

The official news bulletin of the
Society for the Advancement of Scandinavian Study

News & Notes

VOLUME 46 • AUGUST 2020

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Man with book | Image courtesy of Pixabay



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VOLUME 46 | AUGUST 2020

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Woman on laptop | Image courtesy of Pixabay

The Age of E-Learning

Merete Leonhardt-Lupa and Kimberly La Palm

As many colleges universities prepare to transition to fully online or hybrid learning models, we are all feeling the challenge (and stress!) of adapting quickly to new teaching methods. Our colleagues at ASTRA recently led a virtual symposium on e-learning resources. Links and suggestions are compiled here for your reference. Links will be available

on our website in the coming weeks along with a form for you to contribute your own resources and suggestions.

There is a clear Swedish-language focus here, but we would love to add other resources. Please visit the page or email info@scandinavianstudy.org to suggest additions.

IMAGES

- Pixabay - royalty free stock images
- Shutterstock - paid stock photos

Be mindful when posting images online that you are properly citing the source and that you are not misusing copyrighted material. Most stock photo websites offer small packages that allow you to buy credits to use images but you have to be careful that you are using those images according to the limited rights you have purchased, Royalty-free images are a safe way to ensure you are not misusing an artists's work.

(You'll notice that most of the images in News and Notes and on our website come from Pixabay)

MEDIA

- **Youtube** - find video content or use the "Community Contribution" feature to add or edit subtitles Consider creating your own course playlist or creating a playlist that students can edit - allowing them to share videos with the class.
- **Spotify** - An online music platform based in Sweden. Even the free account version provides access to considerable Nordic music.
- **Vimeo** - An online video platform that is an alternative to YouTube

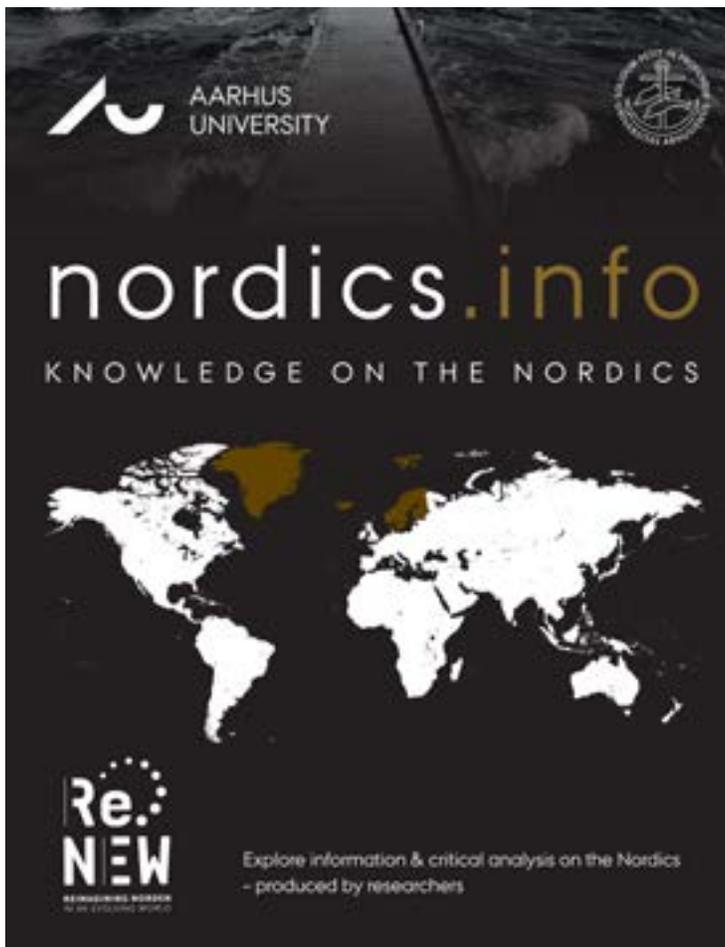
TIPS FROM MERETE

- **Transition to online instruction in stages** - it takes time to build a good online course . Set realistic expectations.
- **Course design** - Take a backward design approach. Save time by creating a planning sheet.
- **Find lkeys tpo student success** - Engage! Engage! How? Vary your activities, use tools and apps, use images to support speech, it helps students both in learning and to quickly comprehend the topic and task.
- Save time and get full functionality by using the tools your institution provides.
- **Prevent instructor and student burnout** - There are lots of fun tools to support your teaching, but limit how you use them. It takes time to evaluate tools and to figure out how to use them in your class. It can also be difficult for students to be introduced to too many new tools.

TEACHING TOOLS

- **Canva** - an online platform that allows you to create graphics, presentations, and other materials. Access is free with a verified educator email. - www.canva.com
- **Google Forms** - Forms can be changed to quizzes in the settings, allowing you to create homework assignments that will be auto-graded (Note: You will still need to review the grading - Google is sensitive to any small variations in answers. To avoid marking a student's answer incorrect for an extra space or a missing capital letter, you will need to double-check. It does still save a lot of time. - docs.google.com/forms
- **Padlet** - an online virtual bulletin board that can be edited by students and used to create interactive activities - padlet.com
- **Flipgrid** - An online platform that allows students to record and post short video responses to a prompt. Students are able to interact with their classmates videos. - flipgrid.com
- **Jamboard** - An online whiteboard that allows multiple participants to edit simulatniously - jamboard.google.com
- **Powerpoint** - We all know powerpoint but did you know you can record an audio file to accompany a slide? Edit your existing lecture slides with your voice (and avoid posting video of yourself with your pets wandering in front of the camera or your kids running around in their underpanbts in the background)





NORDICS.INFO: USEFUL RESOURCES

Did you know that you can access material written by researchers on the Nordic countries, including articles, short films and podcasts, at nordics.info? It covers the humanities and social sciences and is useful for online teaching. It is part of the University Hub 'Reimagining Norden in an Evolving World' which is funded by NordForsk, and it is based at Aarhus University in Denmark, next to danmarkshistorien.dk. It includes short films on Nordic Postcolonialism by Professor Lill-Ann Körber, and The Nordic Model by Byron Zachary Rom-Jensen, PhD, and Professor Mary Hilson; podcasts on national and regional identity; as well as articles on fundamental subjects like Nordic civil society and parliamentary culture, the social democratic parties in 20th century, and Nordic labour markets. Additionally, if you are interested in submitting an article, working with us on a podcast, or have any feedback, please get in touch: nordics.info@cas.au.dk.



Is there anything you would like to share with the SASS membership?

Please send announcements and suggestions to newsandnotes@scandinavianstudy.org. If approved before the last day of the month, announcements will appear in the next month's issue. Please indicate if you would also like your announcement to appear on scandinavianstudy.org

In the Next Issue

Bokmässan





Organization Spotlight:

The Center for the Study of Upper Midwestern Cultures

www.augustana.edu/swenson | lisahuntsha@augustana.edu

The Center for the Study of Upper Midwestern Cultures (CSUMC), based at the University of Wisconsin–Madison, is a public humanities unit committed to research, collections development, and collaborative public programs regarding the languages and folklore of the region's diverse peoples. The center was co-founded in 2001 by Folklorist James P. Leary and Language Scientist Joseph Salmons and is the only regionally-oriented humanities center in the Midwest among a national coalition of regional humanities organizations based at universities. We work actively with public folklore and language preservation programs throughout our region and the nation and are increasingly engaged with grant-funded projects that speak to this focus. Current Director and Professor of Language Sciences, Dr. Monica Maccaulay, for example, is embarking on a project to support Algonquian language revitalization in the region by creating tools to help generate new words that follow traditional language morphology. In addition to this, CSUMC is a central partner in the Sustaining Scandinavian Folk Arts in the Upper Midwest project, also profiled in this newsletter, which will be continuing its activities for an additional three years. This project seeks to sustain a variety of Scandinavian traditional arts in the region through public programming, research, outreach, teaching, public events, and more. We look forward to continuing this work and building on our national and international relationships as we celebrate stories and traditions that are rooted in Scandinavian migration to the Upper Midwest.

SASS members will also be interested to know that in addition to our outreach, public programming, research, and collections activities, CSUMC co-founders Leary and Salmons are co-editors of the publication series, Languages and Folklore of the Upper Midwest, for University of Wisconsin Press. This series has introduced several important Nordic-related publications, the most recent of which include Songs of the Finnish Migration: A Bilingual Anthology, a translation of Simo Westerholm's study of Finnish American immigrant songs by Thomas A. DuBois and B. Marcus Cederström, and Ole Hendricks and His Tunebook, a study of a noteworthy Norwegian immigrant fiddler and transcriptions of his personal tunebook by Amy Shaw.

For more information about CSUMC's activities and related projects, visit our website at csumc.wisc.edu.



Valorie Arrowsmith of Stanchfield, MN demonstrates inkle loom bandweaving to audience members and participants of the 2019 Show of Hands: Art in Education symposium in Madison, WI.

Photo courtesy of the SSFAUM project

<https://csumc.wisc.edu> | rue@wisc.edu

Greetings from the Sustaining Scandinavian Folk Arts in the Upper Midwest team at the University of Wisconsin–Madison!

We are excited to announce a new three-year, \$1.5 million dollar Folk Arts and Cultures grant to continue our successful “Sustaining Scandinavian Folk Arts in the Upper Midwest” initiative. Concluding in June of 2023, we’ll be continuing to conduct fieldwork and outreach in the Upper Midwest, teach courses, host events, and produce public programming focused on Nordic American folk arts and the immigrant experience in the region..

The past three years has seen us work with artists, musicians, and scholars from five Nordic countries and eight different states. We’ve collaborated with community organizations, state agencies, and cultural institutions to bring folk arts to a new generation of students and community members through public events, field schools, and university classes. In addition, we’ve hosted symposia, worked with graduate student folklorists to conduct field surveys, and created a variety of public productions, from online and traveling exhibitions to CDs to books to short films.

We’re excited for the next phase of this grant as we build on the events and connections we have forged, but with several new activities. We are continuing the summer graduate fieldwork program and instituting two new programs: post-doctoral fellowships and an artist- and musician-in-residence program. The fellowships will employ two post-doctoral public folklorists for two-year programs to teach public folklore courses and work

with artists and musicians in the region. The residency programs are investments in master artists who will be invited to campus for a semester to work with campus collections, community members and organizations, scholars, and students to inspire and inform their art. Artists will work with folklore courses so that undergraduate and graduate students can interact closely with them and develop their own skills and cultural knowledge for future dissemination. These experiences will help ensure a collaborative environment that engages people at all levels of competency.

There will, of course, be more to come, including annual symposia to amplify the work of artists, musicians, and cultural institutions. Please visit our website for more details about the artists we’ve partnered with, upcoming events, and ongoing public programming, including upcoming online exhibits.

We’ll be sending more information about post-doc opportunities after the new year, but hope that you’ll spread the word!

--Anna Rue, Marcus Cederström, Nathan Gibson, and Tom DuBois



Acanthus shelf with carved Scandinavian flat-plane style figures by woodcarver Lowell Torkelson of Willmar, MN. Photo by 2018 SSFAUM documenter, Johanna Weissing.

Call for Streams

SASS 2021 IN SEATTLE

DEADLINE: SEPT 15, 2020

In anticipation of the general call for papers for the 110th Annual Meeting of the Society of the Advancement of Scandinavian Study in Seattle, May 6-8, 2021, the SASS 2021 organizing committee invites proposals for thematic streams that contribute to the conference theme: Ecologies and Economies. We hope the meeting might help us to see overlooked features of our past and to reimagine ecologies and economies for post-pandemic times. The organizing committee is interested in broadly conceptualized stream proposals that speak to contemporary as well as historical areas of concern and intellectual inquiry in the Nordic Region and Nordic America. Proposed streams might include, for example, "Economies of Global Health"; "Indigenous Voices"; "Legacies of Civil Disobedience and Public Protest"; "Memorials and Public Memory of Colonialism and Conquest"; or "Pandemic, Plague and Climate Catastrophes."

A thematic stream consists of a series of panels, tied together by a common topic, offered sequentially within the overall conference

framework. Streams provide a greater degree of cohesion than might occur in a single conference panel. They are well suited for finding international and interdisciplinary colleagues working on similar topics. The list of thematic streams will be published together with the general call for papers on October 1, 2020, at which point the stream chair(s) can aid the program committee in recruiting, reviewing, and organizing the stream.

Stream Proposals must include a 250 word abstract of the stream, describing the directions the stream might take and its relation to Scandinavian Studies. Please send the proposal to sass2021@scandinavianstudy.org no later than September 15, 2020. Email any questions to the SASS program committee at the same address. Approved streams will be communicated to chairs and published on October 1, 2020 on the conference website (<https://scandinavianstudy.org/annual-meeting/sass-2021-seattle/>). Proposals for all papers, panels, roundtables and workshops will be due on December 15, 2020.





Call for Nominations

Aurora Borealis Nomination Form

Aurora Borealis 2020

Each year the Society honors graduate student contributions to our conference by awarding two student presenters the Aurora Borealis Prize for the best oral paper presentations, one in the category of History and Social Science, and one in Arts and Humanities. Typically only those who attend the delivery of a paper are eligible to nominate individuals for this prize, criteria we are not able to uphold due to the Coronavirus pandemic, which compelled the Society to cancel its 2020 annual meeting. Happily, the Aurora Borealis Prize Committee is still planning to award a 2020 prize and consequently, is adjusting the nomination process to accommodate the situation.

We invite faculty and instructors working with graduate students who have written worthy papers to nominate individuals for the 2020 prize. Self-nominated papers will be accepted on rare occasions at the discretion of the President of SASS.

As in recent years, the 2020 Aurora Borealis Prize Committee will operate a paperless submission process. Nominating faculty and instructors may submit their nominations via e-mail to the awards committee, auroraborealis@scandinavianstudy.org, and should inform the nominee of his/her/their nomination. Nominees may then submit their papers, along with any pertinent materials (audio-visual or other), to the same address via attachment. Please put Aurora Borealis in the subject line. Papers must adhere to professional citation standards and include a bibliography. Nominations and submissions will be accepted until December 1, 2020.

Aurora Borealis Nomination Form

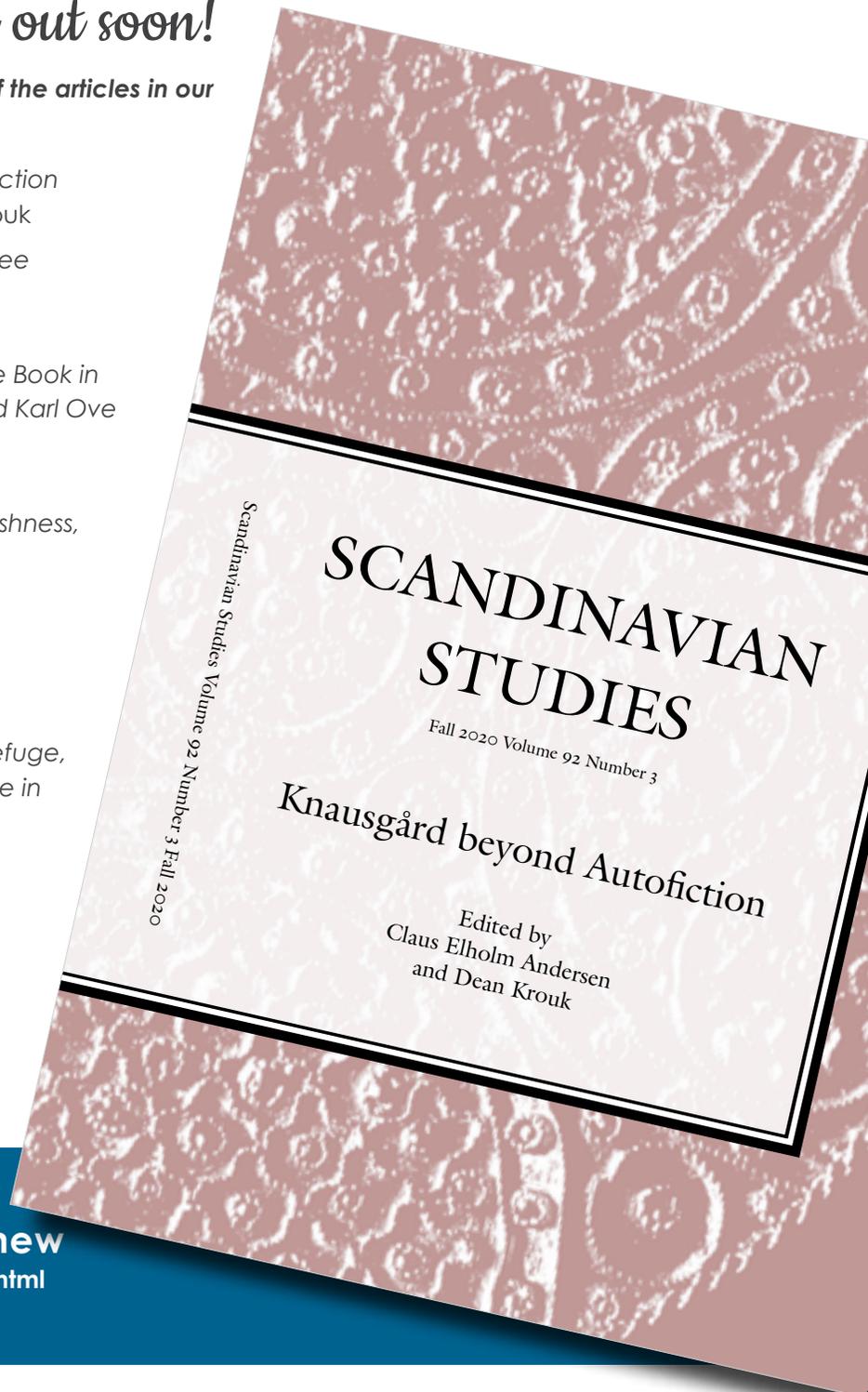
Scandinavian Studies

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Scandinavian Studies Vol. 92 Issue 3 will be out soon!

Plan your fall reading with a sneak-peek of the articles in our latest issue.

- *Introduction: Knausgård Beyond Autofiction*
~ Claus Elholm Andersen and Dean Krouk
- *Confession, Shame and Ethics in Coetzee and Knausgård*
~ Peter Sjølyst-Jackson
- *Guys and Dolls: Gender, Scale, and the Book in Elena Ferrante's Neapolitan Novels and Karl Ove Knausgård's Min Kamp*
~ Inge van de Ven
- *Growing Up: Knausgård on Proust, Boyishness, and (Straight) Time*
~ Olivia Noble Gunn
- *The Aesthetics of Epiphany in Karl Ove Knausgård's Min kamp*
~ Gísli Magnússon
- "A love relationship is not a place for refuge, it is the place to be": The Theme of Love in Karl Ove Knausgård's *Min kamp*
~ Christian Refsum
- *The Fear of 'das Volk' – Karl Ove Knausgård's Reactions to Terrorism*
~ Ingvild Folkvord



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