (SUST) program examines the contemporary challenges and opportunities for the Scandinavian welfare states in an age of globalization and mass migration. In order to contextualize the development of the Scandinavian welfare states, we will critically analyze a wide range of topics, like theories of globalization and multiculturalism, nation-building and national identity, ethnic studies, histories of racialization, international aid politics, and the politics of integration, gender and sexuality.

Several broader questions underpin our study of contemporary Scandinavia:

- How have film, literature and social movements challenged conventional understandings of what it means to be Scandinavian?
- What are the contemporary challenges and opportunities for the Scandinavian welfare states?
- How does the form of a welfare state relate to its ability to foster a multicultural society?
- How might the Scandinavian welfare states adapt to the challenges of multiculturalism, European integration and globalization?

Program Structure

SUST has one curriculum, with various components and modes of learning:

- The **Reading Seminar** is the locus of most theoretical work.
- The **Field Seminar** is where theory and practice meet. In the Field Seminar, you will hear from experts and practitioners and visit organizations and community programs. As part of the Field Seminar you will also volunteer with a community or governmental agency on a designated day each week (from the third week of the semester).
- The **Integration Seminar** represents the culmination of the week, where theory from the Reading Seminar, practical insights from the Field Seminar, language courses and independent study projects come together.

The Pedagogy

There are four components to the HECUA pedagogy:

- It is an interdisciplinary program where elements of philosophy, sociology, political science, political economy, anthropology, gender studies, history, cultural studies, literature, popular culture, and planning and urban development are utilized to demonstrate the contemporary socio-economic and cultural challenges facing Scandinavia.
- It is integrated: theory is directly linked and related to practice and vice versa.
- It emphasizes experiential learning; students are called upon to explore key socio-economic and cultural issues in Scandinavia using personal, professional and academic lenses.
- It concentrates on a holistic approach to learning. In other words, we encourage you to wrestle with questions facing contemporary Scandinavia not simply as an impartial observer, but as an actor in the field whose unique values, perspectives and choices can have a profound influence on the world around you.

Location of seminars/classes

Most Reading and Integration Seminars will be held in the SUST Classroom located at the Blindern campus of the University of Oslo. Our classroom is located on Moltke Moes vei 30-32 in room 144 (first floor). **The location of field seminars is given throughout the syllabus and will be communicated in class ahead of time.**

Field seminars will generally be held off campus in various community and government organizations in Oslo. Travel instructions are provided in the SUST syllabus. **It is a SUST requirement that you meet up for seminars**

ON TIME, and lateness may jeopardize your ability to participate in that day's session. **Please set aside sufficient time to ensure punctuality.**

Program Staff Roles

The teaching model used in SUST resembles that of HECUA's U.S.-based programs, as well as those of leading universities around the world. This model pairs a recent college graduate with a record of high achievement with the Program Director, with joint responsibility for teaching and administration.

The Program Director bears primary responsibility for the academic and administrative elements of SUST. The Program Director is responsible for overall teaching and grading and ensures that SUST is delivered in keeping with HECUA's and the University of Oslo's guidelines.

The Teaching Assistant supports the Program Director. His responsibilities include some teaching and the direction of Integration Seminars as well as grading some student work (critical questions and internship journals). The Program Director and Teaching Assistant work collaboratively in all aspects of program planning and execution.

Semester Outline

The order in which the curriculum unfolds is meant to be cumulative. Each new topic is intended to serve as a jumping-off point for understanding topics taken up in subsequent days and weeks. Needless to say, this is not always a linear process. Each of these topics relates to the others in a complex web. For example, as you study issues of gender and sexuality you may begin to better understand issues explored in previous sections on racialization and the welfare state. Moreover, the readings and field seminars for each topic are deliberately designed to play up contrasts and contradictions, with the aim of fostering a dialogue among different theoretical stances and encouraging students to critically evaluate the complex dynamics of globalization and multiculturalism.

Week 1 Orientation to the course and each other & HECUA pedagogy

Week 2 Global Flows

Week 3 Imagining the Nation: Inclusions and Exclusions (I)

Week 4 The Norwegian Political Parties and the Welfare State

Week 5 Imagining the Nation: Inclusions and Exclusions (II)

Week 6 Fall break; No SUST classes. Norwegian classes may be held; please check with your language instructor

Week 7 Histories of Racialization: Nordic Amnesias, Invisibility, and Denial (I)

Week 8 Histories of Racialization: Nordic Amnesias, Invisibility, and Denial (II)

Week 9 The Racialized Talk Back

Week 10 Fieldtrip to Stockholm & Copenhagen

Week 11 International Aid: Rational or Affective Politics?

Week 12 Gender, Sexuality and Multiculturalism in Scandinavia (I)

Week 13 Gender, Sexuality and Multiculturalism in Scandinavia (II)

Week 14 Closure

Course Credits

SUST is made up of four courses comprising reading, field, and integration seminars:

1. The Scandinavian Welfare States in an Age of Globalization (equivalent of 2 courses)
2. Scandinavian Art, Film, and Literature
3. Norwegian Language or Independent Study Project

The four courses are intended to form an integrated whole and successful completion of the term gives a semester's worth of credit. *The Scandinavian Welfare States in an Age of Globalization* is a comprehensive course that provides the foundation for SUST.

The *Scandinavian Art, Film and Literature* course is embedded into the overarching *The Scandinavian Welfare States in an Age of Globalization* with art, film, and literature being used to examine the development of national identity, the welfare state, and the challenges and opportunities of increased cultural and ethnic diversity in Scandinavia.

Norwegian language study is organized through the Department of Linguistics and Scandinavian Studies at the University of Oslo. The Independent Study Project (ISP) can be taken as an alternative to language study. The ISP is a project growing out of the SUST curriculum on a topic of the student's choice and is primarily supervised by the Program Director.

Overall Program Schedule

Classes will generally be held Monday to Thursday. Wednesdays are reserved for volunteer placements beginning in week 3. Norwegian language classes will generally be held in the late afternoon, Monday through Thursday; the precise meeting schedule will be determined by the Department of Linguistics and Scandinavian Studies. Fridays (with the exception of the Week 10 field trip to Stockholm and Copenhagen) are free days.

Due Dates for Assignments – Summary

MONTH	DATE	ASSIGNMENT
AUGUST	24 August	Critical Questions
	25 August	One-on-One Worksheet and Interpretive Lens Assignment
	31 August	Critical Questions
SEPTEMBER	5 September	ISP Proposal
	7 September	Critical Questions
	9 September	First Response Paper
	14 September	Critical Questions
	28 September	Critical Questions
	30 September	ISP Mid Term Progress Report
OCTOBER	5 October	Critical Questions
	7 October	Second Response Paper
	12 October	Critical Questions
	14 October	Third Response Paper
	26 October	Critical Questions
	28 October	Third Response Paper
NOVEMBER	2 November	Critical Questions
	9 November	Final Response Paper
	15 November	ISP Presentations
	17 November	Final ISP Report

Assignments and Assessment

Although SUST is an integrated and holistic program, you will receive credit and grades for the individual courses that make up SUST.

The Scandinavian Welfare States in an Age of Globalization and Scandinavian Art, Film, and Literature

1. Preparation – readings and reports

30%

You are required to read all assigned texts and articles. Be prepared to write about, discuss and critically analyze the material.

Critical Questions (10%)

You will be required to submit **two critical questions** each week. When drafting your critical questions, you will be asked to utilize many – if not all - the readings for that week. It is essential that you set out to critically engage texts assigned for that week and go beyond simply asking for clarification about an issue or set of issues you haven't fully grasped. Critical questions will be graded by the Teaching Assistant on an A, A-, B+, B, etc. basis.

Things to remember about critical questions:

- You should make a point of engaging more than one reading assigned for that week.
- You should also say WHY and HOW your questions are critical and important for the group to discuss. This is another way of asking you to identify where you are “coming from” in asking the question. It also provides context for the question.
- The total length of your questions should be between ½ to ¾ of a page (1 page double-spaced) but not longer.

This is not an exhaustive list of types of critical questions but they should give you some guidance:

- Questions that compare and contrast ideas and arguments between and among readings.
- Questions that probe the underlying assumptions that an author uses to make his or her argument.
- Questions that illuminate the strengths, weaknesses, and contradictions of an author's argument.
- Questions that assess the internal consistency and observational consistency of a theory, argument, set of ideas. For example, a theory should be internally consistent (the elements of an argument should not contradict each other) and be observationally consistent (although some theories try to get beneath the level of appearances and are difficult to test in a measurable way).
- Questions that critically ask the group to integrate practice/experience (your internships, field speakers and your own life experiences, etc.) with theory (from your readings etc.).
- Questions that invite discussants to think about the implications for yourself, other individuals, social systems and society at large.
- Questions that integrate and link arguments from current readings with those we have read together at a prior time or those you have read before SUST.
- Questions that invite discussants to assess how the readings influence their sense of where they stand on issues and their role as participants in society.

Critical questions **will be submitted via email** to the Teaching Assistant and to your colleagues responsible for moderating the discussion during that week's Integration Seminar **NO LATER than 12 pm** on the day they are due. Critical questions will be used to guide discussion during integration seminars (usually Thursday afternoon).

Interpretive Lens Assignment (5%)

The purpose of this assignment is to assist you in clarifying some of the components of your own lens and to reflect on how these components relate to your analysis of identity, welfare, globalization and cultural and ethnic diversity. Your lens is made up of your experiences, identities and how you view the world. As you move forward

in SUST, it will be of great use to you to better understand your own interpretive approaches to engaging with the world around you.

Write a **4-6 page reflective paper** addressing the questions outlined below. This assignment will be graded **Pass/Fail** and will be assessed on the degree to which you discuss the questions below.

Reflect on how the following experiences have contributed to your own interpretive perspective. The list below is not exhaustive. Feel free to include any other formative/influential factors of your background and experience.

- Nationality: What do you consider your nationality to be? What country did you grow up in? How does your nationality impact your perspective?
- Racial/Ethnic/Cultural Identity: Have racial, ethnic, and/or cultural identity been important in your life? How so? Why? How has its relative importance or unimportance influenced your perspective?
- Class Location: How would you describe your family's class location? How would you define class? Has your family's class location changed in the past few generations? What impact has the class location of your family had on your perspective?
- Gender Identity / sexual identity: How would you identify your gender/sexuality? What experiences in your life do you feel have been influenced by these identifications? How do these past experiences influence your ongoing experiences?
- Occupation: What kind of occupations do your parents have? What occupations did they have while you were growing up? What were their expectations around the kind of occupation you would have? What are your own expectations for yourself concerning occupation? What values are important in selecting an occupation?
- Level of formal education: What level and type of education do your parents have (public/private, high school/college/professional degree)? How did their educational level influence your experiences growing up? How have their level of education and your own level of education influenced your perspective in life?
- Religious/Spiritual affiliation: Do you have a particular religious or spiritual affiliation? How has this affiliation influenced your understanding of the world?
- Formative political and social events: What are some the formative political and social events in your life? How have they influenced you?
- Rural/Urban/Suburban: What kind of community did you grow up in? How did this community impact your perspective?
- View of human nature: Do you believe that people have essential characteristics? If so, what are these?
- View of "the state" and its role: What should be the role of the state in a society? What role should the state play in the lives of individuals in a society? What role has the state played in your life and how has that influenced your view of the state? (Note: the term "state" is referring to the body of institutions that govern a particular territory and population; people in the United States usually refer to the state as the 'government.' It is NOT referring to a geographic or administrative subdivision of a country such as Washington State)

One-on-one Assignment (5%)

A "one-on-one" is a meeting, usually **30-40 minutes**, the purpose of which is to uncover the passions, concerns, and motivations of a fellow community member. This is a tool that is at the core of community organizing and its use is based on the assumption that in order to organize effectively for social change, members of a community must build trust and relationships with one another. Due to the amount of time that we will be spending together, the intensity of the experiences that we will encounter, and the controversial nature of the subjects that we will be dealing with, it is essential that we make a deliberate effort to learn about one another so that we can collectively create a space where all of the participants can challenge others, be challenged, and reach a greater collective understanding of the issues that we will grapple with this semester. One-on-ones are also a great way for you to gain clarity about what you can contribute to and gain from this course. You will be required to have one-on-ones with every member of the course, including the instructors. You will be required to document all of your one-on-ones and answer the questions below on a worksheet that will be provided by the instructors.

This assignment will be graded **Pass/Fail** based on the completion of your one-on-ones and how well you answer the questions below.

- What are the most surprising things that you've discovered about the other members of your learning community (including the instructors)?
- What did you learn about yourself during the process of conducting one-on-ones?
- In what ways do your self-interest and the self-interests of your fellow learning community members overlap?
- What is *at least* one specific thing that you can do to enrich your learning experience during this course? What is *at least* one specific thing that you can do to help enrich the learning experiences of your classmates?

Student Oral Reports and Presentations (10%)

There will also be additional group reports and presentations required throughout the semester. Please see a list of the report/presentation schedule below. When you work in groups, you will be graded as group. The key to an excellent group presentation is close collaboration in all phases of the project and good communication. Everybody is expected to get involved in both the preparation and presentation phase. **Reports and presentations will be graded on a 0 (no credit), 1 (poor), 2 (average), and 3 (excellent) basis.**

MONTH	DATE	ASSIGNMENT
AUGUST	25 August	Mapping current global flows in inner eastern Oslo (15 minutes each group)
SEPTEMBER	1 September	Prominent Norwegians: Fridtjof Nansen, Roald Amundsen, Thor Heyerdahl, Gro Harlem Brundtland, Edvard Munch, and Knut Hamsun (10 minutes each group)
	8 September	The political parties and welfare policies

2. Response Papers

45%

The response papers require you to utilize theory to think critically about a question or problem raised through SUST. You are expected to **integrate theory and practice** by drawing on **ALL** elements of SUST: Reading and Film Seminars, field work (Field Seminars and volunteer work), Integration Seminars, the ISP, and your experience of studying and living in Norway.

Guidelines for Response Papers

- There are two components to the response paper: learning and praxis (the process of reflective action). **Your papers should integrate each component into one SEAMLESS discussion of your framing question or issue.**
 - *Learning from an experience:* Start by reviewing your work and experiences over the previous weeks. This reflective process will help you identify a **critical** question/issue that you want to address and which you clearly formulate in the beginning of your paper. The question should relate specially to classroom discussion, readings, and field and integration seminars. While the questions are triggered by your own work and experiences, remember that they should explore **broad** issues discussed in class, observed during the field seminars, and experienced at the volunteer placements (for example, national identity, globalization, multiculturalism, national minorities, gender and sexuality, etc.).
 - *Praxis:* The term "praxis" refers to the integration of theory and practice and it is most often attributed to the Brazilian popular educator Paulo Freire. For the purposes of SUST, praxis is a process of reflective action. Once you have formulated your question and explained how it pertains to the broader issues of your concern, proceed by identifying an analytical/theoretical framework from one or more of the readings. Analytical/theoretical frameworks are the structures, lenses or approaches that individuals or groups use to explore and explain any given topic or situation. As you structure your paper, consider which social group might your chosen framework

benefit or marginalize. Moreover, you should say why you have chosen your theoretical framework as opposed to another. *Do not necessarily try to fully solve or answer the question you have raised. The purpose of Praxis Reflections is to integrate theory and experience (practice), not to provide a conclusive answer to the questions you have raised.*

- Be sure to reference **AT LEAST four sources**, most of which should be text, and draw on **AT LEAST three elements of SUST**: Reading, Film, Integration, and Field Seminars, volunteer placement, the ISP, and your experiences of living in Oslo.
- Response papers are generally due every other, sometimes, every third, week. You may write about whatever questions, problems or issues that are relevant to the material we have covered in class in this period long as you demonstrate the steps of the critical thinking process outlined above.
- Papers must be submitted **no later than 12pm** the day they are due. They should be **4-5 pages** in length and must be typed using **12-point** and be **double-spaced**. Papers will be graded by the Program Director on an A, A-, B+, B, etc. basis. Grades depend on timeliness of submission, clarity, integration of theory and experience and thoughtfulness.

3. Participation

25%

Attendance and daily participation (10%)

Attendance is expected at **all** sessions unless for medical or emergency situations. An excused absence requires talking with the Program Director in advance. Any unexcused absences will result in the loss of an 'A' for this part of your grade.

Please be **on time**. Call or e-mail the Program Director if you are going to be late. Lateness will count against your grade.

You must **contribute to group work and be actively engaged with other students**. Students are expected to engage in each other's questions and comments.

You are expected to carefully contribute to **positive, supportive and non-judgmental group dynamics**. This will help build a cohesive, safe and highly engaged learning environment.

You are encouraged to practice **active listening** – that is, drawing out other members of the group and attempting to understand other people's points of view.

Throughout the semester, we will have the chance to hear from experts and practitioners and visit organizations and community programs. When the floor is open to questions, you are expected to engage the speakers in a productive dialogue. Remember, Q&A is not only a good way to ask for clarification and further examples, but also to initiate a comparative analysis with the U.S. and, equally important, a sign of respect and recognition for the speakers.

Each day you will be graded for participation on a 0 (no credit), 1 (poor participation), 2 (average participation), and 3 (good participation) basis.

Volunteer Placement Log (10%)

You will be required to complete a **volunteer placement log** each week once you have commenced your placement. Your log will include several paragraphs detailing your day's experiences. This log needs to be submitted via email to the Teaching Assistant the day after your placement. **Logs received on time will receive 3 points, those that are up to two class days late will receive 2 points, and those that are very late 1 point.**

Discussion Facilitator (5%)

During Integration Seminars (on Thursday afternoons), two students will be responsible for facilitating class discussions starting from the critical questions the class has submitted earlier that week.

As you prepare to be discussion facilitator, you are expected to:

- Provide a brief summary of the questions submitted. How do the questions raised by the class relate to the theory discussed, the field seminars, and the volunteer placements?
- Think of commonalities and differences between the questions. Do you see any common concerns that run through the questions? If yes, why those particular concerns and not others?
- Work you create an inclusive and engaging discussion in which everybody is given the chance to speak and have their questions discussed.

Remember, you are **not** required to submit critical questions during the week when you are a facilitator. Facilitators will be graded as a group on a **0 (no credit), 1 (poor), 2 (average), and 3 (excellent) basis**.

Readings

COMPULSORY readings:

- Two reading compendia
- Brochmann, Grete and Knut Kjeldstadli. *A History of Immigration. The Case of Norway 900-2000*. Oslo: Universitetsforlaget, 2008.
- Gullestad, Marianne. *Plausible Prejudice. Everyday Experiences and Social Images of Nation, Culture and Race*. Oslo: Universitetsforlaget, 2006.
- Various articles available for free online

The reading compendiums and the books are available for purchase at the University of Oslo bookstore (Akademika) from the start of semester. The compendiums are in the section marked "Kopiutsalget" (first floor). The readings should be purchased on the first day of the semester. The total cost is approximately NOK 2,000.

Late Assignments

Turning in all assignments on time is a way of respecting your teachers, your program, your fellow students and yourself. **All assignments are expected on time**. If you have a legitimate reason for turning a paper in late, and if you talk to the Program Director/Program Assistant in advance, there is a good chance something can be worked out. **If you simply turn in a paper late, you will be penalized**. Each day that passes will drop your grade one segment down (following the A+, A, A-, B+, B etc grading scale). For example, if you turn in an A level paper and it is one day late it receives an A- and so on.

Submission of Assignments

Assignments should be submitted to the Program Director or Teaching Assistant on the due date given, either in hard copy or by e-mail. The Interpretive Lens Assignment, the One-and-One Assignment, and Praxis Reflection papers should be submitted to the Program Director. Volunteer Placements Logs should be submitted to the Teaching Assistant. Critical Questions should be submitted to the Teaching Assistant and the students responsible for moderating discussion during the integration seminar that week.

Norwegian Language Classes

Norwegian language classes are organized by the Department of Linguistics and Scandinavian Studies. Classes are intensive, challenging, and demanding with approximately 6 hours class time per week. Instruction is largely in Norwegian, even at the beginners level (Trinn 1). The grading system in Norwegian universities is typical of those used in Europe and may seem harsher than the one in the US. HECUA will take this into consideration when awarding final grades. For further information about course requirements, please contact your Norwegian teacher.

ALL STUDENTS taking Norwegian need to attend an *information meeting* on **Wednesday, 17 August** at **10:00am at Sophus Lies auditorium**.

Students need to register for Norwegian classes on the online registration system – StudentWeb – by Thursday, 18 August at midnight. If you need help with registration, please visit Sophus Bugge hus on Thursday, 18 August, between 12:00-4:00pm. You will find information about which class you are going to on StudentWeb, August 22. For information about time and place for your course, follow the link <http://www.hf.uio.no/iln/studier/norskkurs/english/int-students.html>. Most classes begin on Monday, 22 August, however please double-check online when your class begins and ask Jeff or Kelly if you need assistance.

Attendance at ALL Norwegian classes is COMPULSORY for those that have registered for them. Moreover, **once registered for classes it is COMPULSORY to take the final exam on November 11**. This is particularly important, as you will miss some classes as a result of compulsory SUST activities such as the field trip. The Program Director will be in contact with Norwegian teachers in order to monitor attendance and participation.

Independent Study Project

The Independent Study Project (ISP) allows you to tailor SUST to your learning and career objectives. You can pursue a research question about a particular issue relevant to SUST. This topic must be approved by the Program Director (Jeff). The ISP should be developed over the course of the semester. To facilitate this process, proposals and mid-term reports will be due on the dates indicated in the section “Due Dates for Assignments – Summary and in the Course Schedule. Moreover, during the course of the ISP, you are expected to **arrange** at least **two meetings** with the Program Director and/or the Teaching Assistant to discuss your progress. Office hours are by appointment, so make sure to contact Jeff and/or Kelly for further feedback and assistance. When you meet them, please hand in examples of work/drafts and come in with concrete questions.

The **grade** for the Independent Study Project breaks down as follows:

Proposal

20%

There are three parts to the proposal:

1. Question/Problem-Focus

Describe what you wish to explore. Irrespective of the type of project you do, it is best to put your topic of concern in the form of a critical/analytic question.

2. Significance

Explain why you think this is an important and relevant question or problem-focus. As you write this section, answer the questions below:

- What is the significance of your project for yourself and others?
- Why would anyone interested in SUST themes and Scandinavia want to know about the information and knowledge you will assemble and/or create?
- Who is your audience? Whom are you writing for?
- What implications might your research have?

3. Project organization and methodology

Explain how you will organize your ISP and how you will approach the question or problem-focus you have chosen.

There are three main components to the methodology part:

- **Experiential component** – Examples of experiential methods include but are not limited to: your volunteer placement, site visits, participant observation (i.e. your placement or getting involved in events), going to community meetings, working on a project, interviews with people in the community at their home or at work, etc. Be specific and include names of people and specific organizations.
- **Literature Survey** – Check what other research has been done on your topic and mention 3-4 sources

that you consider using for your ISP.

- **Theory** – What theoretical lens(es) will you use to answer your question? What are the implications of your lens on how you answer the question? Does your research question have implications for existing theory?

NOTE: As you start working on your project, you are expected to revisit your question as well as theoretical lens.

Mid-Term Progress Report

10%

Your Mid-term Progress Report consists of:

- **A clearly formulated research question.** You are expected to have refined your question in light of the comments on your proposal, your research, and your field experiences.
- **A detailed outline of your project**
- **An annotated bibliography.** You should have at least 8 sources with brief summary of the information that these sources contain and how you will use them. Your 8 sources must include at least 4 books and/or academic journal articles.
- **A detailed timeline** for the completion of your project. You should lay out the dates by when you expect to complete the different research goals/tasks you have set up for yourself.

Final Report

60%

The final report must conform to traditional academic standards (citations, bibliography, well-defined thesis, methodology, sound argument, etc.). The paper should be between **15-20 pages** in length, double-spaced and in **12-point font**.

Class Presentation

10%

You will be responsible for giving a presentation on your ISP. These presentations are your opportunity to teach the class about your question, your findings, and your conclusions. Be as creative and innovative as possible, reflecting HECUA-SUST pedagogy. Presentations should not take more than **20 minutes**, including any discussion or interactive work you will do with the class.

Computer/Internet access

Please note that you will be given a University of Oslo username and password, which will enable you to use computers in the labs in the Social Science Faculty (Det Samfunnsvitenskapelige Fakultet/SV) in Eilert Sundts hus (Buildings 9 and 10) as well as the Student Village Network/Internet at Sogn. **Please be aware that there can be some delay in having usernames/passwords activated** – in previous years this process can take up to two weeks. The University of Oslo is Norway's largest higher education institution with well over 35,000 students. Therefore delays are normal at the start of the academic year. Please be patient. Once your username has been activated, you will be able to access Internet at any computer on campus. In the meantime, there are approximately ten short-term computer terminals available for email/web use in the library (Georg Sverdrups hus, Building 27).

IT-registration, Studentweb, and E-mail Address at the UiO

Kelly will help you with the IT registration on Tuesday, August 16. If you have access to Internet before that, please go to the University of Oslo website (www.uio.no) and log on Studentweb by using the UiO username and password. You will have to update your address (see SUST Contact List for your new address at Sogn Student Village) and also indicate whether you have any mental or physical condition that needs to be accommodated by the UiO. Finally, please send Jeff and Kelly an email from your new UiO-email address. As soon as your usernames have been activated, we will use the UiO email account for all communications. As always feel free to contact program staff if you have any concerns or encounter problems with registration.

Student Identification Card and Library Access

You should receive a paper registration card (*semesterkort*) in the mail sometime in the next week. **In order for this card to be sent to you, you will need to update your address in Studentweb, which Kelly will help you with during your campus tour on Tuesday, August 16.** You will use this card to obtain a UiO Student ID card from the SiO/Kortsenteret located at SiO reception on the 1st floor of the Kristian Ottosens hus (beside Akademika bookshop) (Building 2). You will then be issued with a card that can be used as evidence of your student status in Oslo, as well as for library access.

Week 1: August 15-20

GENERAL ORIENTATION

Headlines:

- Introduction to each other and the knowledge we can contribute
- Program content and requirements
- Orientation to the University of Oslo (UiO)
- Introduction to HECUA pedagogy
- Discussing privilege and the scholar's dignity

Monday, 15 August

Time: 3:00pm
Location: Universitetsplassen, Karl Johansgate
Topic: Welcome Ceremony and Buddy Groups

Take the T-bane (metro) eastbound down to **Nationaltheatret (National Theater)**. Universitetsplassen is just a couple minutes walk from the station. We will meet in front of the **Narvesen** kiosk in the square outside the station at **2:45pm**. There will be a Welcome Ceremony for all new UiO students this morning and activities with your buddy group (*faddergruppe* in Norwegian) afterwards. This is an exciting opportunity to meet with other Norwegian and international students at the University of Oslo and explore Oslo and the campus together!

Tuesday, 16 August

Time: 9:00am – 11:00am
Location: SUST Classroom
Topic: Orientation – Introduction to the course, one-on-ones, and getting to know each other (River of Life exercise)

Time: 11:15am – 12:30pm
Location: University of Oslo (UiO) Campus
Topic: Orientation – campus tour with the PA (getting your student IDs, purchasing SUST reading compendiums and books from the University of Oslo Bookstore Akademika, a tour of the library, and IT registration)

Time: 2:00pm – 4:00pm
Location: Eilert Sundts hus, Block A, Auditorium 6
Topic: Group orientation for SUST and Fulbright
Speaker: Lynn Josephson, International Student Adviser, UiO

Wednesday, 17 August

To be read for this afternoon:

Gullestad, Marianne. "Chapter XII: The Dignity of the Scholar." In *Plausible Prejudice. Everyday Experience and Social Images of Nation, Culture and Race*, 320-44. Oslo Universitetsforlaget, 2006.

McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." *Independent School* (Winter 1990): 31-6. (ONLINE)

Schwalbe, Michael. "The Costs of American Privilege." *Counterpunch*, 4 October, 2002. (ONLINE)

Norwegian Language Students

Time: 10:00am – 12:00pm
Location: Sophus Lies Auditorium
Topic: Information meeting for Norwegian Language students

Independent Study Project Students

Time: 10:00am – 11:30am
Location: SUST Classroom
Topic: Introduction to the Independent Study Project

Reading seminar

Time: 1:15pm – 3:00pm
Location: SUST Classroom
Topic: The HECUA pedagogy
Introduction to the interpretive lens assignment
Discussing privilege and the scholar's dignity

Thursday, 18 August

Norwegian Language Students

Time: 2:00pm – 4:00pm
Location: Sophus Bygge, PC Room 1
Topic: Help with registration

Saturday, 20 August

Time: 8:15am – 12:00pm
Location: Oslo Police, Foreign Section – Schweigaards gate 15 B
Topic: Registering with the Police (special session for the University of Oslo)

Take the T-bane eastbound to **Grønland** and get out at **Grønlandstorget**. We will meet out front of Deli de Luca at **7:50am sharp**.

PLEASE REMEMBER TO BRING the following items:

- **Passport**
- **Letter from the Norwegian Royal Consulate or Embassy where you applied for a visa**

Week 2: August 22-26

GLOBAL FLOWS

Headlines:

- A provisional account of globalization
- Globalization and multiculturalism
- Sites of globalization: Scandinavia a case in point
- Mapping current global flows in inner eastern Oslo

Monday, 22 August

NOTE: Please research the organization where you will volunteer in preparation for this afternoon's reading seminar. What is their mission statement? How and when was the organization started and how has it changed over time? How do you see your goals fitting into the organization's mission and history?

To be read for today:

Eriksen, Thomas Hylland. "Introduction" and "Chapter 8: Re-embedding." In *Globalization. The Key Concepts*, 1-14, 141-54. Oxford; New York: Berg, 2007. (COMPENDIUM)

Ingebritsen, Christine. "Norm Entrepreneurs. Scandinavia's Role in World Politics." *Cooperation and Conflict* 37 (January 2002): 11-23. (ONLINE)

Reading Seminar

Time: 10:15am – 12:00pm

Location: SUST Classroom

Topic: A provisional account of globalization

Welcome to the International Summer School

Time: 12:15pm – 1:15pm

Location: SUST Classroom

Topic: Welcome to the International Summer School (ISS) at the UiO
Lunch together with the ISS staff

Speaker: Einar Vannebo, Director, The International Summer School

Reading Seminar

Time: 1:30pm – 3:00pm

Location: SUST Classroom

Topic: Introduction to critical questions
Preparing for volunteer placements

Tuesday, 23 August

To be read for today:

Kymlicka, Will. "Chapter 3: The Forms of Multiculturalism." *Multicultural Odysseys, Navigating the New International Politics of Diversity*, 61-86. Oxford: University Press, 2007. (COMPENDIUM)

Hilson, Mary. "Chapter 5: Scandinavian Society: Equality, Ethnicity and Multiculturalism." In *The Nordic Model: Scandinavia since 1945*, 148-76. London: Reaktion Books, 2008. (COMPENDIUM)

Reading Seminar

Time: 10:15am – 12:00pm

Location: SUST Classroom

Topic: Globalization and multiculturalism

Field Seminar

Time: 1:15pm – 3:00pm

Location: Inner eastern Oslo

Topic: Mapping current global flows in inner eastern Oslo

We will undertake a structured walk through the area in order to map current global flows. Take the T-bane to **Grønland** and get out at the **Grønlandstorget** exit. We meet in front of Deli de Luca at **1:00pm**. You will be required to prepare an oral presentation of your urban exploration for our Integration Seminar on Thursday.

Wednesday, 24 August

CRITICAL QUESTIONS DUE TODAY AT 12PM

Some volunteer placements commence today

Thursday, 25 August

Integration Seminar

Time: 10:15am – 12:00pm

Location: SUST Classroom

Topic: Overview of the week

Student oral reports: Mapping current global flows in inner eastern Oslo (15 minutes each group)

Discussion facilitators: TBA

Friday, 26 August

INTERPRETIVE LENS ASSIGNMENT AND ONE-ON-ONE WORKSHEET DUE TODAY AT 12PM

Week 3: August 29 – September 2

IMAGINING THE NATION: INCLUSIONS AND EXCLUSIONS (I)

Headlines:

- Nation-building and nation-bonding
- From Viking raiders to good Norwegians
- The cultural politics of literature: Bjørnstjerne Bjørnson
- Art and national identity in Norway

Monday, 29 August

To be read for today:

Anderson, Benedict. "Introduction," "Cultural Roots," and "The Origins of National Consciousness." In *Imagined Communities. Reflections on the Origin and Spread of Nationalism*, 1-46. London; New York: Verso, 2003 [1983]. (COMPENDIUM)

Brochmann, Grete and Knut Kjeldstadli. "Chapter 3: Newcomers in the era of the nation state, 1814 to 1940." In *A History of Immigration. The Case of Norway 900-2000*, 87-110. Oslo: Universitetsforlaget, 2008.

Reading Seminar

Time: 10:15am – 12:00pm
Location: SUST Classroom
Topic: Nation-building and nation-bonding

Field Seminar

Time: 1:30pm – 3:00pm
Location: Viking Ship Museum/Vikingskipshuset, Huk Aveny 35
Topic: From Viking raiders to good Norwegians
Speaker: Inger-Johanne Marheim, Archeologist and Museum Educator

We will meet at **Forskningsparken** T-bane station at **12:45pm** and travel together to the Viking Ship Museum.
Please note: You will need your UiO student ID in order to gain free entrance to the museum.

Tuesday, 30 August

To be read for this morning:

Bjørnstjerne, Bjørnson. *Sunny Hill: a Norwegian idyll*. New York: Macmillan, 1932 [1857]. (COMPENDIUM)

Reading Seminar

Time: 10:15am – 12:00pm
Location: SUST Classroom
Topic: The cultural politics of literature: Bjørnstjerne Bjørnson

Field Seminar

Time: 1:30pm – 3:00pm
Location: National Gallery/Nasjonalgalleriet, Universitetsgaten 13
Topic: Art and national identity in Norway
Speaker: Geir Haraldseth, Independent Curator

We will meet in front of the National Gallery at 1:20pm.

Wednesday, 31 August

CRITICAL QUESTIONS DUE TODAY AT 12PM

Remaining volunteer placements begin today.

Thursday, 1 September

To be prepared for this afternoon:

In groups of two, students will prepare 15 minute presentations about the following prominent Norwegians: Fridtjof Nansen, Roald Amundsen, Thor Heyerdahl, Gro Harlem Brundtland, Edvard Munch, and Knut Hamsun. Use library and Internet resources. Other great resources are the Kon-Tiki Museum and Fram Museum on Bygdøy and The Munch Museum in Tøyen. As you prepare for your presentation, you are expected to address the following question: What role did these globally-minded Norwegians play in nation-building in Norway?

Integration Seminar

Time: 10:15am – 12:00pm

Location: SUST Classroom

Topic: Overview of the week

Student presentations: Fridtjof Nansen, Roald Amundsen, Thor Heyerdahl, Gro Harlem Brundtland, Edvard Munch, and Knut Hamsun (15 minutes each group)

Discussion facilitators: TBA

Week 4: September 5-9

THE NORWEGIAN POLITICAL PARTIES AND THE WELFARE STATE

Headlines:

- Social and political cleavages in modern Norway
- The Norwegian political parties and the 2011 local elections
- The Scandinavian welfare model: challenges and opportunities

Please note: We will be meeting in Room 115 for all of our class sessions this week.

Monday, 5 September

To be read for this morning:

Readings for today's session will be distributed during Week 3.

Reading Seminar

Time: 10:15am – 12:00pm
Location: SUST Classroom
Topic: The Norwegian political parties

Field Seminar

Time: 1:30pm – 3:00pm
Location: Karl Johansgate, Oslo
Topic: The Norwegian local elections and the politics of welfare

With local elections only one week away, we will use this opportunity to get acquainted with the Norwegian political parties and, more specifically, their policies on welfare provision and the challenges facing the Norwegian welfare state. Working in small groups, you will engage with party activists manning election stands on Karl Johansgate as you set out to better understand their party's views on the welfare state and the challenges facing it in contemporary Norway.

Tuesday, 6 September

To be read for this morning:

Hilson, Mary. "Chapter 3: The Nordic Model of Welfare." In *The Nordic Model: Scandinavia since 1945*, 87–115. London: Reaktion Books, 2008. (COMPENDIUM)
Nordic Council of Ministers. *What lies ahead for the Nordic Model? A discussion paper on the future of the Nordic welfare model in a global competition economy*. Copenhagen: Nordic Council of Ministers, 2007. (ONLINE)

Reading Seminar

Time: 10:15am – 12:00pm
Location: SUST Classroom
Topic: The Nordic model of welfare

Film Seminar

Time: 9:45am – 12:00pm
Location: SUST Classroom
Topic: Dystopian nightmare in the perfect country
Film: *Den brysomme mannen* (*The Bothersome Man*, 2006, Jens Lien)

Wednesday, 7 September

CRITICAL QUESTIONS DUE TODAY AT 12PM

Volunteer placements.

Thursday, 15 September

Integration Seminar

Time: 10:15am – 12:00pm

Location: SUST Classroom

Topic: Student presentations: the political parties and their positions on the welfare state
Discussion facilitators: TBA

Week 5: September 12-16

IMAGINING THE NATION: INCLUSIONS AND EXCLUSIONS (II)

Headlines:

- Urban planning and multiculturalism
- Searching for welfarism in Oslo's suburbs
- Civil religion and nationalism in the Nordic countries
- Civil religion in an era of multiculturalism

Monday, 12 September

ISP PROPOSALS DUE TODAY

To be read for this morning:

Stavnes, Lykke Elisabeth. "Living in a multi-ethnic suburb of Oslo: The role of 'diversity' in the process of local attachment and developing identity," 4-39 (excerpts) Master's thesis, University of St. Andrews, 2008 -2009. (ONLINE)

Gullestad, Marianne. "Chapter IV: Boundaries of Belonging: children's everyday lives and national identification." In *Plausible Prejudice. Everyday Experience and Social Images of Nation, Culture and Race*, 126-151. Oslo: Universitetsforlaget, 2006.

Field Seminar

Time: TBA
Location: Furuset
Topic: Youth, Integration, and Civil Engagement in the Suburb

Reading Seminar

Time: TBA
Location: SUST Classroom
Topic: Multiculturalism and the welfare state

Tuesday, 13 September

To be read for this morning:

Repstad, Pål. "Chapter 9: Civil religion in an age of changing churches and societies: a look at the Nordic situation." In *Holy Nations and Global Identities: Civil Religion, Nationalism and Globalisation*, edited by Annika Hvithamar, Margit Warburg, and Brian Arly Jacobsen, 199-214. Leiden: Brill, 2009. (COMPENDIUM)

Leirvik, Oddbjørn. "Christianity and Islam in Norway: Politics of Religion and Interfaith Dialogue." *Canadian Diversity* 3 (2005): 7-10. (ONLINE)

Reading Seminar

Time: 10:15am – 12:00pm
Location: SUST-classroom
Topic: Civil religion, nationalism, and globalization in the Nordic countries

Field Seminar

Time: 1:30pm – 3:00pm
Location: Kirkelig senter for religiøns møter og dialog/Center for Interface Encounter and Interreligious Dialog, Olaf Ryes plass 7

Topic: Religion and nationalism in a multicultural Norway
Speaker: Rev. Steinar Ims

Meet in front of the **Nygata** exit at **Jernbarnetoget** at **1:05pm**. We will travel together by tram to our destination.

Wednesday, 14 September

CRITICAL QUESTIONS DUE TODAY AT 12PM

Volunteer placements

NOTE: Remember to inform your supervisors that you will be away next week.

Thursday, 15 September

Norway. Ministry of Local Government and Regional Development. "A Tolerant, Secure and Creative Oslo Region." Report no. 31 to the Storting, 2006-2007. (ONLINE)

Midterm evaluation

Time: 10:15am – 11:00am

Location: SUST Classroom

Topic: Our work together thus far and the time ahead

Integration seminar

Time: 11:30 – 1:00pm

Location: SUST Classroom

Topic: The week that was

Friday, 16 September

FIRST RESPONSE PAPER DUE TODAY AT 12PM

Week 6: September 19-23

FALL BREAK

Please note that there will be NO reading, field or integration seminars this week. **Norwegian language classes MAY be held; check with your instructor.**

Week 7: September 26-30

HISTORIES OF RACIALIZATION: AMNESIAS, INVISIBILITY, AND DENIAL (I)

Headlines:

- Nordic colonialisms and historical minorities
- Kautokeino 1852 – a dramatic episode in Norwegian history
- Sami identity and Sami minority politics

Monday, 26 September

To be read for today:

Brochmann, Grete and Knut Kjeldstadli. "Chapter 5: Minorities and state policy, 1814 to 1940." In *A History of Immigration. The Case of Norway 900-2000*, 127-56. Oslo: Universitetsforlaget, 2008.

Hamsun, Knut. *Growth of the Soil*, (excerpts). New York: Vintage Books, 1972

Reading Seminar

Time: 10:30am – 12:00pm

Location: SUST-classroom

Topic: Norway's national minorities in a historical perspective

Film Seminar

Time: 1:15pm – 3:00pm

Location: SUST Classroom

Topic: Kautokeino 1852 – a dramatic episode in Norwegian history

Film: *Kautokeino-opprøret* (*The Kautokeino Rebellion*, 2008, Nils Gaup)

Tuesday, 27 September

To be read for today:

Josefsen, Eva. "The Norwegian Sami Parliament and Sami Political Empowerment." In *First World, First Nations. Internal Colonialism and Indigenous Self-Determination in Northern Europe and Australia*, 31–44. Brighton: Sussex Academic Press, 2011.

Gaski, Harald, ed. *In the shadow of the midnight sun: contemporary Sami prose and poetry*. Excerpts: Johan Turi, "Songs of the Sami" (43-56), Anders Larsen "The Day is Dawning" (57-66), Nils Aslak Valkeapää "The Circle of Life" (119-26), Kirsti Paltto "Looking Back" (127-38), Ellen Marie Vars "Boarding School" (215-26), Ailo Gaup "The Night Between the Days" (249-62). Kárášjohka: Davvi girji, 1996. (ebook available through the UiO Library Service)

Field Seminar

Time: 10:15am – 12:00pm

Location: TBD

Topic: Minority experiences in a "homogenous" country

Field seminar:

Time: 1:30pm – 3:00pm

Location: Same- og minoritetspolitisk avdeling/Department of Sami and Minority Affairs

Topic: Sami minority politics

Speaker: Bjørn Olav Megard, Deputy Director General, Department of Sami and Minority Affairs

Take the T-bane to **Stortinget**. We will meet outside **the Akersgata exit** at **1:10pm**.

Wednesday, 28 September

CRITICAL QUESTIONS DUE TODAY AT 12PM

Volunteer placements

Thursday, 29 September

Integration Seminar

Time: 10:15am – 12:00pm

Location: SUST Classroom

Topic: Overview of the week
Discussion facilitators (TBA)

Friday, 30 September

ISP MID-TERM PROGRESS REPORTS DUE TODAY AT 12PM

Week 8: October 3-7

HISTORIES OF RACIALIZATION: AMNESIAS, INVISIBILITY, AND DENIAL (II)

Headlines:

- National minorities and state policies
- Being *tater* in Norway
- Immigration to Norway from the 1970s onwards
- Including and excluding: contemporary Scandinavian multiculturalism

Monday, 3 October

To be read for today:

Film Seminar

Time: 1:15pm – 3:30pm
Location: SUST Classroom
Topic: Being *tater* in Norway
Film: *Tradra – I går ble jeg tater* (Tradra, 2004, Karoline Frogner)

Tuesday, 4 October

To be read for today:

Brochmann Grete and Knut Kjeldstadli. "Chapter 8: Immigration and immigrants in the 1970s," "Chapter 12: The 1990s: Control Policy and internalization," and "Chapter 14: The Making of Multicultural Norway." In *A History of Immigration. The Case of Norway 900-2000*, 201-12, 251-66, 285-94. Oslo: Universitetsforlaget, 2006.

Reading Seminar

Time: 10:15am – 12:00pm
Location: SUST-classroom
Topic: Immigration to Norway from the 1970s onwards

Field Seminar

Time: 1:30pm – 3:00pm
Location: Integrerings- og mangfoldsdirektoratet/Directorate for Integration and Diversity, Tollbugata 20
Topic: Including and excluding: contemporary Scandinavian multiculturalism
Speaker: Tim Szlachetko, Adviser – the Director's Unit

Wednesday, 5 October

CRITICAL QUESTIONS DUE TODAY AT 12PM

Volunteer placements

Thursday, 6 October

Integration Seminar

Time: 10:15am – 12:00pm
Location: SUST Classroom
Topic: Overview of the week
Discussion facilitators (TBA)

Friday, 7 October

SECOND RESPONSE PAPER DUE TODAY AT 12PM

Week 9: October 10-14

THE RACIALIZED TALK BACK

Headlines:

- Multicultural literature: writing and agency
- Performing from the margins
- Nordic sleepers and gangsters

Monday, 10 October

To be read for today:

Santa Ana, Jeffrey J. "Affect-Identity: The Emotions of Assimilation, Multiraciality, and Asian American Subjectivity." In *Asian North American Identities: Beyond the Hyphen*, edited by Eleanor Rose Ty and Donald C. Goelnicht, 15-42. Bloomington: Indiana University Press, 2004. (COMPENDIUM)
Khemiri, Jonas. *Montecore: The Silence of the Tiger*. (excerpts)

Reading Seminar

Time: 10:15am – 12:00pm
Location: SUST Classroom
Topic: Multicultural literature: writing and agency

Field Seminar

Time: 1:30pm – 3:00pm
Location: Nordic Black Theatre, Hollendergata 8
Topic: Performing from the margins
Speaker: Dominic Wilson

Take the T-bane to **Grønland** and get out at the **Grønlandstorget exit**. We will meet at **1:10pm** in front of the Deli de Luca and walk together to our field seminar.

Tuesday, 11 October

To be read for today:

Gullestad, Marianne. "Chapter X: 'Mohammed Atta and I': discrimination and the formation of sleepers." In *Plausible Prejudice. Everyday Experience and Social Images of Nation, Culture and Race*, 276-97. Oslo: Universitetsforlaget, 2006.

Film Seminar

Time: 10:00am – 12:00pm
Location: SUST Classroom
Topic: Nordic sleepers and gangsters
Film: *Izzat* (2005, Ulrik Imtiaz Rølfesen)

Reading Seminar

Time: 1:15pm – 3:00pm
Location: SUST-classroom
Topic: Nordic sleepers and gangsters

Wednesday, 12 October

CRITICAL QUESTIONS DUE TODAY AT 12PM

Volunteer placements

NOTE: Please remind your supervisors that you will be away next week.

Thursday, 13 October

Integration Seminar

Time: 10:15am – 12:00pm

Location: SUST Classroom

Topic: Overview of the week
Discussion facilitators (TBA)
Preparation for our fieldtrip

Week 10: October 16-20

FIELDTRIP TO STOCKHOLM AND COPENHAGEN - details about the field trip (transport, accommodation, field seminars, etc.) will be provided on Thursday, 13 October. If you have questions about the field trip prior to that, please let us know.

Week 11: October 24-28

INTERNATIONAL AID: RATIONAL OR AFFECTIVE POLITICS?

Headlines:

- The politics of compassion: from missionary work to international development aid
- The Norwegian Church and humanitarian aid
- The recipients of Western generosity move West: the global politics of asylum
- Norway and the global politics of asylum

Monday, 24 October

To be read for today:

Gullestad, Marianne. "Establishing a Goodness Regime." In *Picturing Pity: Pitfalls and Pleasures in Cross Cultural Communication – Image and Word in a North Cameroon Mission*, 35-73. New York: Berghahn Books, 2007. (COMPENDIUM)

Tvedt, Terje. "International Development Aid and Its Impact on a Donor Country: A Case Study of Norway." *The European Journal of Development Research* 19, no. 4 (2007): 614-35. (ONLINE)

Reading Seminar

Time: 10:15am – 12:00pm

Location: SUST Classroom

Topic: The politics of compassion: from missionary work to international development aid

Field Seminar (TBC)

Time: 1:30pm – 3:00pm

Location: Norsk Folkehjelp, Storgata 33 A, 9. etasje.

Topic: Norway and humanitarian aid

Speaker: TBA

Take the T-bane to **Jernbanetorget** and get out at **the Nygata exit**. We will meet outside there at **1:10pm** and walk together to our field seminar.

Tuesday, 25 October

To be read for today:

Moorehead, Caroline. "The Homeless and the Rightless." In *Human Cargo. A Journey Among Refugees*, 23 -40. London: Chatto & Windus, 2005. (COMPENDIUM)

Brekke, Jan-Paul and Monica Five Aarset. *Why Norway?: understanding asylum destinations*, 9-14, 37-48, 89-98 (excerpts). Oslo: Institute for Social Research, 2009. (ONLINE)

Reading Seminar

Time: 10:15am – 12.00pm

Location: SUST Classroom

Topic: Women and development

The recipients of Western generosity move West: the global politics of asylum

Field Seminar

Time: 2:00pm – 3:30pm

Location: Flykningshjelpen/Norwegian Refugee Council, Grensen 17

Topic: Norway and the global politics of asylum

Speaker: Rolf A. Vestvik, Director, Advocacy- and Information Department

Take the T-bane to Stortinget and get out at the Akersgata exit. We will meet outside there at 1:45pm and walk together to our field seminar.

Wednesday, October 26

CRITICAL QUESTIONS ARE DUE TODAY AT 12PM

Volunteer placements

Thursday, 27 October

Integration Seminar

Time: 10:15am – 12:00pm

Location: SUST Classroom

Topic: Overview of the week
Discussion facilitators (TBA)

Friday, 28 October

THIRD RESPONSE PAPER DUE TODAY AT 12PM

This paper should be **a reflection of our field trip to Stockholm and Copenhagen**. You are expected to link your observations from the field trip to previous course readings and field seminars in Norway and, when applicable, to compare Sweden and Denmark to Norway.

Week 12: October 31- November 4

GENDER, SEXUALITY AND MULTICULTURALISM IN SCANDINAVIA (I)

Headlines:

- A historical perspective on gender: from the Modern breakthrough to contemporary state feminism
- Contemporary constructions of womanhood
- Women of minority background
- Pregnancy and child birth in a multicultural Norway
- Arranged marriage – whose betrayal?

Monday, 31 October

To be read for today:

Ibsen, Henrik. *Et dukkehjem* [A Doll's House], 1879. (COMPENDIUM)

Borchost, Anne and Birte Siim. "Women-friendly policies and state feminism: theorizing Scandinavian gender equality." *Feminist Theory* 9, no. 2 (2008): 207-24. (ONLINE)

Reading Seminar

Time: 10:15am – 12:00pm

Location: SUST Classroom

Topic: A historical perspective on gender: from the Modern breakthrough to contemporary state feminism

Film Seminar

Time: 1:15pm – 3:00pm

Location: SUST Classroom

Topic: Contemporary constructions of womanhood

Film: *Tatt av kvinnen* (*Gone with the Woman*, 2007, Petter Næss)

Tuesday, 1 November

To be read for today:

Wikan, Unni. "Culture: a New Concept of Race." *Social Anthropology* 7, no. 1 (1999): 57-64. (ONLINE)

Gullestad, Marianne. *Plausible Prejudice. Everyday Experience and Social Images of Nation, Culture and Race*, 234-47 (excerpts). Oslo: Universitetsforlaget, 2006.

Carbin, Maria. "Honour Related Violence." In *Critical Studies of Gender Equalities. Nordic Dislocations, Dilemmas and Contradictions*, edited by Eva Magnusson, Malin Rönnblom, and Harriet Silius, 24-47. Stockholm; Göteborg: Makadam Publishers, 2008. (COMPENDIUM)

Field Seminar

Time: 10:30am – 12:00pm

Location: MIRA-senteret

Topic: Women of minority background

Speaker: TBA

Take T-bane to **Grønland**. We will meet **inside the Grønland T-bane station** at **10:10am** and walk together to our field seminar.

Reading Seminar

Time: 1:30pm – 3:00pm

Location: Norwegian Centre for Minority Health Research (NAMKI)

Topic: Pregnancy and childbirth in a multicultural Norway

Speaker: Sarah Kahsay, Midwife, Project Worker

Wednesday, 2 November

CRITICAL QUESTIONS DUE TODAY AT 12PM

Volunteer placements

Thursday, 3 November

Integration Seminar

Time: 10:15am – 12:00pm

Location: SUST Classroom

Topic: Overview of the week
Discussion Facilitators (TBA)

Week 13: November 7-11

GENDER, SEXUALITY AND MULTICULTURALISM IN SCANDINAVIA (II)

Headlines:

- Homotolerance and heterosexuality as Norwegian values?
- Homosexuality and multiculturalism – competing values sets?

Monday, 7 November

To be read for today:

Røthing, Åse. "Homotolerance and Heterosexuality as Norwegian Values." *Journal of LGBT Youth* 7, no. 2 (April 2010): 147-66. (ONLINE)

Walle, Thomas M. "Making Places of Intimacy—Ethnicity, Friendship, and Masculinities in Oslo." *NORA- Nordic Journal of Feminist and Gender Research* 15, no. 2 (2007): 144-57. (ONLINE)

Reading Seminar

Time: 10:15am – 12:00pm

Location: SUST Classroom

Topic: Homotolerance and Heterosexuality as Norwegian values?

Field Seminar

Time: 1:30pm – 3:00pm

Location: Skeiv Ungdom/Queer Youth, Valkyriegata 15

Topic: Queer rights and activism – Åshild Marie Vige

We will meet at **Forskningsparken** T-bane station at **1:15pm** and travel together to our field seminar.

Tuesday, 8 November

To be read for today:

Readings for this session will be distributed in class

Film Seminar

Time: 1:15pm – 3:00pm

Location: DSE classroom

Film: *Gender Me* (Nefise Özkal Lorentzen, 2008)

Topic: Islam and homosexuality

Field Seminar

Time: 1:15pm – 3:00pm

Location: TBD

Topic: Skeiv Verden/Queer World – Identities in tension? Queer, young and Muslim.

Wednesday, 9 November

FINAL RESPONSE PAPER DUE TODAY AT 12PM

Volunteer placements

Thursday, 10 November

NB! There are no classes today. Please use this time to work on your Independent Study Project (ISP) or prepare for your Norwegian exam.

Friday, 11 November

NORSK: For those of you taking Norwegian, you have your **WRITTEN EXAM** today! Information about time and place for the examination will be posted online at least one week before the exam. Please check online and/or ask your Norwegian teacher to confirm the exact time and place for the examination.

Week 14: November 14-18

CLOSURE

Headlines:

- ISP presentations
- Celebrating our time together as a community of learners

Monday, 14 November

NB! There are no classes today. Please use this time to finalize your Independent Study Project (ISP) and prepare your ISP presentations for tomorrow.

Tuesday, 15 November

Integration Seminar

Time: 10:15pm – 12:00pm

Location: SUST Classroom

Topic: ISP Presentations
Concluding SUST

Wednesday, 16 November

Volunteer placements – last day

Thursday, 17 November

FINAL ISP REPORT DUE

Celebratory dinner

Time: 6:30pm – 8:00pm

Location: TBA

Friday, 18 November

Departure

Please remember **to hand back at the ISS your comforters and pillows**. If the bedding is returned undamaged, clean, and dry, you will receive your deposit back. If it is not, you forfeit that money.

Appendix 1

Placements below represent sites that have been available in the last three years. Availability of placements for this autumn to be confirmed by late August 2011.

- **Oslo Røde Kors/Oslo Red Cross**

Helping high school-aged young people with homework. Work to commence mid afternoon and last for up to 4 hours. Placement provides a good insight into multicultural Norway. Work will be from approximately 4pm until 8pm. See http://www.rodekors.no/Stott_oss/medlem/.

- **BYMIF/City of Oslo Centre for Unaccompanied Refugee Minors**

After school centre for refugee children and youth. Work would involve helping with English language homework as well as general social work. Work to commence mid afternoon and last for up to 4 hours. Placement provides a good insight into the life of refugee young people in Norway. Work will be from approximately 4pm until 8pm. See http://www.bydel-gamle-oslo.oslo.kommune.no/flyktninger_og_innvandrere/bymif/.

- **FRIGO – Friluftssenteret i Gamle Oslo**

FRIGO runs programs for young people in the inner east in order to better acquaint them with the outdoors and the environment. Work to involve supporting FRIGO staff and taking students on day trips. Work to be conducted during standard school hours. See www.frigo.no.

- **Nordic Black Theatre**

Nordic Black Theatre (NBT) is a self-run theater foundation established in 1992. The core activity is theater production but they work with a wide spectrum of partners in a variety of creative arts, organizing concerts, seminars, rehearsals, workshops, film nights, family events and lots more. In addition, the NBT develops young transcultural actors via the theater school Nordic Black Xpress (NBX). Due to the extreme diversity of activities, flexibility is an advantage for those working as volunteers. See <http://www.msinnvik.no/>.

- **UTROP – Norway's first multicultural newspaper**

This placement will involve assisting the editor and journalists of this unique and innovative multicultural newspaper. Placement involves research and writing. See www.utrop.no.

- **Redd Barna/Save the Children Norway**

This non-governmental organization works for the rights of refugee children in Norway. Activities will involve developing and implementing activities with fellow volunteers for the youth people residing at transit centers. Working to be conducted in the evening. See www.reddbarna.no.

- **Fulbright Norway**

The Fulbright Office in Oslo has a staff of four and is responsible for the daily management of the Fulbright Program in Norway, which includes both Norwegians who would like to study in the U.S. and American grantees coming to Norway. In addition, it offers an extensive counselling service for Norwegians who would like to study in the U.S. Volunteers will work closely with the staff on various projects and day-to-day tasks. This placement is once a week during normal working hours. See www.fulbright.no.

- **Sogn Frivillighetssentralen/Sogn Drop-in Centre**

Small volunteer centre based in Sogn. Placement would involve working closely with the leader of the centre and assisting her as required with day-to-day tasks, such as assisting users of the centre (mainly elderly, disabled and substance-addicted people). Placement provides a good insight into the workings of the welfare state in Norway. See <http://www.frivillig-oslo.no/default.pl?showPage=187>.

- **Mangfold i Arbeidslivet – MiA/Diversity in Working Life**

MiA is a foundation that aims to promote diversity in the workplace. MiA believes that Norwegian employers need to understand cultural diversity as a positive, rather than a problem. Work will involve a project on finding non-ethnic Norwegians who have 'made it' in Norway so that they can serve as role models. Work to be conducted during standard office hours. See www.mangfold.no/index.html.

○ **American Chamber of Commerce in Norway**

The American Chamber of Commerce promotes business links between Norway and the US. This position will involve office work for the Chamber, as well as participation in Chamber activities (meetings, special functions). A research project may also be developed in consultation between the student and the Chamber. Work to be conducted during standard office hours. See www.amcham.no.

○ **Kirkens Bymisjon Oslo/Oslo City Mission**

Kirkens Bymisjon sees itself as the 'heart of the city' working to meet those that are excluded in society. This placement will involve working with the director of the City Mission's Centre at Tøyen Church – this is a bustling centre that caters for a diverse population. Work will be from approximately 4pm until 9pm. See www.bymisjon.no.

○ **Svarttjern skole/Primary School, Romsås**

Svarttjern skole is a small primary in the outer suburb of Romsås. The school has a socially, economically and ethnically diverse population – approximately 50% of its students are non-ethnic Norwegian. The placement involves being a teaching assistant and involvement in the schools outdoor education program. Some knowledge of Norwegian would be an advantage. See www.svarttjern.gs.oslo.no.

○ **Sogn videregående skole/senior vocational high school, Sogn**

Sogn videregående skole is the largest school in Northern Europe with in excess of 2,000 students. The school has a very diverse socially, economically and ethnically diverse population – the majority its students are non-ethnic Norwegian. Sogn videregående skole has struggled with the challenges and opportunities of diversity and has a particularly successful 'conflict resolution program' that is driven by students. This placement involves assisting the Coordinator of the program, as well being a general teaching assistant. As this is a senior high school, the vast majority of students speak English relatively fluently. See www.sogn.vgs.no.

○ **Changemaker**

Changemaker is an international non-governmental youth movement initiated by Norwegian Church Aid. It aims to attach the fundamental causes of unequal distribution of resources between the North and the South. This placement involves research and participation of Changemaker's campaigns. See www.changemaker.no.

○ **NOAS – Norsk Organisasjon for Asylsøkere/Norwegian Organisation for Asylum Seekers**

This is a non-governmental organization providing information and legal assistance to asylum seekers. Work would involve research and some office duties as required. Work to be conducted during standard office hours. Knowledge of Norwegian is preferred. See www.noas.org.