DESCRIPTION

The peoples of Scandinavia, collectively known as the Norsemen and the Vikings in medieval history, provide a remarkable and complex culture for historical study. Our course will seek to develop a picture of this history, culture, and society of the peoples of Denmark, Norway, and Sweden through hands-on learning experiences throughout Denmark, from exploring Viking age settlements to sailing Viking era ships on a fjord, while engaging primary and secondary sources, from Viking age mythology to contemporary archaeological finds and sites for more recent history of World War II.

We will approach our study in three broad eras: 1) the "Viking age" of the early medieval period 8th-11th centuries) when the Scandinavian peoples, though settled successfully in their own territories, began to explore and encounter other settled peoples of Europe, the Mediterranean world, and the Middle East with surprising success and long-term effect; 2) the "Christian era" of later medieval Scandinavia after the Viking age Scandinavians began to convert from their traditional religions to the dominant form of Christianity of 11th-12th century western Europe; (3) “modern history” of Denmark with particular attention to Denmark’s role in World War II under German occupation, including its efforts to save European Jews from mass murder by the Nazis during the Holocaust (Shoah).

We will visit multiple places in Denmark that will provide opportunity to apply our analytical tools and critical thinking skills to delve into the world of Danish history, academically and experientially.

OBJECTIVES

Successful students will:

- travel in Denmark to museums to study artifacts and the context of historical narratives, Viking age settlements to explore ways of Viking age life, archaeological sites to learn both methodology and application of that methodology for Viking studies, and other medieval structures to see how Scandinavian culture transitioned to a Christian monarchical society.
- learn to use and analytically engage secondary and primary sources (including material culture and physical sites) for historical and historiographical study.
- explore in context and from different interpretive perspectives the significant peoples, places, and events that shaped and defined the complex Viking age, Christian era Scandinavia in the European Middle Ages and in 20th century World War II.
- through personal contact, readings, and discussions, become familiar with the geography, topography, and background of significant places in Viking age Scandinavia, including hands-on learning about specific aspects of Danish history and culture.
- reflect critically—in writing, discussions, and an oral presentation—on the aspects of the Viking age and later Denmark learned through the experiential encounters at museums, libraries, settlements, archaeological sites, textual analysis, and structures.
METHOD
Much of our course will entail travel to sites at which we will engage and explore Viking age and medieval Denmark’s material culture, literary culture, and historical setting and context. We will embark on these hands-on learning experiences together as a group, although there will be opportunities for both individual and group activities and exploration at these sites and throughout our study abroad course.
Class time will incorporate some lecture but mostly discussion based on our travel and learning experiences as well as our course readings. Students are responsible for these readings for classroom discussions, written assignments, and class activities, as part of our class structure. Our reading assignments will engage and analyze both primary and secondary sources relating to our course topics and places visited.

REQUIREMENTS

Books and materials:

- Computer, tablet, or phone to view readings (or bring printouts)
- Journal or notebook for writing assignments and daily journal entries.
- Additional readings* (listed on the Course Schedule) available in the shared Dropbox folder

*Dropbox readings:
There are additional primary and secondary materials in Dropbox to supplement our book readings. These also include slideshows of images and maps to help our understanding of the course material. These are all formatted in PDF files. These assignments are listed by date on the Course Schedule below. Plan to download or print these materials before we leave the U.S. so that you can access and view these materials on your Kindle or other device for class preparation and during class time.

Daily Preparation for Class Time:
Reading and writing assignments are due on the dates they are listed in the schedule. Students must come to class prepared for discussions, having read the material, and taken notes on it. Check the course schedule regularly and plan ahead.

Final Project:
There will be a final project that will entail both a written element (journal) and a presentation to the class. Details will be provided.

Written and In-Class Assignments:
All written work can be done in hand written (e.g. in a journal or notebook) or computer generated and emailed forms. I will provide detailed instructions during class time for all assignments, which will include reflections, summaries, and other types of short writing assignments designed to help you engage the material and active learning experiences and to reflect on them thoughtfully, critically, and creatively.

EVALUATION

Final Grades will include + / - for highest and lowest grade percentages for each letter grade.

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Grade</th>
<th>Scale:</th>
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<tbody>
<tr>
<td>Learning Contributions</td>
<td>30%</td>
<td>A</td>
<td>100 – 92</td>
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<tr>
<td>Writing Assignments</td>
<td>50%</td>
<td>B</td>
<td>91 – 83</td>
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<td></td>
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<td>C</td>
<td>82 – 74</td>
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<td></td>
<td></td>
<td>D</td>
<td>73 – 65</td>
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<tr>
<td>Final Project &amp; Present.</td>
<td>20%</td>
<td>F</td>
<td>64 – 0</td>
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Assignments include:
- Notetaking, reflections, museum assignments, cultural assignments, journal entries; instructions on Course Schedule
COURSE POLICIES

Attendance:
Missing travel events and group meetings is not an option during the KIIS course. Everyone is expected to be at all required events and meetings at all times. In extreme cases of illness or injury we will work out a solution together. See Group Rules and Expectations below.

Late Work:
Written assignments will be due on the dates they are listed in the Course Schedule. Time is built into our daily schedule for everyone to complete reading and writing assignments. So I will not accept late work. In extenuating circumstances of illness or injury, we will work out alternatives.

Academic Dishonesty:
Those guilty of academic dishonesty will fail this course and be reported to the appropriate academic offices at WKU and their home institution without exception. This includes cheating, plagiarism, theft of intellectual property, theft of instructor’s materials, falsification of class work, among other acts of dishonesty.

Group Expectations: Along with KIIS Code of Conduct
1) Be on time for class and group meetings, travel arrangements, or events.
2) Use buddy system and always have at least one other person from our group with you at all times—no one is ever to be left behind, always make sure someone (not going with you) knows where you are going.
3) Sleep in accommodations provided for you; others not part of our group are not allowed to sleep in our group accommodations; plan to eat meals at meal times (feel free to have snacks anytime).
4) Be patient with each other and be kind to one another.
5) Make the director aware of behavior that is disruptive, offensive, or dangerous.
6) Use basic safety precautions (e.g., avoid bringing valuables, careful with your money and IDs).
7) Take care of your personal health and know your physical/mental limits, and let the director know about any concerns for yourself or someone else in our group.
8) Limit your non-class time on electronics and only when on ‘free time’; in other words, do not let devices impede your international learning experiences.
9) Never use electronics for anything other than class purposes during ‘class time’.
10) Always let the director know anytime a problem arises so that I can help.

Conduct, Discipline, and Expulsion Policy:
“KIIS has established certain rules and guidelines for participation, both general and program-specific. As participants, students are expected to conform to acceptable standards of behavior. Any student who, in the judgment of the Program Director, does not behave accordingly will receive a disciplinary warning or be expelled from the program. Any costs so incurred (including in-country transportation, lodging, meals, and transportation for immediate return to the United States) will be borne by the student. KIIS reports all disciplinary incidents, including expulsion, to the participant's home institution. Each home institution reserves the right to take further action against the participant. Expulsion from a KIIS program will result in the termination of status as a program participant and failing grades in all KIIS courses. KIIS will provide an official transcript of the failing grades to the student’s home institution. No refund of any kind is issued to any student dismissed from a KIIS program. Once dismissed, the former participant is not permitted to remain in KIIS program facilities (such as housing) nor participate in any KIIS program group activities.”
http://www.kiis.org/go/Health_Safety.php

Some Expellable Offenses:
1) Committing a crime, either as designated by our host country or the United States
2) Leaving the city or country the group is in without the knowledge or permission of the director
3) Missing mandatory meetings, including classes and excursions
4) Behavior that causes an individual or the group to miss events or travel arrangements
5) Failure to correct attitude/behavior that is disruptive, offensive, or dangerous
COURSE SCHEDULE
Assignments are due on the date they are listed.

“Roesdahl” – Else Roesdahl, The Vikings, 2nd edition
“Dropbox” – refers to PDF readings in our shared Dropbox folder.
“Slideshow” – refers to PDF and.ppt slideshow files in our shared Dropbox folder.
“Class Day” – no planned excursions

7 June – Departure flight from Lexington, KY:
7:24PM American 3009 to Chicago O’Hare | 10:05PM SAS 944 to Copenhagen, DK

8 June – Arrival in Copenhagen, Denmark (DK)
1:20PM at Kastrup Airport, Copenhagen

9 June – Explore Copenhagen
Travel: Scavenger hunt
Cultural Assignment: Explore the city, in small groups, finding and photographing at least 15 of the following places and objects in the city of Copenhagen. Can you draw a map of your route and findings? See end of syllabus for list.

10 June – Travel Day: Copenhagen to Aarhus – Slideshow 1, 2
Recommended: ARoS Art Gallery, Aarhus

11 June – Aarhus: Class Day – Slideshow 2, 3
Read: (1) Roesdahl, 3-23 (2) “Thor’s Journey to Utgard” (Dropbox) (3) The Saga of the Volsungs, chapters 1-19 (pp. 1-35)
Take notes on each reading and be prepared to discuss, especially the Saga of the Volsungs.

12 June – Aarhus: Moesgaard Museum and Women’s Museum – Slideshow 4
Read: (1) Roesdahl, 27-48 (2) “The Dwarves Make Treasures for the Gods” in The Prose Edda, 92-94 (Dropbox) (3) The Saga of the Volsungs, chapters 20-42 (pp. 35-83)
Take notes on each reading and be prepared to finish discussing the Saga of the Volsungs.
Museum Assignment: Choose One: I. Moesgaard or II. Women’s Museum
I. While exploring Moesgaard, write a journal entry addressing: (1) What period of Danish history and cultures seem most significant to you and why? (2) What do the museum exhibits tell you about Danish identity? (3) Which exhibit was most interesting to you and why?
II. While visiting the Women’s Museum and exploring the exhibits, write a journal entry addressing the follow: (1) How are women’s roles recorded and explained in the museum exhibits? (2) How does women’s experience in Scandinavia compare or contrast with that in the U.S.? (3) What did you learn about women’s history and experience that you did not already know? BE SURE TO ANSWER ALL PARTS OF ALL ASSIGNMENTS.

13 June – Aarhus: Viking Museum, Cathedral – Slideshow 5
Read: Read: (1) “Hymir’s Poem” in The Poetic Edda, 78-83 (Dropbox) (2) “The Theft of Idunn and Her Apples” from The Prose Edda, 81-83 (Dropbox) (3) “The Giant Hrungir” from The Prose Edda, 86-89 (Dropbox)
Take notes on each reading and be prepared to discuss.
Recommended: ARoS Art Gallery Kunstmuseum

14 June – Aarhus: Class Day
Read: (1) Roesdahl, 49-67 (2) Snorri Sturluson, “The Death of Baldr and the Binding of Loki,” in The Prose Edda § 49-50 (pp. 65-70) (Dropbox) (3) Snorri Sturluson, “Thrym’s Poem,” in Poetic Edda, 97-101 (Dropbox)
Take notes on each reading and be prepared to discuss.

15 June – Aarhus: FREE DAY
Optional Excursion: Fyrkat, 10th century Viking Age ring fort
16 June – Travel Day: Aarhus to Copenhagen
Reflection Assignment: As a group, we have had our first international experience in Denmark. Think about your time and international experiences so far. Write a journal entry addressing the following questions: (1) How has the experience affected you so far? (2) What have you valued most about the experience so far? (3) What would you like to do or experience that you have not already?

17 June – Copenhagen: Esrum Abbey Medieval Days – Slideshow 6
Take notes on each reading and be prepared to discuss.
Museum Assignment: While exploring the Esrum Abbey and the Medieval Days festival (1) choose a place to sit and take in the surroundings. (2) Write a creative fictional short story about a person who would have lived at or near the site in the 12th century. Your person can be male or female, adult or child, Christian or Norse. Describe your character, her or his role in the society of the area, and your character’s daily experience. Your fictional story should be based on the location and include various aspects of what you have learned about the Viking age and medieval Scandinavia so far.

18 June – Copenhagen: Class Day – Slideshow 7
Read: (1) Roesdahl, 114-135 (2) “Gylfaginning” § 1-41 from The Prose Edda, pp. 9-50 (Dropbox) (3) “The Seeress’ Prophecy” from The Poetic Edda, 4-13 (Dropbox)
Take notes on each reading and be prepared to discuss.

19 June – Copenhagen: National Museum – Slideshow 8
Read: (1) Roesdahl, 155-166 (2) Adam of Bremen, “the temple at Uppsala” in History of the Archbishops of Hamburg-Bremen, 26-27 (pp. 102-103) (Dropbox) (3) Eirik’s Poem (Odin welcomes warrior into Valhalla) (pp. 92-96) (Dropbox) (4) “Ragnorak and the rebirth of the world” from The Prose Edda, 71-78 (Dropbox)
Take notes on each reading and be prepared to discuss.
Museum Assignment: National Museum - As you go through the exhibits, (1) identify your two favorite objects on display (one must be from the Viking age) and (2) make notes in your journal about each object (one page each) describing: what it is, how old it is, what is it made of, its purpose or what it represents, where it was found, why you chose it, and what it is/was important. (3) Be prepared to tell the group about one or both of your objects.
Recommended: Glyptotek Museum

20 June – Copenhagen: Roskilde Viking Ship Museum, Cathedral – Slideshow 9
Read: (1) Roesdahl, 81-98 (2) Snorri Sturluson, Saga of Olaf Tryggvason and Saga of Harald Sigurdarson (excerpts) (pp. 194-196) (Dropbox)
Take notes on each reading and be prepared to discuss.
Learning Experience Assignment: After sailing on the reconstructed Viking age long ship, (1) write a brief reflection on what that experience was like and consider how the experience helped you to understand the people of the Viking age in a new way. (2) Explain in what ways the experience met your expectations and what was surprising about it.

21 June – Copenhagen: Lejre Museum – Slideshow 10, 11
Cultural Assignment: While exploring the Lejre living history museum, (1) consider the landscape and views someone living there in the Viking age would have seen day to day. (2) Write a 1-2 page reflection on what it may have been like to have lived there in the Middle Ages, attempting to empathize as much as possible with the Scandinavian peoples who did live and die there more than 1000 years ago.
22 June – FREE WEEKEND

23 June – FREE WEEKEND: Optional Excursion: Malmö and/or Lund, Sweden

24 June – FREE WEEKEND

25 June – Copenhagen: Class Day
Read: (1) The Saga of Ragnar Lothbrok, chapters 1-20 (pp. 85-133) (Dropbox)
Take notes on the reading and be prepared to discuss the whole saga.
Reflection Assignment: Consider your personal experience over the free weekend, and in a journal entry, (1) explain what kind of cultural engagement you chose to do during this time, (2) why you chose this, and (3) what you learned during your chosen activities.

26 June – Copenhagen: Class Day – Slideshow 12
Take notes on each reading and be prepared to discuss.

27 June – Copenhagen: Kronborg Castle, Fredericksborg Castle
Take notes on the reading and be prepared to discuss.
Cultural Assignment: Having seen the weapons and defenses of Kronborg castle and learned about the historical context and purpose, (1) in what ways does this early modern fortification compare or contrast with that of the Viking and medieval periods of Danish history? (2) How does the castle connect its early modern history with Denmark’s earlier Viking age and medieval history?

28 June – Copenhagen: Tørhusmuseet (Royal armory museum)
Take notes on the reading and be prepared to discuss.

29 June – Copenhagen: Danish Jewish Museum
Take notes on the reading and be prepared to discuss.
Museum Assignment: While experiencing the Danish Jewish Museum, (1) give a brief description of the Jewish experience in Denmark during World War II, and (2) how does the museum tell the story of Jewish experience and honor that history? (3) Choose two objects or exhibits in the museum and write about each one, explaining what it is, why it is significant, and why you chose it and (4) be prepared to share this with the group.
30 June – Copenhagen: Final Class Day

Assignment: Final Projects and Presentations

(1) Essay Assignment: Write a descriptive essay about Danish history from Viking age to the modern period, touching on topics such as geography/landscape, society, religion, economy, encounters with other peoples and places, and 20th century engagement in World War II. Choose two of these topics and explain what you have learned about each relating to Danish history. Include reference citations to at least three sources: a secondary source reading, a primary source, and a material object. USE ONLY CLASS MATERIALS AND MATERIALS FROM PLACES WE HAVE VISITED (NO INTERNET SOURCES).

(2) Reflection Assignment: (1) Think about all the new things you have tried and experienced during our KIIS course together, including foods, beverages, transportation, places visited, travel life, interactions with other peoples, etc. Write a reflection about three new things, explaining what each has been like for you and what you have learned about each new thing and about yourself through each of these experiences. (2) Consider and explain (a) how this study abroad experience has affected you personally, (b) how you have changed or grown as a person, (c) how you hope this experience will affect your life after returning home, and (d) what you would like your friends and family at home to understand about your international experience.

(3) Presentations: (1) Choose three favorite photos you have taken during our KIIS course, one that relates to and illustrates the history you have learned, one that relates to and illustrates the culture you have experienced, and one that relates to and illustrates your own personal growth during our study abroad together. (2) Post these photos on our FB group page (add the comment: KIIS Final Project Photos) so we can all view them during your presentation (if wi-fi is an issue, have them on your computer/tablet/phone to pass around the group). (3) Explain to the class each photo and the meaning it has for you.

1 July – Copenhagen: FREE DAY

2 June – Departure from Kastrup Airport, Copenhagen, DK
3:40PM SAS 943 to Chicago O'Hare | 9:05PM United 3958 to Lexington, KY
Arrival in Lexington 11:25PM

SCAVENGER HUNT LIST:
The Marble Church
Amelienborg palace
The Black Diamond (Royal Library)
Hans Christian Anderson’s footprints
The Little Mermaid statue
Royal Opera House
Rundetaarn (Round Tower)
Tivoli
Kastellet
Hans Christian Anderson statue
The Stork Fountain
Strøget

Lion statues (Glyptotek)
smørrebrød
Danish flag
hotdog stand (pølser)
statue of person on horseback
lake
swan
a familiar sight
windmill
wind turbine
ship
boat
someone riding a bicycle
<table>
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<tr>
<th><strong>Attendance &amp; Preparation</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
<th><strong>Excellent (10-9 points)</strong></th>
<th><strong>Good (8-7 points)</strong></th>
<th><strong>Average (6-5 points)</strong></th>
<th><strong>Below Average (4-3 points)</strong></th>
<th><strong>Unacceptable (2-0 points)</strong></th>
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<tr>
<td></td>
<td>Never absent or tardy; Always prepared</td>
<td>Never absent; Tardy 1 time; Not prepared 1 time</td>
<td>Never absent; tardy 2 times; not prepared 2 times</td>
<td>Never absent; tardy 3 times; not prepared 3 times</td>
<td>Absent 1 time; Tardy 4 times; not prepared 4 or more</td>
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<tr>
<td><strong>Attention</strong></td>
<td>Always pays close attention to the professor/others; never sleeping or doing tasks other than taking notes on the current lecture/experience</td>
<td>Frequent close attention to the professor/others; occasionally sleeping or doing tasks other than taking notes on the current lecture/experience</td>
<td>Often pays close attention to the professor/others; often sleeping or doing tasks other than taking notes on the current lecture/experience</td>
<td>Occasionally pays close attention to the professor/others; frequently sleeping or doing tasks other than taking notes on the current lecture/experience</td>
<td>Rarely/never pays close attention to the professor/others; always sleeping or doing tasks other than taking notes on the current lecture/experience</td>
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<tr>
<td><strong>Contributions</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Always makes positive contributions to group learning</td>
<td>Frequently makes positive contributions to group learning</td>
<td>Often makes positive contributions to group learning</td>
<td>Occasionally makes positive contributions to group learning</td>
<td>Rarely/never makes positive contributions to group learning</td>
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<td><strong>Quality of Contributions</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
<td>Comments and ungraded assignments are always of high quality</td>
<td>Comments and ungraded assignments are frequently of high quality</td>
<td>Comments and ungraded assignments are often of high quality</td>
<td>Comments and ungraded assignments are occasionally of high quality</td>
<td>Comments and ungraded assignments are rarely/never of high quality</td>
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<td><strong>Attitude &amp; Behavior</strong>&lt;sup&gt;4&lt;/sup&gt;</td>
<td>Always allows others a chance to speak; behavior is rarely/never disruptive</td>
<td>Frequently allows others a chance to speak; behavior is occasionally disruptive</td>
<td>Often allows others a chance to speak; behavior is often disruptive</td>
<td>Occasionally allows others a chance to speak; behavior is frequently disruptive</td>
<td>Rarely/never allows others a chance to speak; behavior is always disruptive</td>
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<sup>1</sup> “Tardy” means 5 minutes or less from arranged meeting time. Tardiness over 5 minutes and/or tardiness that causes the group to miss transportation or events will be counted as an absence.

<sup>2</sup> Contributions can include, but are not limited to, making comments, asking relevant questions, answering questions posed by the professor or others, bringing resources to the attention of the professor or others, helping other students outside of class meeting times.

<sup>3</sup> Quality of contributions is determined by the professors.

<sup>4</sup> Attitude and Behavior can include, but are not limited to, monopolizing the class discussion, asking off-topic questions, making off-topic comments, making negative comments about other students, disrespectful verbal or non-verbal behavior (e.g., “dramatic” behavior such as rolling eyes, sighing, crossed-arms), behavior that puts yourself or others at risk, even if no negative outcome occurs.