# SCAND 510, ARCHIVES in Scandinavian Studies: “Afro/Nordic Perspectives”

Professor: Olivia Gunn, ogunn@uw.edu

Time and place: M/W 12:30 – 2:20, RAI 314

Office hours: W 3:00-4:00, or by appointment

*All elements of this syllabus are subject to change!*

## Course description

An archive is a place or institution, where public records and other documents are stored. The concept of the archive can refer to preservation, history, and memory. It also evokes the law, authority, and social order. The apparent temporality of the archive is often *of the past*, established and complete, although it is also understood to be a place of commencement, a place that will continue to determine what we know, allowing as it does certain traces to speak (while silencing or simply lacking others). SCAND 510 can address 1) physical archives in buildings or online; 2) practices and methods of archival research; or 3) the archive as a theoretical concept. This particular version of the SCAND 510 explores some aspects of what might be called the Afro/Nordic archive, or the formation and/as erasure of blackness in Northern European canons and contexts.

The slash in the term Afro/Nordic is meant both to separate and to unite these two names in different ways, depending on the texts under consideration. In the first two weeks, we will encounter readings that establish globalized relationships between Europe and blackness, as well as several articles by contemporary Afro-Nordic or Afropean scholars. We will then encounter Scandinavian texts that depict blackness and African-American texts that depict Scandinavian-ness. Finally, each student will choose an Afro-Nordic artist, thinker, work, or institution to research and present to the class. During the quarter, we will also host several guest speakers, both from the department and from other institutions.

## Student Learning Objectives

1. Gaining familiarity with critical race studies
2. De-naturalizing whiteness
3. Centering and de-centering American blackness
4. Confronting assumptions about Nordic exceptionalism and homogeneity
5. Recognizing, exploring, and critiquing our (not necessarily shared) assumptions about ethnicity and racialization
6. Gaining familiarity with the Afro/Nordic archive and its embeddedness in the global archive of colonial-modernity
7. Developing analysis, presentation, and writing skills by means of two short papers and in-class presentations

### Assignments

* Paper One 30%
	+ Your first paper will be due on 20 November. In 6-10 pages, you will produce an analysis of one or more of our assigned readings from weeks 0-7. Additional research is optional.
* Paper Two 30%
	+ Your second and final paper will be due on 11 December. This claim-driven research paper (also 6-10 pages) will address an Afro-Nordic artist, thinker, work, or institution of your choosing.
* Presentation 20%
	+ During our final week of class, you will present the claim, subject, and supporting evidence of your research paper to the class in a 15-20 minute presentation.
* Guiding class discussion 10%
	+ You will take primary responsibility for guiding our discussion in one 50 minute class period during the quarter. No later than the evening before your discussion guidance day, you should communicate your basic plan with me, so that I can plan the other 50 minute period.
* DEI Bibliography 10%
	+ Contribute to the creation of a Department of Scandinavian Studies Diversity, Equity, and Inclusion bibliography

### Policies and Procedures

**Academic Style and format:** Citations used in course work should follow either the MLA style (http://guides.lib.uw.edu/research/citations/mla-style), or The Chicago Manual of Style. Be consistent! Choose one style and stick with it.

Whenever possible, **quotations** from literary texts and other sources **should be given in original languages with translations**.

Small seminars rely on student **preparation and professionalism**. The classroom is a community in which we learn from one another. It is essential that you come prepared to contribute to our community. Some great ways to prepare include

* Completing sufficient reading to be an informed and generous participant
* Taking notes while you read
* Preparing questions or noting passages from the reading that you would like to discuss with me and other seminar participants

**Academic Integrity:** The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you’re uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have. See also <https://www.washington.edu/cssc/facultystaff/academic-misconduct/>

### Texts/Readings

* ***Available at the University Bookstore***:
	+ The Complete Fiction of Nella Larsen (Anchor 2001; ISBN: 0385721005)
* ***I will provide scans*** of other readings, which will be available on Canvas

### Seminar and reading schedule

**Week 0:**

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| W. | 9/25 | Introductions and syllabus review* Bertrand Besigye’s “hVORDAN eN sVART aFRIKANER bESTILLER sVART kAFFE”
* Foreword to *Afro-Nordic Landscapes* by Paul Gilroy
* Preface to *Eg snakker om det heile tida* by Camara Lundestad Joof
* “Race as Theatre,” excerpt from *Theater & Race* by Harvey Young
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**Week 1:**

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| --- | --- | --- |
| M. | 9/30 | * “Venus in Two Acts” by Saidiya Hartman
* Excerpts from *Black Marxism* by Cedric J. Robinson
* “Inventions/Reinventions: Race Studies, Modernity, and the Middle Ages” by Geraldine Heng
 |
| W.  | 10/2 | * “Pan-Africanism and the African Diaspora in Europe” By Michael McEachrane
* “Dimensions of Diaspora: Theorizing Urban Minority Communities in Postnational Europe” and “Women of Color Feminism, Black Europe, and Queer Memory Discourses” by Fatima El-Tayeb
* “From Afro-Sweden with Defiance: The Clenched Fist as Coalitional Gesture?” by Nana Osei-Kofi, Adela C. Licona, and Karma R. Chávez
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**Week 2**

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| --- | --- | --- |
| M. | 10/7 | * “Situating Afro-/African Swedish Studies” by Michael McEachrane
* “Little Pink” by Ylva Habel
* “At the Margins of Institutional Whiteness: Black Women in Danish Academia” by Oda-Kange Midtvåge Diallo
* "Going to Eden: Nordic exceptionalism and the image of blackness in Iceland” by Kristín Loftsdóttir
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| W.  | 10/9 | * Excerpt from *Mulatten* by H.C. Andersen
* “‘Plant ikke upas-træet om vor bolig: Colonial haunting, race, and interracial marriage in Hans Christian Andersen’s *Mulatten* (1840)” by Pernille Ipsen
* Excerpt from *Notes of a Native Son* by James Baldwin
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**Week 3**

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| M. | 10/14 | * Part IV from *Alberte og friheten* by Cora Sandel
* “Mama’s Baby, Papa’s Maybe: An American Grammar Book” by Hortense J. Spillers
 |
| W. | 10/16 | * Excerpts from *Out of Africa*: “The Ngong Farm,” “A Native Child,” and “Kitosch's Story”
* From *Shadows on the Grass*:“Farah”
* From *The Creative Dialectic* Part III: “On Colonial Desire” (162-208)

**Guest Lecture: Dr. Marianne Stecher** |

**Week 4**

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| M. | 10/21 | * Viewing: *Gold Coast* by Daniel Dencik
* “*Gold Coast* (2015) and Danish economies of colonial guilt” by Lill-Ann Körber
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| W.  | 10/23 | * Booker T. Washington on Denmark, from the *Springfield Republican*
* “Those Happy Danes” by Ethelene Whitmire

**Guest Lecture: Dr. Ethelene Whitmire, University of Wisconsin** |

**Week 5**

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| M. | 10/28 | * *Quicksand* by Nella Larsen
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| W.  | 10/30 | * Excerpts from *The Black Atlantic* by Paul Gilroy
* “Filling in Blanks: Nella Larsen’s Application to Library School” by Barbara Hochman
* Additional reading TBD
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**Week 6**

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| M. | 11/4 | * “This Morning, This Evening, So Soon” by James Baldwin
* Excerpts from *An American Dilemma* by Myrdal
* “Nightmares of the Heteronormative: *Go Tell it On the Mountain* versus *An American Dilemma*”from *Aberrations in Black* by Roderick A. Ferguson
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| W.  | 11/6 | * “The Northern Protestant” by James Baldwin
* “The Good Ship ‘Jesus’: Baldwin, Bergman, and the Protestant Imagination; or, Baldwin's Bitter Taste” by Randall Kenan
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**Week 7**

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| M. | 11/11 | **Veteran’s Day: No class!** |
| W. | 11/13 | * Viewing: *The Black Power Mixtape,* 1967-1975, directed by Göran Olsson
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**Week 8**

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| M. | 11/18 | * Viewing: Ruben Östlund’s *Play*
* Readings TBD

**Guest Lecture: Dr. Amanda Doxtater** |
| W.  | 11/20 | * Paper One due
* Workshopping and informal in-class presentations (10 minutes) and discussion of research and findings for paper one
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**Week 9**

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| M. | 11/25 | * “Engendering ‘Race’ in Calls for Diasporic Community in Sweden” by Lena Sawyer
* “Diasporic Hegemonies: Popular Culture and Transnational Blackness” by Sawyer, Deborah A. Thomas, Tina M. Campt, and Maureen Mahon

**Guest Lecture: Dr. Nana Osei-Kofi, Oregon State University** |
| W. | 11/27 | * Workshopping the final presentation and paper
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**Week 10**

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| M. | 12/2 | * Research and class discussions on the Afro-Nordic work, thinker, artist, oeuvre of your choosing
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| W**.** | 12/4 | * Research and class discussions on the Afro-Nordic work, thinker, artist, oeuvre of your choosing
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Final papers due: 11 December 2019

*Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at* [*Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)*](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)*. Accommodations must be requested within the first two weeks of this course using the* [*Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/)*](https://registrar.washington.edu/students/religious-accommodations-request/)*.*

*The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disabled veteran or Vietnam era veteran in accordance with University policy and applicable federal and state statutes and regulations.*

*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.*](http://depts.washington.edu/uwdrs/)*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, your instructor(s) 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.*