

SCAND 316
The Figure of the Child in Scandinavian Culture
Spring 2017
<https://canvas.uw.edu/courses/1142652>

Course Information

5 Credits
Room: MGH 234
M, W. 12:30-2:20
Office Hours: M. 11:00-12:00

Instructor

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Course Introduction

The child is an old figure of debate in modernity, now a victim, now a threat, sometimes the subject of uncontrollable wishes, sometimes a mirror onto which adults and society at large project their hopes and anxieties, fantasies and nightmares. The Nordic Countries have been leaders in changing the way we think about children. Sweden, for example, was a key supporter of the UN Convention on the Rights of the Child, passed in 1989, and one of its first to ratify the convention. Sweden has since made the convention law in Sweden. We will seek to identify, compare, and contrast notions and histories of the child as they exist in the Nordic countries and North America at different times, and also examine notions of parenting and schooling, in particular the Finnish schools.

The class will provide you familiarity with the child as an object of cultural representation, history, and theory. This familiarity will serve you as a student who wants to study, understand, and teach about representations of children, parents, or schools. Cultural-studies research on such representations is important not only because of cultural fascination with the figure of the child, but also because of the importance of such representations in debates about education reform, non-normative gender and familial forms, governmental policy and other discussions.

Key Questions

A number of questions will recur in the course, which you may want to keep in mind in doing the reading and preparing for seminar discussion. Among them are the following:

- What are the recurrent images of the child in a specific time and cultural setting?
- What are the social relationships that give childhood its identity?
- What are social allegories of the child, in a specific time and cultural setting?

Course Goals

The course has four chief goals:

1. Acquire and use critically the vocabulary, concepts, and arguments of selected theorists to talk about “the figure of the child” comparative perspective
2. Develop familiarity with a variety of notions of children, parents, and schools in circulation in the post-War and post-Cold War periods, with special focus on the Nordic world
3. Write two papers on one of the class questions or themes, which critically relate to or elaborates on reading and discussion undertaken in the seminar,
4. Complete two team-projects on assigned class questions and themes, seeking to comply with criteria for evaluation of team projects

Grades

1. Participation – 10%
2. Paper #1 – 20%
3. Paper #2 – 20%
4. IRAT and TRAT Scores – 10%
5. Team Project #1 – 20%
6. Team Project #2 – 20%

Assignments

Participation: You should come to class with the reading completed for the day, and ready to discuss them in small groups and with the class. Part of the class will be team-based learning, and you need to be an active participant and a leader in that work to earn a high grade. Peer evaluation of your teamwork will be a part of the assessment.

Papers #1 & #2: You will need to write two 5-page papers *that reply to a prompt distributed by me* two weeks before the paper is due. The paper’s bibliography should be made up of course material (at least 5 sources from the syllabus). Your paper may pick up a discussion or text from the course, or you may bring outside interests of yours into conversation with some part of the course.

IRAT & TRAT Scores: You will take an individual and team-based, multiple-choice readiness assessment test before beginning Team Projects 1 & 2. You will receive a separate score for boW. The questions will be about the readings marked in the syllabus.

Team Projects 1 & 2: During Week 2, I will assign you to a team of 5, which will be your team for the quarter. Your team will be a forum for completing important parts of the course work, and also for completing two team projects, which will be part of your grade. The teams will work on a variety of interactive formats in class including discussion, team debates, and presentation of team projects. Students are expected to attend each class period with all assignments completed by the beginning of class and ready to engage in and do online research about the topic of the day. Bring your laptops, and phones, as making slides and videos will be integral to completing the two team projects.

Criteria for Evaluation: I will evaluate writing assignments according to the following rubric. You can use this as a checklist to guide your drafting, proofreading, and revision. It will also be helpful in guiding your in your team projects.

1. Is a clear and original thesis the basis for the paper's argument?
2. Are the different paragraphs organized both internally and in relation to each other?
3. Does the paper analyze/explain in detail specific examples from the readings and/or films to support the thesis/argument?
4. Does the paper use citations from the readings assigned to support and qualify the analysis, and include a bibliography?
5. Is the writing clear and error free?

Assigned Texts

Texts are available at the University of Washington Bookstore.

Alexander & Sandahl, *The Danish Way of Parenting: What the Happiest People in the World Know about Raising Confident, Capable Kids*, 2nd Ed., 2016

Indridasson, Arnaldur, *Arctic Chill*, 2008.

Jansson, Tove, *Midsummer Moomin Madness*, Farrar, Strauss, Giroux, 1954.

Lindgren, Astrid, *Pippi Longstocking*, 1945.

Partanen, Anu, *The Nordic Theory of Everything: In Search of a Better Life*, Harper Collins, 2016.

Sahlberg, Pasi. *Finnish Lessons 2.0: What Can the World Learn from Education Change in Finland?* New York: Teachers College Press, 2015.

Electronic Reserve

All readings that are not part of the books assigned for the course are available as PDFs on the Canvas course webpage, and are indicated in the course schedule as (Canvas).

7. COURSE POLICIES

ACCESS AND ACCOMODATIONS: Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, me, and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

ACADEMIC INTEGRITY: The University of Washington is a community dedicated to learning. Ethical expectations of students belonging to the community are defined in the student conduct code

(<http://www.washington.edu/students/handbook/conduct.html>). Plagiarism, cheating, and disruptive behavior in class violate the code. Any violations of the code in connection with the course will result in referral to the university administration for appropriate action. Learn more about how to avoid plagiarism at (<http://depts.washington.edu/grading/issue1/honesty.htm>, or speak to me directly.

COURSE SCHEDULE

Week 1: Child

Day	Date	Reading Assignment
M.	3/27	Course Introduction and Preliminary Discussion
W.	3/29	Reading: Introduction; Mintz “Why the History of Childhood Matters”; Freud, “Infantile Sexuality”; Partanen, “Fake Freedom of American Health Care” and “Readers Respond” (Canvas)

Week 2: The Swedish Wild Child

M.	4/3	Reading: Lindgren, <i>Pippi Longstocking</i>
W.	4/5	Reading: Stearns, <i>Childhood in World History</i> , Introduction, Chps. 6, 7, 8; Trägårdh, “The Autonomous Child and the Moral Logic of the Swedish Welfare State” (Canvas)

Week 3: Children of the Welfare State

M.	4/10	Reading: <i>Nordic Theory of Everything</i> , Prologue-106
W.	4/12	Reading: Stearns, <i>Childhood in World History</i> , Chps. 10-14 Paper #1 Due – Thurs. 4/13, 5PM

Week 4: Children and Crisis

M.	4/17	Reading: Tove Jansson, <i>Moominsummer Madness</i>
W.	4/19	In-Class Screening: <i>Mother of Mine</i> (2005, Dir. Klaus Härö, SF) (Canvas)

Week 5: Cinema of Children in Scandinavia

M.	4/24	Guest Lecturer: Liina-Ly Roos (UW Scandinavian Studies)
W.	4/26	View: <i>Let The Right One In</i> (2008, Dir. Thomas Alfredson, S) (Canvas) Guest Lecturer: Prof. Michael Stern (U. Oregon)

Week 6: Happy Danish Parents

M.	5/1	Reading: Booth, "Denmark" from <i>The Almost Nearly Perfect People</i> (14-116); Alexander & Sandahl, <i>The Danish Way of Parenting</i> Introduction – Ch. 3 (xvii-46) IRAT & TRAT #1 (Beginning of Class)
W.	5/3	Reading: Alexander & Sandahl, <i>The Danish Way of Parenting</i> , Ch. 4-Where do We Go from Here (47-146); Druckerman, <i>Bringing up Bébé</i> , "French Children Don't Throw Food," "Ch. 13: It's Me Who Decides," "Ch. 14: Let Him Live his Life," "The Future is French" (Canvas)

Week 7: Parents and Projects

M.	5/8	Project #1 DUE – In-Class Presentations Reading: Partanen, <i>Nordic Theory of Everything</i> , 107-166, 233-261; Lareu, <i>Unequal Childhoods</i> , 1-11, 14-37 (Canvas)
W.	5/10	Reading: Chua, from <i>Battle Hymn of the Tiger Mother</i> , Chps. 1-12 (3-73); Coates, from <i>Between the World and Me</i> (5-71) (Canvas)

Week 8: Finnish Schools

M.	5/15	Reading Booth, "Finland" from <i>The Almost Nearly Perfect People</i> (205-276) (Canvas); Sahlberg, <i>Finnish Lessons 2.0</i> , Introduction & Chp. 1 (1-53) IRAT & TRAT #2 (Beginning of Class)
W.	5/17	Reading: Sahlberg, <i>Finnish Lessons 2.0</i> , Chps. 2, 3 (55-138); Antikainen, "In Search of the Nordic Model in Education" (Canvas)

Week 9: In search of Equitable Education

5/22	Paper #2 Due – Monday 5/22, 11:30AM Reading: Linda Hammond-Darling, “Anatomy of Inequality” (27-65) (Canvas); Arnsen & Lundahl, “Still Social and Democratic? Inclusive Education Policies in the Nordic Welfare States” (285-300)
5/24	Read: Indridason, <i>Arctic Chill</i> (348 pp.) View (at home): <i>We Are the Best (Vi är bäst</i> , Lukas Moodysson, 2015) Project Work Time

Week 10: The Whole Child

M.	5/29	View (at home): <i>We Are the Best (Vi är bäst</i> , Lukas Moodysson, 2015) Project Work Time
W.	5/31	Project #2 Due – In-Class Presentations

Ha en god sommer! Hyvää kesää kaikille!