



Course syllabus

Faculty of Arts and Humanities
Department of Cultural Sciences

4HI495 Nordisk kolonialism, 7,5 högskolepoäng
Nordic colonialism, 7.5 credits

Main field of study

History, Colonial and postcolonial studies

Subject Group

Cultural Studies

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2021-05-07

Revised 2021-06-10 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from spring semester 2022

Prerequisites

90 credits including an independent project of 15 credits in a subject in the humanities or the social sciences, English B/English 6, or the equivalent.

Objectives

After completing the course, students are expected to be able to:

- critically reflect on locations and perspectives regarding Nordic colonialism,
- define and use concepts central to research on different forms of colonialism,
- identify and explain causes and consequences of colonial encounters involving Nordic actors,
- demonstrate and analyze colonial legacies and discuss ways to mediate resolutions for problems caused by the consequences of unequal colonial power relations in the Nordic countries.

Content

This course situates the Nordic countries (Sweden, Norway, Finland, Denmark and Iceland) within processes of colonialism. The course contrasts analytical notions about 'empty land', 'legitimate expansion', 'internal colonialism' and 'colonialism without colonies'. Students will engage with questions of reconciliation and the repatriation of objects to the places from where they were once removed. The course connects past and present, and enquires into colonial legacies impacting both public policies and private business ventures in present contexts.

Type of Instruction

Teaching is delivered in the form of seminars.

Examination

The course is assessed with the grades A, B, C, D, E, Fx or F.

The course is examined continuously through written assignments and oral presentations in seminars. Re-examination assignments in written form are decided by the examiner.

The grade A is the highest grade and the grade E is the lowest grade for passing the course. The grade F means that the student's performance is assessed as failed. Fx is given when the teacher assesses the tasks to be completed for passing the course to be very limited. Assessment criteria for the A–F scale are communicated to the students in a separate document. The students are informed about the assessment criteria when the course starts, at the latest.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course.

Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Required Reading and Additional Study Material

Avango, Dag, Per Högselius, and David Nilsson, "Swedish Explorers, In-Situ Knowledge, and Resource-Based Business in the Age of Empire," *Scandinavian Journal of History* 43:3 (2018): 324-347. [23 pages]

Cederlöf, Gunnel, "Anticipating Independent India: The Idea of the Lutheran Christian Nation and Indian Nationalism," in Richard Fox Young, ed., *India and the Indianness of Christianity* (Cambridge, UK: Eerdmans, 2009), 196-216. [20 pages] SBN-13: 978-0802863928, available as a digital copy in the course.

Elsrud, Torun, "Constructing Otherness in Swedish District Courts: Concurrent Distance-Making Performances During Courtroom Interaction," in Diana Brydon, Peter Forsgren, and Gunlög Fur, eds., *Concurrent Imaginaries, Postcolonial Worlds. Toward Revised Histories*, (Leiden and Boston: Brill/Rodopi, 2017), 187-207. [20 pages] ISBN: 9789004347045, 9789004347601

Engh, Sunniva, "The Conscience of the World? Swedish and Norwegian Provision of Development Aid," *Itinerario*, 33:2 (July 2009): 65-82. [17 pages]

Fur, Gunlög, "Colonial Fantasies – American Indians, Indigenous peoples, and a Swedish discourse of innocence," *National Identities*, 18:1 (2016) special issue on "Colonialism without Colonies: 11-33. [22 pages]

Fur, Gunlög, and Pernille Ipsen, "Introduction," *Itinerario*, 33:2 (July 2009) special issue on "Scandinavian Colonialism," 7-16. [9 pages]

Habel, Ylva, "Challenging Swedish Exceptionalism? Teaching while Black," in Kassie Freeman and Ethan Johnson, eds., *Education in the Black Diaspora: Perspectives, Challenges and Prospects* (London: Routledge, 2012), 99-122. [32 pages] ISBN 9780415890342

Junka-Aikio, Laura, "Can the Sámi speak Now? Deconstructive Research Ethos and the Debate on Who is a Sámi in Finland," *Cultural Studies* 30:2 (2016): 205-233. [28 pages]

Kuokkanen, Rauna, "Reconciliation as a Threat or Structural Change? The Truth and Reconciliation Process and Settler Colonial Policy Making in Finland," *Human Rights Review* 21:3 (2020): 293-312. [19 pages]

Loftsdóttir, Kristin, and Lars Jensen, ed. *Whiteness and Postcolonialism in the*

Nordic Region (London: Routledge, 2016). 200 p. [200 pages] ISBN: 9781134764426

Mulk, Inga-Maria, "Conflicts Over the Repatriation of Sami Heritage in Sweden," *Acta Borealia* 26:2 (2009): 194-215. [21 pages]

Naum, Magdalena, and Jonas M. Nordin, *Scandinavian Colonialism and the Rise of Modernity: Small Time Agents in a Global Arena* (New York: Springer, 2013) [250 pages] ISBN: 9781461462026, 9781461462026

Scandinavian Studies, 91:1-2 (Spring/Summer 2019), special issue on "Nordic Colonialisms" [268 pages]

Simonsen, Gunvor, "Sovereignty, Mastery, and Law in the Danish West Indies, 1672–1733," *Itinerario* 43:2 (2019): 283–304. [21 pages]
= 950 pages.

And additional titles according to the teachers' instructions, maximum 1400 pages.