

Welcome to Trolls, Gnomes and Goblins

- Myths and Legends of Scandinavia

Course number: Sendvst 192-001 & [002](#)

Meeting days: Section 001 MW 12.30-1.45, NWQ G540
Section 002 TR 12.30-1.45, NWQ G596

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Office hours: MR 11 am- 12pm or by appointment

Required texts

Available at the UWM Bookstore

Kvideland, R & Sehmsdorf H (ed). Scandinavian folk belief and legend. ISBN 9780816619672

Christiansen, R (ed). Folktales of Norway. ISBN 9780226105109

Additional articles and texts posted in D2L

Please note that you are responsible for reading and understanding the policies and what is expected of you in and outside of class – please

contact your instructor immediately if you have any questions or concerns.

Course Overview

This course has been designed to familiarize you with the richness and variety of traditional Scandinavian myths and legends and the imprint they have made on Scandinavian culture. You will also get acquainted with the theoretical background of folklore studies, specifically in connection to tales and legends. The material is divided into themes, as you can see below. During the course of the semester we will analyze and discuss tales and legends, and the creatures that inhabit them. We will discuss the readings in connection to the themes and what they let us know about Scandinavian society and culture – past and present. In addition to learning about Scandinavian Culture we will also include activities that will help you make connections, develop your study skills, and enhance your experience here at UWM.

Class week

Our week starts on Monday at 8am, and ends on Sunday at 11.59pm

Course work expectations

During the semester you can expect to dedicate a minimum of 9 hours to this class. Please note that these times are estimations, some students may need more time to complete their work. You may not spend as much time on projects and research at the beginning of the semester as when the deadline is drawing nearer. Work steadily throughout the semester, try to manage your time and don't procrastinate.

Semester credit hours	144
Weekly Breakdown	
In class work	3 hours
Preparation	3 hours
Journal	1 hour
Projects	1 hour
Research paper	1 hour

Course objectives

In this class you will:

- Explore, identify and compare/contrast central concepts in Scandinavian culture expressed in myths and legends, their social and cultural significance, including how these narratives give shape and expression to experiences, beliefs, values, and fears (inquiry and analysis, critical thinking)
- Examine, analyze and demonstrate comprehension of complex issues and questions, and base your conclusions on documents and accounts that do not necessarily correspond with your own personal beliefs, experiences or tastes (inquiry and analysis, critical thinking)
- Develop your own scholarly voices and express a standpoint by constructing clear and logical arguments that show insight and thoughtfulness. You will express your voice in verbal and written form in weekly reflective journals and your research project. (oral and written communication)
- Consider multiple viewpoints, and reflect on, and respond to other's arguments by engaging in collaborative learning and problem solving in verbal and written form. (critical thinking, problem solving)
- Identify, evaluate and use print and electronic resources to examine course topics as part of developing college-level information literacy. (college level information literacy)
- Develop and design a final written research project that synthesizes original thought with primary (and secondary) sources. (inquiry and analysis, critical thinking, written communication)
- Reflect on how what you learn in class relates to your own experiences and communities.
- Begin to develop a self-awareness of yourself as a learner in weekly reflective journals

Policies

If you need **special accommodations** in order to meet any of the requirements of this course, please contact the instructor as soon as possible. In addition, if **you have any questions or concerns** regarding the requirements of this course, including what is expected of you in class, i.e. Participation, homework, tests, or anything else, discuss this with your instructor as soon as possible. **You are responsible for reading this syllabus thoroughly and understanding the requirements and assessment measures for this course.**

The Department of Foreign Languages and Literature intends to comply with the UWM policy on Academic Dishonesty and the Americans with Disabilities Act. **Copying or cheating may result in a failing or lowered grade, either for the entire course or a specific assignment.** Please see you instructor with any questions. For additional university policies, see Appendix C, section B7 in the schedule of classes. Students have certain rights to file **appeals of grievances.** Documents that outline these rights and describe the grievance procedure in the College of Letters and Science are on file in the Department of Foreign Languages and Literature in Curtin 829. Or you can use the following link to the Secretary of the University Web site that contains the University policies
<http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>:

For more information on specific University Policies, please see:

1. Special accommodations for Students with disabilities. <http://www4.uwm.edu/sac/SACltr.pdf>

2. Accommodations for absences due to religious observance.
http://www4.uwm.edu/secu/acad%2Badmin_policies/S1.5.htm

3. Accommodations for being called to active military duty. Students:
http://www4.uwm.edu/current_students/military_call_up.cfm Employees:
http://www4.uwm.edu/secu/acad%2Badmin_policies/S40.htm

4. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.
http://www4.uwm.edu/secu/acad%2Badmin_policies/S31.pdf

5. Discriminatory conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.
http://www4.uwm.edu/secu/acad%2Badmin_policies/S47.pdf

6. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

7. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. http://www4.uwm.edu/secu/acad%2Badmin_policies/S49.7.htm

8. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. http://www4.uwm.edu/secu/acad%2Badmin_policies/S28.htm

Attendance

Regular attendance is expected, i.e. coming to class and participating in in class learning activities, and checking e-mail and the newsfeed regularly (at least 4 times a week). Documented medical absences and religious days of obligation will be excused. Other absences will be excused at the discretion of your instructor. Be prepared to show documentation in a timely fashion. **Absences will affect your final grade!** Your final grade will decrease by one percentage point per unexcused absence in addition to the participation points you lose from not being in class. Contact your instructor as soon as possible (preferably before) if you have a legitimate reason for missing deadlines. Treat this class as a job. Please know that **absences do not excuse you from**

- 1) turning in assignments due on the day of your absence;
- 2) knowing about assignments given during your absence.

Be sure to follow up immediately, either with your instructor or your classmates. Please know that **any gaps in communication are yours** and not the instructor's to resolve. Missing an assignment due to absence may result in a point/grade reduction or a zero score. Your instructor will show good will if it seems reasonable, but you cannot expect not to suffer any penalties.

Course Breakdown

Active participation in class learning activities and discussions	30%
Weekly one page reflective journals (on readings, discussions and self)	30 %
Research paper (proposal (5%) draft (10%) final version (10 %))	25 %

Final Project storytelling and culture (group)	10 %
Project presentation	5 %

Assessment and Evaluation

Rubrics regarding evaluation criteria are posted under content in D2L

The objectives outlined above correspond directly to your performance and each individual component of the course allows for assessment of different skillsets.

To build your **intellectual** and **practical** skills the following categories are incorporated into the course : You will also find guiding questions related to each category that will serve as the basis for your grade, each time you do any work for the course.

Knowledge (K): You will learn facts about Scandinavia that will help you to connect the past and present.

- ✓ Accuracy: Does your work reflect accuracy according to sources used in the classroom?
- ✓ Familiarity: Is in your work an understanding of the central questions or problems of a text, discussion, etc. reflected?

Communication (CO): You will be asked to present information and analysis in oral and written form

- ✓ Message: Are you able to convey a crucial message in your communication?
- ✓ Clarity and organization: Is it easy to follow the arguments of your communication?
- ✓ Ambiguity: Are you open to consider and weigh potential objections to your thesis?
- ✓ Mechanics: Is the language in your message easily understood?
- ✓

Inquiry (I): You will be asked to use course materials as the basis for further investigation of questions that interest you.

- ✓ Curiosity: Have different and multiple sources been consulted to gain adequate information?
- ✓ Integrity: Does your work present evidence to support “facts” or do you make simple assertions? Do you cite your sources accurately and completely? Students are expected to comply with UWM Policy on Academic Misconduct (<http://www.uwm.edu/Dept/OSL/DOS/conduct.html>).

Critical Thinking (CT): You will be required to examine issues and questions, and base your findings and conclusions on documents and accounts that not necessarily correspond with your own personal beliefs, experiences or tastes.

- ✓ Multiple viewpoints: Does your work incorporate perspectives that do not necessarily correspond to your own personal experience, belief or taste?
- ✓ Self-awareness: Do you acknowledge your own biases? Do you identify and challenge your own preconceptions/prejudices?

Teamwork and Problem Solving (TW/PS): You will be required to engage in collaborative learning with other students in in-class learning activities and discussions (partner and/or group)

- ✓ Responsibility: Do you collaborate and work cooperatively with your group? Are you volunteering to solve problems group members or the group as a whole is facing?
- ✓ Respect: Are you dealing respectfully with the suggestions and ideas of other group members?

Personal and Social Responsibility (PR/SR) This course will also engage your sense of personal and social responsibility by requiring you to:

- a. examine and discuss ethical questions.
- b. display an understanding of cultural differences and their sources.
- c. express how you can apply your new knowledge and skills to your life as a whole.

Personal Responsibility (PR)

- ✓ Relevance: Do you indicate how what you are learning in the course relates to your own personal life?
- ✓ Change: Do you explore how what you are learning may change or not change your personal habits?

Social Responsibility (SR)

- ✓ Do you reflect on how topics discussed in the course might have larger social consequences, in your own society as well as in the world?

Connections: This course will also ask you to find ways to connect what you learn here to other areas of study or professional activities.

Assessment Components:

Assessment and Evaluation Summary

Assessment component	Percentage of Grade	Categories Assessed
Preparation (study questions) In-class Learning Activities and Discussion	30 %	K, I, CT, TW, PS, CO, PR, SR
Research Paper (several components - outlined below)	25 %	K, I, CT, CO, PR, PS
Journals	30 %	K, I, CT, CO, PR
Group Project (group work and presentation evaluation outlined below)	15 %	K, I, CT, TW, PS, CO, PR, SR

Grade Curve	
A+	98-100
A	93-97
A-	92-90
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 & below

**Please note that A+
will not be given as a final grade**

Preparation and ACTIVE Participation in class learning activities and discussions. 30%

- Read all assigned texts for each class. (unannounced quizzes will be given) You need to be familiar with the content that you are expected to work with in class. **If you are not prepared for class you have no way of participating – and will miss points.**
- **Complete the Study guides for each class. These guides contains questions or concepts** to consider while reading for each module – **all posted in D2L.** These are meant **to help focus your reading** and can be done in note form – or more extensively if that is what you prefer. Please note that one word/line answers do not suffice – add your own thoughts and observations to it. These questions can serve as your reading notes (you will get a full score if you **show effort** and **hand them in**)
- You are also expected to **actively participate in the class learning activities and discussions each class.** Participation and quality of contributions will be factored into your preparation and participation grade. Just showing up is not enough.

If you have any questions regarding the participation grade criteria, please talk to your instructor as soon as possible.

Failure to prepare for class and not participating in discussion will result in a zero grade for that class period.

Discussions/class learning activities will be graded according to the following guidelines. These are outlined in more detail under “rubrics” in “content” in D2L

You have contributed intellectually stimulating and intelligent comments that have generated further discussion.	95-100 A
You have contributed an intellectually stimulating and intelligent comment on most aspects of the readings, and it has generated	90-94 A -

discussion.	
You have made thoughtful comments on some aspects of the reading. There is room for further contribution, however.	85-89 B
You have made comments on some of the readings, but there is room for further analysis.	80-84 B -
You have made cursory comments on all aspects of the readings and demonstrate a basic understanding of concepts.	75-79 C
You have made cursory comments on some aspects of the readings and demonstrate a basic understanding of concepts.	70-74 C -
You have commented on aspects of the reading but your comments give evidence that you have not understood them and are unable to make a constructive contribution to the discussion.	65-69 D
You have commented on the readings but you have not understood them and are unable to make a constructive contribution to the discussion.	60-64 D -
You have not participated in the discussions at all.	59 and ↓

Use D2L as your class bulletin board (there are forums for general questions you may have about the course – and a social forum as well) Please feel free to post any questions you have in connection to readings and/or homework and would like to discuss with your classmates, mentor or instructor outside of class. **Of course you can also contact your instructor with questions at any time – either in person, by phone or e-mail.**

Completion of journals on time is expected. **Please note that written homework assignments must be posted in the assigned dropbox no later than midnight at the end of the day it is due.**

Weekly one page reflective journals (on readings, discussions and self) 30 %

- The length of your total journal entry should be approximately 300 words – typed and double-spaced. Remember that quality always counts higher than quantity. Please don't hesitate to contact your instructor or mentor if you **need help getting started**, or help while writing.

Your journal should contain:

- **A short summary** of what you've read during the week - and what you thought about it. Was there something (an action, event, or description) that sparked an interest or puzzled you? (1 short paragraph) What did you observe? How did it make you feel or what did it make you think about? Why do you think it did?
- Reflect on one **“why”-question** that came up your **group discussion in class– and provide a well founded answer** to that question - for each week. The Q&A paragraphs should be **analytical and written in a scholarly fashion**. That means that you need to **explain your standpoint, elaborate** and explain your thoughts (what did you learn? And why does it matter?), and **support your answer with a**

quote from the text, to show what you base your answer on. Also try to explain how you can connect this knowledge/understanding to your own life.

- **Reflections about your learning experience.** You should also include a paragraph about what you learned during the week , how you did on the readings and discussion (is there anything you particularly enjoyed or found interesting? Did you learn something about yourself and how you learn? what went well?– what can you do better next week?) and what your goals are for the coming week .
 - What were your thoughts about the subject before the start of the module?
 - What questions did the texts raise for you?
 - What are your thoughts/beliefs about the subject now?
 - What insights do I have now that I didn't have before I read the texts.
- **Your goal** for next week.

Failure to hand in your journal will result in a zero journal grade.

Research paper

25 %

(topic proposal (5 %) draft (10%) final version (10 %))

Throughout the semester you will work on a longer research paper. We will discuss method and expectations in class, and you will also find step by step instructions in D2L. The research paper is done in several steps

- Find a topic that interest you in the readings.
- Formulate research question, thesis and temporary outline , and tentative conclusion (topic proposal) (graded)
- Find sources and conduct research
- Write draft (graded)
- Individual conference
- Revise (can be sent in before the deadline - and discussed with your instructor)
- Write final version (graded)

Your paper should be on a topic that is of particular interest to you, and related to the topics covered in class. You need to include an introduction (with thesis statement), body and a conclusion. You also need to include a bibliography.

The paper should be about 8 pages long, typed and double-spaced.

Final Project storytelling and culture 15 % (project 10 % - presentation 5 %)

You will **participate in a small group project** to be presented at the end of the semester. You will be divided into groups during storytelling week. Each group will choose the topic of their story, and work together writing a script, a story board, and produce a digital story. You will have time in class to work with your group, but you will also need to meet outside of class to complete the project. A rubric and step by step guidelines will be available in D2L.

You will be required to submit a group contract (expectations of each member, assigned duties, estimation of efforts/time dedicated to project, meetings, grounds for firing a member etc) signed by all members of the group. There will be a regular **self evaluation of individual and group work**, as well as the effectiveness of the group that will factor into the project grade. The evaluations will be done individually, and submitted to the instructor directly.

You will also present your project as a group (4 minute video/power point presentation to the rest of the class during the last week of class.

Assessment and evaluation breakdown

Active participation in class learning activities and discussions	30%	Grade Curve A+ 98-100 A 93-97 A- 92-90 B+ 88-89 B 83-87 B- 80-82 C+ 78-79 C 73-77 C- 70-72 D+ 68-69 D 63-67 D- 60-62 F 59 and
Weekly one page reflective journals (on readings, discussions and self) 30 %	30%	
Research paper (topic proposal (5%) draft (10%) final version (10 %))	25 %	
Final Project storytelling and culture (group)	10 %	

Project presentation	5 %	below
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Syllabus

Please prepare homework assignments listed **BEFORE** coming to class on that day!

Week	Theme	In class focus
<i>Week 1</i>	<i>Get to know your classmates and what this class is all about – what is folklore?</i>	
	Welcome to class!	Syllabus and expectations Getting acquainted. Establishing ground rules critical thinking. Reflective journals What is culture?
	Skills	D2L Where to go with questions
	Bring a hard copy of the syllabus to class. What is Folklore? (D2L)	Introduction to folklore studies The art of storytelling Pre-viewing a text – Pre-read activities
	Skills	Note taking
Sunday	Journal entry	

Week 2	<i>The concept of the human soul</i>	
	<p>What does soul mean in the Scandinavian Culture?</p> <p>Kvideland 43-59</p>	<p>Note taking activity</p> <p>Close reading activities:</p> <p>Contextualizing the text – time/place/culture/environment</p> <p>Asking the right questions – factual vs. interpretative</p> <p>Actions and behavior</p>
	skills	<i>Time management</i>
	<p>Kvideland 60-81</p> <p>Christensen pp 47-49</p>	<p>Close reading activities:</p> <p>Finding patterns – Mind maps</p> <p>interpretation and response</p> <p>making claims</p>
	Skills	Study skills
Sunday	Journal entry	
Week 3	<i>The Dead and the living</i>	
	<p>Kvideland 87-106</p>	<p>Close reading activities:</p> <p>Actions and consequences</p> <p>Making generalizations</p> <p>Finding evidence</p>
	Skills	Dealing with stress and anxiety
	<p>Kvideland 107-125</p>	<p>Actions and consequences</p>

Sunday	Journal entry	
Week 4	<i>Healers, Wisefolk and Witchcraft</i>	
	Kvideland 131-155 Screening of Häxan (witchcraft through the ages) 1921	Close reading activities – visual literature Stereotyping Group dynamics
	Skills	The basic steps of research
	Kvideland 159-199 Häxan continued Christensen pp 35-42	Social morals Character traits Power
Sunday	Journal entry	
Week 5	<i>The invisible Folk I</i>	
	Kvideland 205-248	The nature of the invisible folk environment Community survival
	Christensen 87 – 116	Present your Research Proposal to (a small group of) your classmates Discussion on research methods and sources
Sunday	Journal entry Research proposal due	

Week 6	<i>The invisible Folk II</i>	
	Christensen 117-143	Working conditions on the farm
	Kvideland 248-275 Christensen 53-77	The spirits of the sea and lakes Good and evil
Sunday	Journal entry	
Week 7	<i>The Devil</i>	
	Stokker, Kathleen: Between Sin and Salvation (article in D2L)	The new church Compare and contrast Cause and effect
	Christensen 27-33 Kvideland 281-295	Argumentation Critical reading Stating opinions
Sunday	Journal entry	
Week 8	<i>Trolls, Giants and their Treasures</i>	
	Kvideland 301-325	Screening of Trollhunter Character traits revisited
	Christensen 20-26 & 81-86	Screening of Trollhunter Compare and contrast stories and film.
Sunday	Journal entry	

Week 9	<i>Historical Legends</i>	
	Kvideland 331-378 The role of the storyteller	Creating the story Family stories
	Christiansen 3-18	
Sunday	Journal entry	
Week 10	<i>Storytelling week</i>	<i>Groups</i> <i>Schedule your individual conference</i>
	Spend some time working on your research paper this week	
	Storytelling project	Groups and contracts Brainstorming – what is our story?
	Storytelling project	What is the purpose of our story? Who is our audience? Scripts and storyboards
	<i>Journal entry – reflection on group work</i> Rough draft due	
Week 11	<i>Urban Legends</i>	<i>Schedule your conference!</i>
	Bengt af Klintberg: Legends Today (article in D2L) Collect an urban legend from your own area.	Carrying on tradition Themes of Urban legends How stories travel in the global world

	Kvideland 379-391	Compare and contrast legends new and old.
Sunday	Journal Entry	
Week 12	<i>Sami Legends</i>	<i>Individual conferences start</i>
	Readings in D2L	
	Readings in D2L Screening of the Pathfinder (Ofelas) The Sami society and mythology	
Sunday	<i>Journal Entry</i>	
Week 13		<i>Individual conferences</i>
	Screening of the Pathfinder (Ofelas)	
	Thanksgiving Break	No Class
Sunday	<i>Journal entry</i>	
Week 14	<i>Fictional Folktales</i>	
	147-185	The literary folktale Propp analysis
	Christiansen 186-258	Social values
Sunday	Journal entry	
Week 15	<i>Towards a National Identity</i>	
	Reflections on Scandinavian Culture	Round table discussion

	Storytelling project /presentations	Review
	Storytelling Presentations	Treats!!
	Tuesday December 15th is study day	
	FINAL VERSION OF RESEARCH PAPER IS DUE ON December 20th.	

PLEASE NOTE THAT THIS SYLLABUS MAY CHANGE AT ANY TIME!

HUMANITIES GER RATIONALE AND UW-SYSTEM SHARED LEARNING GOALS

- 1) Identify the formation, traditions and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge; and,**

In this course students will explore the history and cultural traditions of Scandinavia through folkloric and cinematic texts, and images. They will develop a comprehension of the significance of these texts in terms of exemplifying morals and making sense of the world, and how they contribute to constructing, shaping and reinforcing social values and cultural identity. Students will be assessed through discussion, individual written assignments, journals and group projects.

- 2) Respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, historical analysis argument and/or interpretation.**

In this course students are expected to analyze factual and literary texts, and films, and present their interpretation. They will have to consider and respect multiple viewpoints, and construct persuasive arguments to defend their standpoint. They will demonstrate these skills in discussions, as well as in individual journals, projects, and written assignment.

In addition, the following UW System Shared Learning Goal applies to ScndvSt 192

- 2. Critical and Creative Thinking Skills including inquiry, problem solving, and higher order qualitative and quantitative reasoning.**

Through in-class learning activities focusing on asking relevant questions and exploring human values, students will develop critical and creative thinking skills, inquiry and reasoning. Students will reconstruct thought processes of people in ancient times, and relate it to their own lives, and modern times. These skills will be assessed in in-class learning activities, and individual assignments and tests.