**New Course Proposal**

**Submit completed form electronically**

1. **Course prefix and course number:** SOAN 339

1. **Course title:** Vikings in Anthropology, History, and Contemporary Society
2. **Abbreviated title for class schedule** (30 characters or less): Vikings in History.
3. **Credit hours:** 4

*(note: if credits are variable, list range of credits (e.g. 1-8 credits)*

**Catalog description:** The Vikings endure. From German composer Richard Wagner in the 19th century to the Marvel Cinematic Universe to Black Metal bands more recently, the savage northern European ancestor in a horned helmet remains ubiquitous in contemporary European and American society. This course interrogates this archetype and considers the history, society, literature, art, archaeology of the early medieval Norse people of Scandinavia and their continuing role in contemporary society. What is the historical basis for the archetype? How did the Norse really live? Why has the Norse archetype remained such a potent sign in contemporary society? What does it signify?

1. **Prerequisites (*to add each additional prerequisite, start a new line*):**

**(***See attached Note for samples***)**

**A. (course prefix, (space) and number)** USEM 103

**B. (course prefix, (space) and number)**       or       or       or       or

**C**. **(course prefix, (space) and number)**       or       or       or       or

1. **Co-requisites (including labs, if any):**

**A. (course prefix, (space) and number)**       or       or       or       or

1. **Major/Class restrictions: Please indicate any class or major restrictions:** Sophomore standing or above.
2. **Is course repeatable? Yes** **No x If Yes, list maximum credits:**
3. **Labs requirements: If course includes a lab: # of hours lecture:** N/A **; # of hours lab:**
4. **Fees: List any course fees:** N/A
5. **Grade Mode: Graded only: Pass/No Pass only: Option: X**
6. **CIP Code: Six-digit CIP code** (check with your Division Director): 45.1301
7. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies? X If yes, list Strand(s) J

B. Honors? N/a

1. **Cross-listing: List any cross-listing:** N/a
2. **Strategic justification for proposed course:**
3. **Rationale**: What is the overall strategic rationale for offering this course?

This course will expand the substantive/subject area offerings of Sociology and Anthropology to our own majors as well as to students needing a Strand J class. Anecdotally, there has been student demand for a course on this subject. The proposed teacher of this class has research interests and publications in this subject area.

1. **Alignment**:
   1. How does this course align with the unit’s mission plan?

Sociology and Anthropology attempt to critically understand identity, behavior, culture, power and social change. This course uses a resonate case study to exam these dynamics in a historical ethnographic case, and interrogates the role that the stereotypes of this case study (i.e. The Vikings) plays in today’s society. The course also emphasizes methodology and epistemology: how we think we know what we know about the subject, and how that knowing has changed over time with changing social and cultural contexts.

* 1. How does the course fit into the rest of the unit’s curriculum?

The Sociology and Anthropology program has committed much work to our core curriculum in recent years as a result of retirements and new hires. With some of that work solidified, this course represents and addition and a broadening of our substantive and general education offerings. This class also reflects newer research interests of the teacher, and can be offered alternatively or more often than other, older classes that are drawing less interest from both the teacher and students.

1. **Enrollment**: What is the new course’s estimated enrollment each time it is offered over a three-year period?

**Year 25; Year 2: 0; Year 3 25** (We anticipate this class being offered every other year)

1. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty*:

* 1. Who will teach the course? **Mark Tveskov**
  2. Evaluate unit’s faculty availability and/or needs and the impact on other teaching obligations. **Available. Some course that have seen lesser demand will be taught every other year with this one.**
  3. If additional faculty members are needed, how will that need be met? **n/a**

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. **N/A**

3. *Other*:

a. Are Hannon Library resources sufficient to meet the needs of this course? **Yes**

b. Are any other resources needed to support this course? No

If so, please explain how they will be obtained.

E. **External impact**:

1. What is the expected effect of this course on existing programs elsewhere in the university? This course will provide more options for general education courses under University Studies, and has been accepted by that program as an option to fulfill students Strand J Diversity and Global Awareness requirement.

**NOTE:**  Please document your contact with other academic programs which may be affected by this new course and the response you received.

1. Will any of your prerequisites affect other academic programs? N/A

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are* ***not*** *required.)*

1. Course description (same as Catalog description, above)
2. Learning objectives of the course
3. Required texts
4. Course format
5. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

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Signature of Division Director Date

*4/29/16*

**SOAN 339: Vikings in Anthropology, History and Contemporary Society**

Mark Tveskov, Taylor Hall 230 [tveskovm@sou.edu](mailto:tveskovm@sou.edu) 552-6345

Office Hours:

***Introduction****:*

The Vikings endure. From German composer Richard Wagner in the 19th century to the Marvel Movie Universe to Black Metal bands in the 20th and 21st centuries, the savage northern European ancestor in a horned helmet remains ubiquitous in contemporary European and American society. This course interrogates this archetype and considers the history, society, literature, art, archaeology of the early medieval Norse people of Scandinavia and their continuing role in contemporary society. What is the historical basis for the archetype? How did the Norse really live? Why has the Norse archetype remained such a potent sign in contemporary society? What does it signify?

This course will consider these questions and more through lecture, discussion, film, and class assignments. **Part I** will examine the origins of the Norse in Roman Iron Age and the anthropology of Norse society between the 8th and 12th centuries; their social lives, political systems, gender roles, ecology, technology, religion, and artistic and literary expression. **Part II** of the class will consider the causes and particulars of the Norse military, commercial, and colonializing adventures in Asia, the Mediterranean, Byzantium, the British Isles, France, Iceland, Greenland, and ultimately to North America. Central to this portion of the class is examining the role of the adoption of Christianity by the Norse, and their transformation from kinship- and tribute- based pagan chiefdoms into social stratified Christian kingdoms. Finally, **Part III** of the class will explore the continued invocation of the rather unique alterity of the Viking archetype in modern Western society and its (sometimes problematic) relationship to various forms of nationalism, white supremacy, neo-paganism, and notions of epic heroism.

**Learning Objectives:**

1. ***Subject Literacy***: Students will learn about a significant culture and historical phenomenon: the culture, society, ecology, and history of the Norse people of the early Medieval period of northern Europe, including the significant historical events, themes, significant places, literary and artistic works, and personas that define it.
2. ***A Critical Perspective:***Through class lecture and discussion and assigned and researched readings from the text book, peer-reviewed journals and popular media, students will engage the topics that anthropologists, historians, and scholars of literature and art have asked when researching the Norse, and consider how these topics have developed and changed from the 1800s to the present. Examples of such topics include the timing and causes of Norse military, ecological, commercial, and colonial expansion from Scandinavia, The relationship between Norse people and those encountered in Asia, the North Atlantic, and continental Europe, the influence of Christianity and continental politics on the establishment of Christianity in Denmark, Norway, and Iceland, and the collapse of the Norse colonies in North America and Greenland. Throughout the class and culminating in the final module of the course, we will consider the ongoing historical, cultural, and contingent relationship (actually obsession) between the subject (i.e. “The Vikings”) and scholars (including the participants in this class), and this relationship will be deconstructed through a consideration of the use of the Norse archetype in modern society up to and including the present day.
3. ***Anthropological and Historical Method.*** Students will gain an appreciation for the mythological approaches used by anthropologists, historians, and archaeologists such as archaeological survey and excavation techniques, geophysical survey and conservation, or source criticism of primary written documents and their relationship to oral history. What are the opportunities and limitations of archaeological analysis based on solely material remains? What are the opportunities and limitations the saga literature, the 12th and 13th century transcription by Christian clerics of pagan oral history that was centuries old? While there are two texts for the class, emphasis will be on primary information: Students will choose, read, and report on primary archaeological reports and original medieval literature.

***Required Texts from Bookstore:***

Somerville, Angus A., and Russell Andrew McDonald

2014 *The Viking Age: A Reader, 2nd Edition*. University of Toronto Press

Roesdahl, Else

1998 *The Vikings: Revised Edition*. Penquin Books.

Sturluson, Snorri (Translated by Jesse Byock)

2006 *The Prose Edda*, Penquin Edition

***Optional Books:***

Haywood, John

1995 *The Penquin Historical Atlas of the Vikings*, Penquin Group, New York,

Smiley, Jane (Translator)

2001 *The Sagas of the Icelanders*. Penguin Classics, Deluxe edition.

***Online Resources:***

*Saga literature on line (to be assigned or chosen):* <http://sagadb.org/index_az>

The Anglo Saxon Chronicle: <http://omacl.org/Anglo/>

Sturluson’s Heimskringla <http://omacl.org/Heimskringla/>

Dudo of San Quentin’s *Gesta Normannorum* <http://www.medievalhistory.net/gesta.htm>

Njal’s Saga: The Story of Burnt Njal: <http://omacl.org/Njal/>

The Saga of Grettir the Strong: <http://omacl.org/Grettir/>

1066: The Invasion of England (The Bayeux Tapestry) <http://historylearning.com/medieval-england/bayeux-tapestry/bayeux-tapestry-scene-by-scene/>

Hávamál: The Words of Odin the High One: <http://www.pitt.edu/~dash/havamal.html>

***Other readings to be assigned as needed and available on Moodle.***

**Class Requirements:**

Topical Papers 3@ 20% 60%

Article and Media Paper Summary: 10%

In class/short take home assignments 5@2% 10%

In class Article/Media Article Presentation 5%

Vikings in contemporary society group presentation 10%

Participation/attendance: 5%

**Schedule:**

**Week 1**  **Introduction**

*Readings:*

*Reading:* Somerville and McDonald: Introduction

Roesdahl: Introduction

*Additional on Moodle:*

Tveskov, Mark A. and Jon M. Erlandson

2007 Vikings, Vixens, and Valhalla: Hollywood Depictions of the Norse. In *Box Office Archaeology: Refining Hollywood’s Portrayals of the Past,* Pp. 34-50, edited by Julie M. Schablitsky. Left Coast Press, Walnut Creek.

Movies (or excerpts) in Class:

The Vikings (1958); The 13th Warrior (1999); Vikings (2013)

**Part I: The Norse: Origins, Society, Culture, & Ecology**

**Week 2: Sources of Information, Geography**

*Reading:* Somerville and McDonald: Chapter One

Roesdahl: Introduction; Geography, Nature, & Culture

*Short assignment I:* Map of the Norse homelands

**Week 3: Norse Society**

*Reading:* Somerville and McDonald: Chapter Two; Chapter Four; Chapter 11

Roesdahl: The People; Language, Writing, and Personal Names; Society

*Short assignment II:* Norse Runes and Runestones

**Week 4: Norse Religion, Literature, & Art**

*Reading:* Somerville and McDonald: Chapter Three;

Roesdahl: Art and Poetry

*Short Assignment III:* Norse Art

**Week 5: Norse Ecology, Technology**

*Reading:* Somerville and McDonald: Chapter Five, Chapter 6

Roesdahl: Travel, Transport, and Ships; Exchange, Silver and Merchandise; Trade and Towns

*Short Assignment:* Saga readings I

**Part II: The Expansion of the Norse World**

**Week 6: The North Atlantic**

*Reading:* Somerville and McDonald: Chapter 7, Chapter 8, Chapter 10

Roesdahl: Backgrond and Beginning; The Mainland of Western Europe; Scotland and the Isle of Man; Ireland; Iceland, The Faroes, Greenland, and America

**Week 7: Asia and the Mediterranean**

*Reading:* Somerville and McDonalds: Chapter 9

Roesdahl: The Baltic Region, Russia, and Byzantium

*Short Assignment*: Map of the Norse Expansion.

**Week 8: From Odin to Christ—From Chiefdom to State**

*Reading:* Somerville and McDonald: Chapter 12, Chapter 13, Chapter 14

Roesdahl: The Old and New Religion; The conquest of England

*Short Assignment:* Saga Readings II

**Part III: The Vikings in Contemporary Society**

**Week 9 & 10 Student Presentations**

*Reading*: Somerville and McDonald: Epilogue

Roesdahl: Conclusion: the World of the Vikings

**Assignments:**

**Topical Paper 1: Norse Society, Culture, and Ecology**

Write an essay that introduces to the basic outlines of Norse society, culture, and ecology. Make sure that your reader is situated in time and in space (geography). Be sure to cover politics, feud, gender roles, religion, literature, and art. Identify social relations of power, and their relationship to social class or rank, gender roles, and ideology. Describe Norse ecological and technological practices, and how they relate their northern European maritime environment. Be sure to illustrate your points with specific examples from the saga literature or archaeological discoveries. 5-7 pages, plus citations.

**Topical Paper 2: Norse Expansion**

Write an essay that describes the basic outline of the expansion of the Norse across the North Atlantic and into Asia and the Mediterranean after the 8th century. How do historians and anthropologists describe the causes of this expansion? What was the relationship between the Norse and the various people they encountered in these new lands? How did their values and perceptions of each other differ? What is the relationship between this expansion and the emergence of Christian kingdoms in Norway, Sweden, and Denmark? What kinds of decisions did specific individuals make within these dynamic historical processes? Be sure to use specific examples from literature or archaeology. 5-7 pages, plus citations.

**Topical Paper 3: The Norse in Contemporary Society.**

Find and document an example or set of examples of the use of Norse or Viking images, words, art, etc. in contemporary American society (examples could include: heavy metal music, neo-paganism, white supremacy, politics, nationalism, art, literature, Hollywood movies or t.v. shoes, television documentaries, tattoos, sports mascots, advertising or marketing, etc.). Describe how the Norse are being used in detail. What is the political, social, or cultural context of that use? How does the use reflect accurate or inaccurate information based on what we have gone over in class? Why does the Norse archetype work well (or not) in this context? How do historical, economic, social, and political conditions affect how individuals or groups employ or consume the Norse archtype? How is this different (if it is) than the use of other ‘traditional’ or ‘ancestral’ stereotypes by contemporary individuals or groups in our society? 5-7 pages, plus citations. (Note: you will also be presenting your topic during week 9 or 10 as part of a group presentation.

**Student Peer Review Article/Media In Class Presentation**

Each student is responsible for contributing one peer-reviewed journal article and one related recent popular media article to the class. These should post date 2012. The date of your presentation will be determined during week one or two of class by mutual agreement. The articles you choose should dig deeper into the topic that is being discussed in the course reading/classes for that week, and (perhaps) bring them into the present day. Find a journal article about an archaeological or historical project, or an analysis of the saga literature or other historical documents that considers the subject of that week, and a media article that describes that same or a closely related subject. Is the perspective or substance different than presented in class or the text? Are different questions being considered compared to the assigned readings/class discussion? How does the academic treatment of the subject differ from the popular media presentation?

1. Email the instructor with the full citations for both at least a week before your presentation
2. Post a .pdf of the article(s) to moodle so the class can read them. For the media articles, a link will do.
3. On the assigned day, you will give a 10-15 minute presentation about what you have read for the class.
4. A week after your presentation, hand in a 2-4 page well-written essay describing the articles and their relevance to our class reading, lecture, and discussion. Include citations and bibliography.

**Short Assignments:**

All assignments need to be handed in as hard copies, not digitally.

1. **Map of the Norse World**: Draft a map of Europe, the Mediterranean, and the North Atlantic showing the major geographic and natural features relevant to the study of Norse society in their traditional homelands. Do this by hand, on a computer, or whichever medium you are most comfortable in. For those less artistically inclined, a blank template will be provided, but I encourage you to do this from scratch if possible. (this assignment still needs a list of required elements)
2. **Runes and Runestones:** Design a line of runes or even an entire runestone with lines of runes in honor of yourself or someone you know. Include at least two sentences using either the younger or elder Futhark system. Be bold, Odin is watching.
3. **Norse Artwork**. Choose one of the Norse artstyles (Oseberg, Borre, Jelling, Mammen, Ringerike, or Urns) and create a small design that might work well as fabric embroidery, runestone design, or a tattoo.
4. **Saga Reading I**. Choose a saga passage that you think well illustrates an aspect of traditional Norse cultural meaning, belief, their social and cultural institutions, ecology, the individual in society, gender roles, political roles or the like. Be ready to render a dramatic reading of this passage, at least two minutes, not longer than three. This reading should be preceded by an introduction of the saga being used and its context, and be followed by some explanation and discussion.
5. **Saga Reading II**.Choose a saga passage that you think well illustrates the experiences of an individual negotiating the dynamics of social power and social change in Norse society predicated on their military or commercial expansion, their colonial endevours far from home, or the Christianization of Norse society. This reading should be preceded by an introduction of the saga being used and its context, and be followed by some explanation and discussion.

**SOU Cares**

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at<http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

**Academic Honesty Statement and Code of Student Conduct**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited”.

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s Code of Student Conduct:<http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html>

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

**Statement on Title IX and Mandatory Reporting**

Federal law requires that employees of institutions of higher learning (faculty, staff and

administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence,or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's

Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form <https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L>

**SOU Academic Support/Disability Resources:**

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at [**www.sou.edu/dr**](http://www.sou.edu/dr/) for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible to ensure that you have the best possible access.