

CAS IR 552/PO529
NORDIC EUROPE AND WORLD POLITICS

Semester I - FALL 2013
Tuesday & Thursday 12:30-12PM
IRC 220

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Office Hours Tues. & Thurs. 10-11 AM and
Wednesday 10-12

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GENERAL INFORMATION ABOUT THE COURSE

This course is intended principally for those in an International Relations or Political Science concentration within the College of Arts and Sciences, especially those selecting the Europe track in IR. The course is presented in lectures which are intended to establish an analytic framework, amplify and clarify required readings, and provide supplementary material not in the readings. Discussion in class will give the student an opportunity to examine concepts of the course and to receive more detailed answers to particular questions.

This course is designed to study the role that the Nordic region of Europe has played and is playing in world politics. There are almost no other regions where a culturally related group of countries tends to act in such a collective fashion toward the rest of the world. Moreover, these countries have been leaders in and models of human development and play a leading role in assisting the developing world. There are 4 parts to the course: the Nordic world before European influences; integration into continental Europe; development of the modern welfare societies; and Norden in today's world.

REQUIREMENTS

You are required to attend lectures and do the readings assigned prior to the class for which they are listed. You will prepare and submit a course paper and a brief biographical report. These requirements are detailed in an appendix to this syllabus. A significant portion of your grade will be the in-class quizzes. You must submit your course paper by the deadline to pass this course.

ABSENCES

Absences are excused when, in my judgment, there is a valid reason. If you are ill, you will need a medical professional's written excuse for more than two consecutive absences. If you are absent because of a University sanctioned function, you will need a written notification from your sponsoring activity. Note, I will announce upcoming quizzes during class sessions. University policy states that students who are "excessively absent" may be required to withdraw from the course "without credit." I consider that more than six absences from lectures, for any reason, is excessive and will seek your withdrawal from the course. Attendance is a factor in grading.

INCOMPLETES

The College policy on incomplete grades is very specific and I will follow it in all cases.

GRADING FACTORS AND SCHEDULES

Biographical report*/class participation	continuous	15%
Quizzes	(as scheduled)	30%
Course paper**	Prospectus due: Nov 18 in class	5%
	Finished Paper due: Dec 11	50%

* See Appendix I for details on oral reports

** See Appendix II for undergraduate/graduate course paper requirements

REQUIRED TEXTS/READINGS

David Arter. *Scandinavian Politics Today*. University of Manchester Press, New York: 2012

Jesse Byock, *Viking Age Iceland*. Penguin Books, New York: 2001.

Christine Ingebritsen, *Scandinavia in World Politics*. Rowman & Littlefield: 2006

Byron J. Nordstrom, *Scandinavia Since 1500*. University of Minnesota Press, Minneapolis: 2000.

Handouts, press readings as assigned (these will be available on the course website)

WEB SITE

A web site for the course will be available and contain additional relevant readings, quiz answers, notices, etc.

E MAIL CONTACT

I respond to all e-mails as promptly as I can, almost always within one business day. If I do not respond to your e-mail, you should not assume I have seen it. Though this medium is very good for brief communications, e.g. arranging meetings or asking for a point of clarification on lectures or readings, it cannot substitute for longer discussions in office hour visits.

CLASS SCHEDULE AND READING ASSIGNMENTS

PART 1 - THE NORDIC WORLD

Week I Life on the Edge
3/5 Sep Byock, Chapters 1 - 3

Week II Establishing a New Social Order
10/12 Sep Byock, Chapters 4, 5, & 7

Week III Law, Family and Feud
17/19 Sep Byock, Chapters 9 - 12

Week IV Wealth, Christianity, and the Church Order
24/26 Sep Byock, Chapters 14, 16-18

PART 2 - SCANDINAVIA INTEGRATES INTO EUROPE

Week V Europe Discovers Scandinavia, Christianity's Impact
1/3 Oct Nordstrom, Chapters 1 & 2

Week VI Scandinavian Nations Emerge and Contend
8/10 Oct Nordstrom, Chapters 3 - 5

Week VII European Domination of Scandinavian Affairs
15 Oct MONDAY SCHEDULE

17 Oct Nordstrom, Chapters 6 - 9

Week VIII Scandinavia Enters the Modern Age
22/24 Oct Nordstrom, Chapters 10 & 11

Week IX The European 'Civil War' [WWs I & II] and Scandinavia
29/31 Oct Nordstrom, Chapters 12 & 13

PART 3 - NORDIC PATHS TO MODERNITY

Week X Scandinavian Welfare Ideas Emerge
5/7 Nov Arter, Chapters 1-4

Week XI Scandinavian Party System Challenged

12/14 Nov Arter, Chapters 5 & 6

NOTE: Paper Prospectus due November 18

Week XII The Nordic Model
19/21 Nov Arter, Chapters 9 - 11

PART 4 - SCANDINAVIA AND WORLD POLITICS

Week XIV Nordic Security
26 Nov Arter, Chapters 12 & 13

28 Nov THANKSGIVING RECESS

Week XV
3/5 Dec What Impact Does Scandinavia Have?
Ingebritsen Chapters 1 - 3
Economist Report

Week XV Fractured Nordic Solidarity?
10 Dec Ingebritsen Chapters 4-7
Nordic Council Fact Sheet

PAPER DUE Dec 11

APPENDIX I
Biographic Reports

Beginning with the third week of the course, each student will be responsible for one in-class biographic report, on a person prominent in Nordic Europe. Your report should include what impact the person had or is having beyond his or her immediate milieu.

These reports will be brief presentations (**no more** than 5 minutes) to the class on the information you have gathered in your research. You will also provide me with a synopsis of your report - maximum of three pages - which should be in a narrative form. As with any academic paper, sources should be indicated. [Note: I have the Wikipedia entries on all persons we cover.]

A list of topics for oral reports is given below:

- Week III – Erik the Red [Érikur Rauður]
Guðridur Thorbjarnardóttir [Guðriður Þorbjarnardóttir]
- Week IV – Snorri Sturluson
Saint Olav (of Norway)
- Week V -- Sigurd Jorsalfar
King Canute (or Knut)
- Week VI – Queen Margrethe of Denmark
Gustavus Adolphus
- Week VII -- Carlus Linnaeus
Alfred Nobel
- Week VIII – Edvard Munch
Soren Kierkegaard
- Week IX – Henrik Ibsen
Jean Sibelius
- Week X – Fridtjof Nansen
Dag Hammarskjöld
- Week XI - Gro Harlem Brundtland
Jóhanna Sigurðurdóttir

APPENDIX II

IR 522 COURSE PAPER INSTRUCTIONS

DESIGN: This paper will be a research on a topic, selected by you and approved by me. There are several possibilities, any of which is acceptable. You may do a paper on Nordic countries in relation to one another or, alternatively, the Nordic countries, collectively, in relation to the outside world. You may choose a topic that has an impact upon or is relevant to all or most of the Nordic countries and some particular issue.

THE PROSPECTUS: This will be a two to three page paper outlining the direction of your efforts, to date, in preparing your finished paper and the research questions or problems with which you are attempting to deal.

THE FINISHED PAPER: All papers will have two parts:

- 1) the body of the paper itself and,
- 2) an acceptable bibliography

GRADUATE CREDIT REQUIREMENT FOR FINISHED PAPER: **20 to 25 pages**.

UNDERGRADUATE CREDIT REQUIREMENT FOR FINISHED PAPER: **15 to 20 pages**

GUIDANCE ON WRITING PAPERS FOR IR 552/PO529

You may choose any relevant topic, subject to my approval. The length of the paper should be 15-20 pages (20-25 for graduate students), not including the bibliography. Although this may seem rather long, it still requires that you focus fairly narrowly on a specific topic. One way of choosing a sufficiently narrow (and interesting) topic is to choose something that you think is wrong, and argue against it - e.g. "Nordstrom is wrong in his claim that Sweden's influence on the countries it dominated was relatively benign." Another possibility is a cross-country comparison - e.g. "economic planning and policy in post-war Norway were very different from those of Sweden, despite their similar histories and apparently similar outcomes." You can also do a chronological comparison - e.g. "the nature of Danish state-society relations in the 1950s was more favorable for industrial policy than state-society relations since the 1970s." If you have any questions regarding topics, please see me.

Once you have specified a topic, you must consider the case both for and against your thesis. To do this, you must assemble and organize evidence in such a way as to convince the reader (me) that your argument is sound and that the facts support it. You should have at least 8-10 sources - more if a lot of them are short newspaper or magazine articles. How you choose to make use of your evidence is up to you. If you wish to do an econometric analysis on the geographic determinants that explain why some states did and others did not join the European Union, for example, that is fine; if you want to evaluate the legacy of other countries' reactions to Sweden's Cold War neutrality, that is also fine; if you want to discuss the relationship between government and society in political institutions in one country or another, that is also fine. Just make sure that you make a clear argument in the paper, and that your evidence supports it better than it supports alternative explanations. (If the evidence supports different conclusions than your own, you should change your conclusions, not the evidence.)

I will not be able to review drafts, although I will be happy to speak with you about your paper at any point along the way. When you do turn it in, please make sure that it is a final product of which you can be proud. Make sure that you say what you want to say, and that the paper moves along in a logical manner. In particular, read it over carefully (several times if necessary) for misspellings, punctuation and capitalization errors, and grammatical mistakes. I've been teaching a long time and I know a last-minute effort when I see it. You may find it useful to meet with a tutor at the Writing Center.

GUIDANCE FOR WRITING ANY PAPER

I. WHAT IS A GOOD PAPER?

First and foremost, a good paper **says something**. This is a chance for you to think through a subject on your own, and then try to prove to me that your interpretation is correct.

Second, a good paper requires a **good argument**. You can be "right" and have a weak argument - if so, you have a weak paper. In general, what is "right" is a matter of dispute, so all you have is your argument. *A statement does not constitute an argument.* This is argument by assertion. An argument requires both logic and evidence. "Logic" means that your thesis makes sense on its own terms - a well-educated reader (i.e. your professor) can understand what connects one assertion to the next. Proper use of "evidence" means that you present the facts that are relevant to your case, including facts that do not support it. It also means that you do not present facts that are not relevant to your case. This sounds like an obvious point, but sometimes you may want to present evidence simply in order to show that you did research. Resist that temptation.

Third, a good paper requires **good research**. As a guideline, a 10-15 page paper should include 8-10 sources, most of which are books or longer articles. A bibliography which includes nothing more than five or six newspaper articles will not suffice. In doing your research, use reputable sources, and make sure to distinguish between facts, hypotheses, and opinions. If you have any questions regarding sources, see me or a reference librarian as soon as humanly possible.

Fourth, a good paper requires **structure**. I expect you to organize your argument and evidence in a way that is logical and clear. To be a good writer, structure is even more important than word choice. Your paper should have an **introduction**, with a clearly-stated thesis; a **body**, in which you clarify your argument and consider the evidence; a **conclusion**, in which you demonstrate why the evidence and analysis you have presented actually prove your point; and a **bibliography**.

Fifth, I expect good **proofreading**. Not everyone is a great writer, but a paper that is filled with misspelled words, grammatical mistakes, and sentence fragments is simply not acceptable for a college student. You must take the responsibility for proofreading your paper, or for consulting with the Writing Center, *before* you turn it in.

Finally, I expect **academic honesty**. This means proper citation of all sources, no fabrication of evidence, and not turning in the same paper for two classes. All three of these points are covered in the Academic Code. As you know, I am a member of the Academic Conduct Committee, and am obligated to turn over any cases of suspected plagiarism to that committee.

II. HINTS

1. *Use an outline.* Without an outline, it is likely that you will forget something important. A good outline will give you a logical roadmap, laying out the steps that you need to prove your case. It is an essential place to work out the logic of your argument. Finally, it is useful for figuring out exactly where you will put specific evidence.

2. *Read it over several times.* Ernest Hemingway once said, "I am not a writer, I am a re-writer." I am not expecting Nobel Prize-level prose, but I do expect you to have read over the paper several times in order to make sure that you are saying what you think you are saying. The only way to do that is to finish your first draft well before you turn it in. My suggestion is that you not look at it for a few days, then read it as if it were someone else's. Ask yourself the following questions: Are you convinced by the argument? How could it be more clear? The answers to those questions might be the difference between an A and a B, or a B and a C, etc.

3. *Don't take chances with plagiarism.* Plagiarism is a serious offense in an academic community, and can get you expelled. If you are not sure whether or not to cite a fact or analysis, you should cite it - better safe than sorry. The other alternative is to check with a tutor at the Writing Center.

4. *Eliminate grammatical and spelling errors.* Just thought I'd remind you.

III. SOURCES

1. **Independent research.** I expect you to rely primarily on sources that are **not** in the syllabus.

2. **Foreign-language sources.** You are allowed to use foreign language sources to obtain information that is not readily available in English. However, you must use English-language sources as well. You are responsible for citing foreign-language sources in the same way as English-language sources, whether you paraphrase them or use a direct translation. Please do not use foreign-language sources as cover for fabrication - if something seems suspicious, I *will* verify it, even if it means finding a translator.

As with all research papers, you must use acceptable scholarly practice on attributing your sources. You may use any citation method you wish but I prefer the use of parenthetical citation. Consult a good style sheet for the proper practice of the method you select. Whichever method you choose, you must be consistent. The number of sources will depend on your topic but you must have enough in order to insure that you are not merely doing a book report on one or two works. Familiarize yourself with the CAS Standards of Academic Conduct regarding plagiarism.

FINAL THOUGHTS:

Almost everyone can write well if they will take time for re-writing.

If you don't know Strunk and White's Elements of Style, get to know it. The main message of this work is that simplicity is the best "style."

Anything you write will be improved by laying it aside, then returning to it and removing extraneous matter, reorganizing it for greater impact, and checking to see that all ideas are clearly expressed. Last minute work always looks like what it is. I grade, I don't edit.