

CASE STUDIES

IN COMMUNITY-UNIVERSITY PARTNERSHIPS

Department of Scandinavian Studies

UNIVERSITY OF WASHINGTON



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“The work of the Department of Scandinavian Studies is organic reaching outward into the community and inspiring powerful results in everyone it touches.”
Dr. Helle Mathiasen, Director of Medical Humanities, University of Arizona, who was born in Denmark and who collaborates frequently with the Department on Scandinavian literature and culture.

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November 30, 2004

Dear Reader:

This case study tells the story of how the Department of Scandinavian Studies meets much of its educational mission through its community partnerships. As an academic department, we seek to discover, preserve, and transmit fundamental knowledge about the languages, literatures, history, politics, and cultures of the Scandinavian and Baltic countries by focusing on interdisciplinary study in comparative and cross-cultural contexts with language study as the vital core of our work. As we seek to prepare undergraduate and graduate students for productive careers in an increasingly diverse, multi-cultural and global society, we recognize the importance of partnerships that facilitate contacts and understanding between Americans and the people of the Scandinavian and Baltic countries.

The partnerships described in this study range from the local to the global. On the local level, interdepartmental contacts within the university contribute to the department's mission by providing the university with the broad expertise of faculty specialists on the Scandinavian and Baltic countries. In addition, important heritage community partnerships have been developed to support the fundamental educational mission of the department. On the national level, the department plays significant roles in the development of linguistic and cultural proficiency of American citizens through such endeavors as the federally funded Title VI programs and through our summer language programs in Scandinavian and Baltic studies. Finally, the department's partnerships reach the global level in several areas. We are the only university in North America teaching all three Baltic languages and we are among the leading departments of Scandinavian studies in the world. The Department serves as the coordinator of a major initiative for Alaska, the Pacific Northwest, and Western Canada, supported by the Nordic Council of Ministers. In addition, the announcement by the Swedish Institute in Stockholm in 2004 that the UW Swedish program was judged to be among the two best outside of Sweden stands as a testimonial to the strength of the department and the importance of the partnerships that have been put into place.

This study was made possible because of the support from University of Washington Educational Partnerships and Learning Technologies. In that office, Vice Provost Louis Fox and Executive Director for University-Community Partnerships, Christine Goodheart, recognized the value of our work and the partnerships that have been established over the years. They worked with researcher and writer, Dr. Ken Symes, to put together a wonderful document. During the process of writing this case study, I developed a renewed appreciation for the work of our department. Ken spent hours collecting information and interviewing department faculty and partners to piece together this narrative. In doing so, he tells a story of a small humanities department's endeavor to make a difference in the life of its students, faculty, and the many communities we serve as well as those with whom partnerships have been developed.

Terje I. Leiren
Professor and Chair
Department of Scandinavian Studies



Since its founding, faculty in the Department of Scandinavian Studies have developed a culture where they work effectively with each other and with partner communities because – very early – faculty could see that the Department must be cohesive and relevant to these communities in order to thrive. And they could understand that partnerships strengthen the scholarly and instructional bonds with partners who support and recognize the Department’s achievements – as is the case with the Swedish Studies being named as the top program in North America and one of the top two in the world.

Introduction: A department founded and developed with a network of partners

Since its founding nearly 100 years ago, the Department of Scandinavian Studies at the University of Washington (UW) has developed and sustained a culture of intellectual entrepreneurship. This culture has enabled the Department to fulfill its mission within UW in unique ways, working closely with a set of community partners.

This case study describes many of these partnerships, the key decisions that led to them, and how these collaborations benefit the University, its students and faculty, and the communities themselves.

These collaborations start locally within the University and heritage communities in the Puget Sound region, and they extend globally to institutions in the U.S. and heritage nations in the Scandinavian and Baltic Countries. Scandinavian Studies has learned to match its strengths with converging ones from a broad array of partners. Bonded and working together, the Department and its community partners constitute a network that is stronger than any single entity.

FACULTY AS INTELLECTUAL ENTREPRENEURS

Faculty in Scandinavian Studies understand that in order to thrive, the Department must be a cohesive unit, must be relevant to its key partners, and must avoid the tendency of some academic units to become insular. Professor Christine Ingebritsen teaches political science in the Department and is Associate Dean of Undergraduate Education. She has said this about her work and that of her colleagues as they look outward toward communities, not inward: “We see this role [developing community partnerships] as part of our essential duties. Such work has the endorsement of Chair Leiren and is incorporated into our other roles as instructors and researchers.”

The term “entrepreneur” normally suggests someone in the private sector who – through invention and initiative – creates value for customers and shareholders by developing tangible or intangible products. In this case study, however, the term “intellectual entrepreneur” suggests a faculty member in a public research university who creates, preserves, or disseminates knowledge using one of the primary tools of all entrepreneurs – partnerships.

Like all entrepreneurs, faculty keep their eyes open for opportunities that benefit both partners. As an instance of this, Professor Pat Conroy, who teaches Old Icelandic and Danish Language and Literature in the Department, tells about one of her early experiences with the Advisory Board, which had been established earlier during the period when Sven Rossel was Chair from 1981-1990. The Department worked to create a community-based Advisory Board to develop partners in the heritage communities of the Puget Sound and to establish a broader understanding for the Department’s work outside of UW.

As with many activities described in this case study, the initial work of the Advisory Board was modest in scope. But like many early initiatives, the Board’s influence has grown and changed. The impact of the Board also signals the manner in which the Department looks outward to extend its reach and to bond with new supporters.

At one early meeting, the Advisory Board was wondering what it could do for the Department to help it extend its reach and notify people in the community of forthcoming University events that might be of interest. Conroy thought for a minute and said, “Well, you could raise money to buy us a FAX machine.” This opportunity arose at a time when state budgets were tight and when humanities departments were thought not to need technology to do their work.

The Board responded favorably to Conroy’s request and raised \$700 to purchase the machine. Since that early show of support, the Advisory Board has become a major engine of both financial and community support for the department.

Through the efforts of faculty and the advisory board, Scandinavian Studies has grown into a department that is distinguished by five characteristics:

- Recognition that there are members of the community who want to understand the Department’s work and who wish to help the Department achieve the primary mission of the discipline: To disseminate the knowledge that faculty and students create and preserve.
- As they participate in the dissemination of this knowledge, these community members continue their own life-long quests – to understand more about their heritage by connecting deeply to the University.
- A culture where faculty are not afraid to ask for help and where the community is eager to pitch in.
- A history – going back to the Department’s founding nearly 100 years ago – where faculty have successfully engaged communities inside and outside of UW for the mutual benefit of the University and its partners.
- A record of achievements described in the case study – including in 2003 the naming of the Swedish Studies program within the Department as one of the top two in the world and the top one in North America. This award came from the Swedish Institute, an outreach agency of the Swedish government and one of the Department’s key partners in Scandinavia.

SCANDINAVIAN IMMIGRATION AND IMPACTS IN PUGET SOUND

According to a 1982 UW dissertation entitled “Naturalization Propensity and Voter Registration of Nordic Immigrants to Seattle” by Patsy Adams Hegstad, Scandinavians had begun to make major impacts in the Puget Sound by the last decade of the 19th century:

- By 1890, “one-fourth of Seattle’s foreign born were Scandinavians.”
- By 1910, “one person in twelve in Seattle had been born in Denmark, Finland, Norway, or Sweden.”

According to Hegstad, three factors contributed to this immigration and to the subsequent success of Scandinavians in the region. First, these immigrants found great geophysical similarities between the Washington coast and the Nordic countries: mountains, forests, rivers, farm land, and access to the sea. Second, they found work similar to the occupations that they had held at home: fishing, logging, mining, farming, and the building trades including ship building. Third, the economic boom in Washington State in the 1890s – including Seattle as the jumping off place for the Alaska Gold Rush – attracted immigrants not only from the Nordic countries but a second wave of Scandinavians who had arrived to settle farm lands in the upper Midwest and who could earn more in a day in Seattle than they could in a week in that region.

These Scandinavians also found a receptive civic culture in Seattle, which welcomed their contributions. This culture began to produce prominent entrepreneurs. For example, according to the company Web site, John Nordstrom came to the U.S. in 1887, a 16-year-old boy with

five dollars in his pocket and an inability to speak English. Ten years later, he returned to Seattle from the Alaska Gold Rush with \$13,000 from a gold mine and used this money to open a successful shoe store, the forerunner of the successful national chain of clothing stores headquartered in Seattle and bearing the family name.

In addition, according to the Department's Web site, Andrew Chilberg, who was the first Swedish-Norwegian Consul to Seattle in the first decade of the 20th century, was the President of the Swedish American Bank of Seattle. Chilberg, another Swedish immigrant, was instrumental in lobbying the legislature to found the Scandinavian Department at UW in 1909-10.

THE SCANDANAVIAN COMMUNITY HELPS ESTABLISH THE DEPARTMENT

When the legislature first funded Scandinavian Studies in 1909, this act resulted from grassroots efforts by Seattle citizens and by UW faculty and students. These groups envisioned a department that – at the outset – would study the language and literature of first Sweden and then Norway and that would engage these heritage communities in University activities. In this sense, community-university partnerships were embedded into the culture of Scandinavian Studies at its founding. For example, when David Nyvall was hired in 1910 as the first professor of Scandinavian language and literature, the UW and the Scandinavian community in the Puget Sound region acted promptly to celebrate the award of this position by the legislature in the prior year. On August 12, 1910, as the Department's Web page points out, "500 people – including members of the Board of Regents, members of the faculty, University President Thomas F. Kane, and members of the Scandinavian community – attended a reception and banquet at the Swedish Club to celebrate the establishment of the Department." Clearly, the heritage communities in the Puget Sound region have been stakeholders in the success of Scandinavian Studies since its inception. Not only did they help lobby the legislature for the Department's first professorship; but they welcomed the new faculty member as well as his UW colleagues into the community.

Since its founding, the Department has responded entrepreneurially to opportunities that advance its mission to create, preserve, and disseminate knowledge. This responsiveness has made the Department an early leader at UW in developing community-university partnerships. Such engagements advance the aims of the departments and the University. Small actions snowball, leading to growth and change, or they forecast changes that later become incorporated into the life of the department.

"The Department of Scandinavian Studies is a close-knit family, and it has a great image, which we are eager to promote."

REINIER VOORWINDE AND ALISON JOHNSTON, STUDENTS IN THE DEPARTMENT,
WHO HELPED DEVELOP CAREER DAY IN MAY 2004.

IMPACT ON STUDENTS: ENTREPRENEURIAL SPIRIT TRANSMITTED TO STUDENTS

Faculty transmit their entrepreneurial spirit to students, which is perhaps the clearest sign that the ethic of partnering is embedded deeply into the history and the life of the Department.

Students help in event planning and coordination of important cinema festivals on campus and in the Seattle community. They also complete course projects where they conduct research, for instance, in coordination with the Nordic Heritage Museum in Seattle on early Scandinavians settlers to the Northwest.

As an extended example, let's look at how in 2004, student leaders in Scandinavian Studies helped to organize a Career Day for other students as a response to an initiative proposed by the Department's Advisory Board. This initiative shows how far the Department and Advisory Board have come since the early 1990s when it seemed like a bold step to ask the Board to purchase a FAX machine.

This Career Day was conceived of by Esther Foote, a member of the Advisory Board. Foote is also a recent graduate of the Department, who understands the importance of (1) students getting an early jump in setting career goals and finding the best resources within and without UW to meet them and (2) students developing and carrying out projects in teams where they learn the elements of partnering under the guidance of the Advisory Board and the Department.

Two of the student leaders working with Foote were Reinier Voorwinde and Alison Johnston. Both students are interested in European Studies with concentrations in Swedish Studies, and both took a study-abroad program in Sweden with faculty from the Department. Coming to the U.S. as an adult, Voorwinde says, "I was born in Holland, am taking my B.A. from UW, and have been admitted to the Jackson School where I will study international trade theory and methods of conflict resolution on the graduate level."

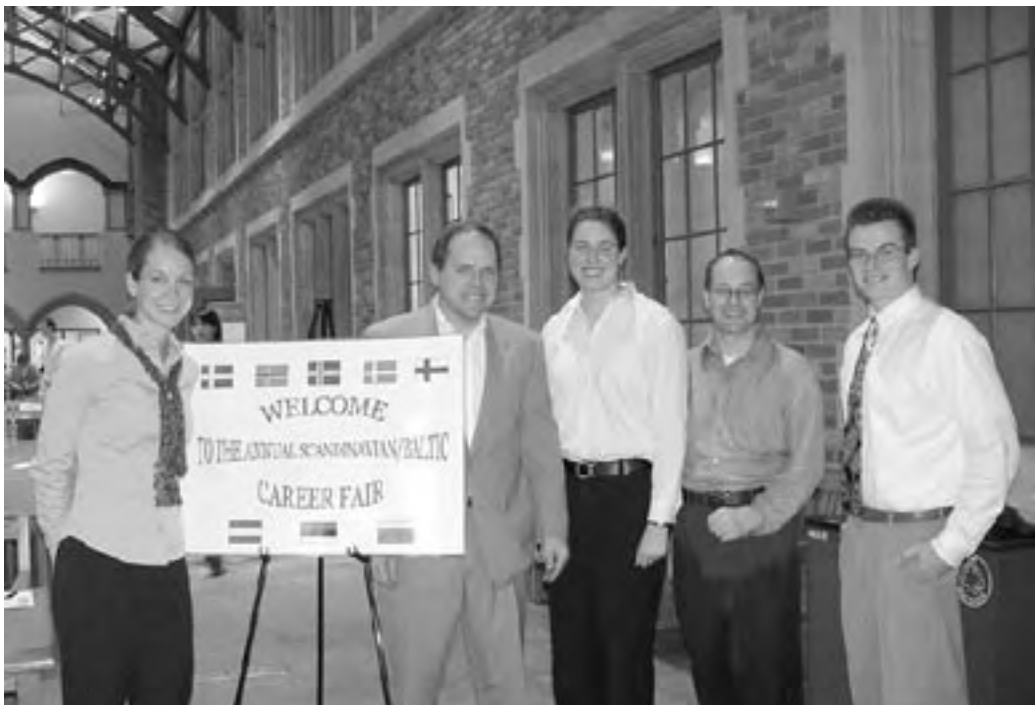
Johnston is a heritage student from the U.S., who is studying Economics as well as Swedish and European Studies. She will also do graduate work after she takes her B.A. in 2005. Like Voorwinde, Johnston says, "I am discovering how small states like Sweden manage their economy, environment, and medical research in the European Union, which requires balancing the interests of small states with the larger interests of the EU."

One way of making sure that the Department thrives is for students to find jobs – something understood by students as well as faculty. Thus under the leadership of Esther Foote of the Advisory Board, the Student Issues Committee came up with the slogan "Jump start your career."

Drawing on this well established network of partners, students on the committee then invited an array of employers and other key partners to the Career Fair. These included external partners with businesses rooted in Scandinavian countries such as IKEA and SAS. These employers might be hiring students and could advise them on what they might need in the way of additional education to find a job where they can use their language skills and cultural knowledge.

Partners also included representatives from nonprofits like the Swedish Cultural Center and on-campus units like the Jackson School and the office of International Programs and Exchanges. These latter organizations advised students on scholarship, study-abroad, and internship opportunities. In this way, students could get additional expertise to help them prepare to enter a profession as they build upon the knowledge acquired as B.A. students. In addition, students could get experience helping conceive of a project that involved partners and moving the project forward from planning to completion.

Not only did the students arrange for these partners to come to Mary Gates Hall for the Career Fair, but the students went into Scandinavian Studies classrooms and urged others to participate in the Fair. Both Voorwinde and Johnston agree that "the Department is a close-knit family" and that "it has a great image, which we are eager to promote to the outside world." In addition, students are learning a key lesson well understood by the Department: that to thrive, they must avoid insularity and learn to reach out. And one good way of reaching out is to develop partnerships among those who become stakeholders in the Department's – and students' – futures.



*“The Department of Scandinavian Studies is a close-knit family,
and it has a great image, which we are eager to promote.”*

REINIER VOORWINDE AND ALISON JOHNSTON, STUDENTS IN THE DEPARTMENT,
WHO HELPED DEVELOP CAREER DAY IN MAY 2004.

PHOTOS: PETER LEONARD





“These archives [located in Suzzallo Library and initiated by Professor Sverre Arestad in 1943 by means of the Scandinavian Historical Research Committee] mean a lot to Scandinavian communities in the Northwest, who use them and value them. They recognize the University’s efforts in preserving knowledge about their heritage that is not otherwise accessible. Moreover, scholars from Sweden regularly journey to Suzzallo Library at UW, where these materials are housed, to study Swedish immigration to the United States.”

A. GERALD ANDERSON, NORDIC AREA LIBRARIAN,
AND AFFILIATE INSTRUCTOR IN SCANDINAVIAN STUDIES

Broadening Academic Interests, Broadening Community Engagement

Since its founding in 1909, Scandinavian Studies has made a number of key decisions in response to opportunities presented by the world outside UW and inside the University. These often required deliberations by the faculty, often included prompts from or consultation with these partner communities, and have always led to growth and change.

One unflattering image is that of the university as an ivory tower. Another is of the academic department within the university as a silo: a self-contained tower from which neither faculty nor students depart while they engage in a curriculum that is rarified, obscure, and insular.

Clearly, neither of these images fits Scandinavian Studies. Rather than being inorganic and unresponsive, the Department has remained organic and responsive since its founding. For example, Edwin F. Vickner, the second professor of Scandinavian hired in 1912, expanded the enrollments and curriculum to include Danish and Old Icelandic in addition to Swedish and Norwegian.

INCLUSION OF NEW DISCIPLINES AND CULTURES

The additions of Danish and Old Icelandic were prompted by two different communities. Locally, members of the Danish community in the Puget Sound – including heritage students at UW – wanted courses in the language and literature of Denmark. Globally, the prompt for Old Icelandic came from national and international forums for research, which expect students in the discipline to understand the history of Scandinavian language and literature. And this history is highly accessible through a study of Old Icelandic with its well preserved literature and with its history as a seminal language.

Vickner also pioneered “the teaching of Scandinavian literature in English translation,” as the Department’s Web page points out. This latter decision was an attempt to reach those students at UW who came from the various Scandinavian heritage communities of the Puget Sound. English Departments originally opposed this innovation, “but it soon became standard practice for foreign language departments” at UW and elsewhere in academia.

As this case study often indicates, Scandinavian Studies was again an early leader at UW in this successful effort to reach students by – what was then – an innovative approach.



By taking these actions, Professor Vickner was reaching out to potential students, especially those who might come from one of the Scandinavian communities but who might not be able to read or converse in Swedish, Norwegian, or Danish with the facility of their parents or grandparents. By taking these actions in its early days, the Department also foreshadowed the responsiveness that has characterized its later history.

HERITAGE COMMUNITIES AS KEY PARTNERS IN THE BROADENED DISCIPLINARY FOCUS

As Chair Leiren has pointed out, the Department's decision to broaden its focus from language and literature to other cultural studies has its antecedents in two major events in the 1940s and 1950s:

In 1943, Professor Sverre Arestad established the "Scandinavian Historical Research Committee" in the Department with the purpose of documenting the history of Scandinavians in the Pacific Northwest. Although a professor of Norwegian language and literature, Arestad grew up in a Scandinavian community northeast of Bellingham, Washington, and sought to help preserve the knowledge of Scandinavian immigrants to the region. Although the Committee soon disbanded, Arestad's work resulted in a few scholarly articles on Scandinavians in the Pacific Northwest and saw the beginnings of a Scandinavian collection in the Pacific Northwest. It was probably Arestad's 1943 initiative combined with Professor Walter Johnson's later interest in the history of the culture of Sweden that served as the foundation for the development of an area of focus, which we now call "studies," in the Department of Scandinavian Studies.

The foremost scholar on the Swedish playwright August Strindberg, Professor Johnson was Chair of the Department from 1966-1973. In this role, he oversaw the founding of the Department's Ph.D. program and of its attaining international prominence. And despite his own background in language and literature, he laid the groundwork for the department to broaden its focus to include other disciplines. This groundwork was building on a strong heritage of Scandinavian legacy in the Puget Sound – a tradition where some immigrants quickly became successful entrepreneurs and civic leaders in their own right.

When he began the archival work on Scandinavian history and culture by founding the Historical Research Committee, Professor Arestad partnered with these heritage communities. These immigrants and their descendants had collected letters, diaries, newspapers, and other documents from the Scandinavian migration to the Pacific Northwest. As A. Gerald Anderson, who is an Affiliate Instructor in the Department and the Nordic Area librarian at UW in charge of the Scandinavian Collections, points out, these archival materials continue to be important to a number of communities who view this collection as being preserved by UW but belonging to them:

These archives mean a lot to Scandinavian communities in the Northwest, who use them and value them. They recognize the University's efforts in preserving knowledge about their heritage that is not otherwise accessible. Moreover, scholars from Sweden regularly journey to Suzzallo Library at UW, where these materials are housed, to study Swedish immigration to the United States.

As the example of the Scandinavian archives at UW shows, faculty in the Department of Scandinavian Studies have successfully engaged communities inside and outside of UW since the Department's founding. In assembling and preserving this archival collection, the University and the Scandinavian community joined together to preserve valuable knowledge about a compelling period of the region and the legacy of the region's Scandinavians.

DRAWING ON EXPERTISE ACROSS CAMPUS

In addition, this example forecasts the Department's decision to broaden its focus from language and literature to "studies" where students could learn and faculty could do research in a rich array of disciplines. As the examples of the two students – Voorwinde and Johnston – show above, the Department's curriculum is deeply rooted in the study of language and literature. However, students are encouraged to align their studies with other disciplines where there may be job opportunities or for rich interdisciplinary connections.

Some of these courses, which include film, folklore, history, and political science, are available within the Department with its expanded range of "Studies" in its title. But other areas like the environment, economy, and the theory of international trade – subjects of great interest to Voorwinde and Johnston – are only available from interdisciplinary partners at UW or through study-abroad options.

By the late 1970s, Scandinavian Studies had decided to broaden its curriculum to include "studies" in addition to language and literature, which historically had been the Department's focus. First the department hired a historian, Professor Terje Leiren, the current chair of the Department, in the late '70s. Then in 1982, the Department developed a major in Scandinavian Area Studies.

As the Department's Web page points out, broadening the curriculum responded to increased opportunities with interdisciplinary partners on campus and represented "a new direction for the Department, which was now also working with other programs and departments across campus to share expertise and joint course offerings."

One excellent example of this new direction is the Department's decision to include political science in addition to history as one of its areas of study. By 1984 – two years after the approval of Scandinavian Area Studies as a major – the Department had added a political scientist to its ranks. When Professor Leslie Eliason, who had held this post from 1988 to 1992, transferred to UW's Daniel J. Evans School of Public Affairs, the Department hired as its political scientist Dr. Christine Ingebritsen, who is Associate Professor of Scandinavian Studies and Associate Dean of Undergraduate Education.

IMPACT ON STUDENTS OF EXPANDED FOCUS

An expression of this expanded focus is a unique summer program for UW students developed by Christine Ingebritsen and Katherine Hanson, Affiliate Associate Professor in Norwegian, in 2004. This new initiative draws upon earlier antecedents as the department searches for ways to connect various disciplines in its work and to include students from across UW in innovative courses that cross disciplinary boundaries.

The program invites 20 students from across the disciplines at UW to discover the vast, interdisciplinary connections between Scandinavia and Rome, across different fields, and time periods. Henrik Ibsen and Sigrid Undset – two prominent Norwegian authors – were among a group of Scandinavian literary figures, who resided in Rome in the late 19th and early 20th centuries. Queen Christina of Sweden abdicated from the throne in the 17th century. When she entered Rome, the northern gates of the city were designed by Bernini to honor her arrival. Many artists from Scandinavia spent time in Rome and were inspired by Italian traditions. In politics, Scandinavian and Italians share a strong rural identity, including dietary and dialect traditions. Yet Scandinavia has been ambivalent about joining the European Community whereas the Italians were in the inner circle of the six founding states. These students will travel to both Scandinavia and Rome as part of this summer course.

These “vast, interdisciplinary connections” include these areas of study: art, history, geography, linguistics, literature, and political science. This course also connects to Ingebritsen’s research interests in the role of Scandinavia in international relations and in the role of the small states in the development of the European Union. It also connects to her interdisciplinary work: Ingebritsen is Adjunct Associate Professor in the Jackson School of International Studies and the Department of Political Science.

Ingebritsen’s work illustrates two things:

- how the ethic of educational partnerships broadens and deepens the curriculum for UW students;
- and how it benefits the research interests not only of Ingebritsen herself but of her UW colleagues.

IMPACT ON FACULTY OF EXPANDED DISCIPLINARY FOCUS

In addition, faculty from across UW have benefited from the broader disciplinary focus of Scandinavian Studies. For example, Ingebritsen chairs a committee that oversees the exchange program between UW and the Universities of Bergen and Trondheim in Norway, which has existed for 25 years as a “handshake” agreement between UW and these partner universities in Norway. This program began in the Department of Political Science at UW, but it is currently administered in Scandinavian Studies. As the Exchange Program’s Web page points out:

Since its founding in 1979, fifty-nine UW faculty members have journeyed to Bergen with the support of this program. They have come from such diverse fields as Anthropology, Engineering, English, Fisheries, Philosophy, Physics, Political Science, Psychology, Quaternary Research, Scandinavian Studies, Surgery, Women Studies, and Zoology. The seventy-eight University of Bergen faculty visiting the UW have spanned a similar range of disciplines [in those twenty-five years].

These appointments last for a single quarter and UW faculty continue to draw their UW salaries as well as receive travel expenses and subsidized housing. UW students in these various disciplines benefit from the exchanges.

As Professor Tom Andrews from UW’s Law School, a recent exchange professor to Bergen points out, this experience benefited his teaching because the Nordic countries – Norway especially – are viewed internationally as bellwethers on marital law. During his two months of exchange in Bergen in 2003, Andrews was studying how the Nordic courts handle property disputes between domestic partners who have no formal contract or who are not married. He found that in Norway, these domestic partners forfeit common property rights enjoyed by married couples and by those who have a formal contract.

And for the benefit of his students, Andrews says, “I now have a clearer sense of how the U.S. – particularly Washington State – fits into a matrix of developments in property law.” In addition, Andrews benefited from the rich association of other visiting professors, who resided in the Bergen University quarters for visitors. He associated with other researchers and professors from India, Australia, Malaysia, and various European countries.

“There is a sense [at UW and the Department of Scandinavian Studies] that we must explain to taxpayers what we do as academics. They want to know – and have good reason to ask – ‘What is the nature of our work?’ The community and society depend upon higher education for their future, and they expect high standards.”

JAKOB STOUGAARD-NIELSEN, VISITING LECTURER IN DANISH LANGUAGE, FROM 2001-2004, FROM THE UNIVERSITY OF COPENHAGEN.

FIVE KEY DECISIONS SHAPE A BROADENED ACADEMIC FOCUS

From the early 1970s to the present, the Department has also broadened the scope of its curriculum with the support of partnerships in response to a variety of opportunities. Five major decisions have broadened the scope of the curriculum, and these are described in the chronological order in which they occurred.

- First, increasing the scope of Danish taught in the Department;
- Second, hiring a specialist in Old Icelandic/Old Norse, who could also teach Faroese;
- Third, hiring specialists in area studies;
- Fourth, enhancing Finnish Studies;
- Fifth, bringing Baltic Studies into the Department.

FIRST KEY DECISION: INCREASING THE SCOPE OF DANISH

Even though Danish courses had been taught since 1913, as the Department's Web page points out, the Department "still lacked a strong Danish component" – enough courses so that students could major in this area and enough of a library collection to support the research of faculty and graduate students.

But thanks to the Department's growing reputation and partnership skills, Scandinavian Studies became the first location for a Danish Chair in the United States when the Danish government collaborated with UW to establish this position. As the Web page continues,

By agreement with UW [in 1971], a faculty position in Danish would be funded [by the Danish government] for five years, after which time the University would agree to assume the funding in its regular budget. In 1974, Sven H. Rossel was appointed to the position [and taught] in the Department until 1990 when he transferred to the Department of Comparative Literature. He was replaced by Marianne Stecher-Hansen, who currently holds the Danish faculty position.

As Chair Leiren points out, "Rossel was extremely active in the Danish community of the Puget Sound and helped to set the tone for future department-university cooperation during his thirty-year tenure at UW and during his time as Department Chair."

And thanks to Danes within the U.S. – particularly the Danish Brotherhood and Sisterhood – UW received a major gift including books to enhance the library resources needed to support the research of this professor and his or her students.

ADDING A PERMANENT POSITION IN DANISH

In keeping with the goal of broadening the focus of the Department, Professors Johnson and Arestad – who were nearing retirement and probably saw this appointment as part of their legacy to the discipline – led this effort that persuaded UW to create a permanent faculty appointment in Danish after the five years of funding from Denmark were up. These commitments to permanent positions are not made easily in universities where most departments within colleges of arts and sciences have long-term goals which they can't achieve without tenure-track appointments. Moreover, the early 1970s were difficult times in Washington State higher education: Boeing layoffs and diminished enrollments led to budget and faculty reductions across the state's institutions.

In other words, even in difficult economic times, Scandinavian Studies has successfully drawn upon its network of partners and has expanded its ability to create, disseminate, and preserve knowledge.

Moreover – as stated above – by matching its strengths with converging ones from a broad array of partners, the Department has been able to make a set of key decisions benefiting itself, its students, and its faculty as well as the partners themselves. One of these key decisions was to collaborate with the government of Denmark and to establish the permanent position in Danish Studies.

The Department continues to reap the benefits of this decision and to leverage this permanent position in Danish Studies. In addition, the Department's success creating this position illuminates other facets of the Department's entrepreneurial culture.

Within UW, within the Danish community in the Puget Sound, and in the international community of Danish Studies, the Department's decision to push for a position in Danish and to get start-up funding from the Danish government has had very positive impacts.

IMPACT WITHIN UW – ON GENERAL EDUCATION

Within UW, one important impact has been the development of a very popular general-education course in Hans Christian Andersen, which is taught by Professor Stecher-Hansen. This course – Scandinavian Studies 232, Anderson and the Fairy Tale Tradition – is taught in English and enrolls 150 students. Stecher-Hansen is editing a new selection of Andersen's tales in English. These tales are translated by Tiina Nunnally with an introduction and notes by Stecher-Hansen.

One of the criticisms leveled against undergraduate education in the United States – often fairly – is that tenured faculty seldom teach general education courses. Frequently, this instruction is left to part-time faculty, who often lack the credentials of their tenured colleagues and have not been as rigorously evaluated for the quality of their teaching and research. However, this is not the case in Scandinavian Studies where tenured faculty eagerly teach general education as part of their regular course load and where they bring an updated scholarly perspective even to sophomore-level courses aimed at the general student.

As another instance, the general education course taught by Ia Dübois, Senior Lecturer in Swedish Studies, entitled *Sexuality in Scandinavia: Myth and Reality*, is open to all University of Washington undergraduates and is one of the Department's most popular courses. Not only does this course attract students to the field of Scandinavian Studies, but it provides students, as Dübois says, the opportunity to hold the mirror up to their own lives and culture and to assess the myths and realities of sexuality in the United States.

IMPACT WITHIN THE PUGET SOUND REGION

Within the Danish community in the Puget Sound, a second impact has been the deep connection to UW by the Danish community through the good offices of the Department of Scandinavian Studies. For example, Professor Stecher-Hansen continues in the tradition of Professor Rossel, who, as mentioned above, set much of the current tone for community-university partnerships when he held the Danish post and when he was Chair. Stecher-Hansen is a member of the Danish Club and the Northwest Danish Foundation.

In addition to the participation of these tenured faculty in the life of the Danish community of Seattle, non-tenure track visiting lecturers from Denmark are urged to become intellectual entrepreneurs and to engage themselves and their students in community activities.

ADDITIONAL FACULTY SLOT FUNDED BY DENMARK

In fact, this is what happened to Jacob Stougaard-Nielson, who was the most recent visiting lecturer in a slot partly funded by the Danish government. Even though he was a visiting lecturer on a three-year contract, Stougaard-Nielson immediately saw how important community-university partnerships are to the Department; so he took students into the Seattle community to do research into the heritage of its Danish citizens. Working through the Nordic Heritage Museum, Stougaard-Nielson had students do interviews and archival research regarding Danish pioneers in King County. He says:

At first, students were terrified. They asked, “How do I approach people? Where are the enclaves where I can find archives and people to interview? How do I ask key questions?” But students were given credit for this work, and quickly learned not only how to do the research but to write it up. They practiced research and archival work at their level, and they learned to work in the community.

As he prepared to return to Denmark in the summer of 2004, Stougaard-Nielson reflected on this time in Seattle. He said that he came to value deeply the community-university partnerships in the Department of Scandinavian Studies: “There is a sense here [at UW and the Department] that we must explain to taxpayers what we do as academics. They want to know – and have good reason to ask – ‘What is the nature of our work?’ The community and society depend upon higher education for their future, and they expect high standards.”



In addition, Stougaard-Nielsen points out that while Danish universities have not always been accountable to the public, things are changing in Denmark: “Universities are moving away from the autonomous institutions that they were, to those that meet the needs of society.” In addition, he came away deeply impressed by the goals and accomplishments of Scandinavian Studies: “Terje Leiren, Chair, always asked, ‘How can you include people from outside the department in our activities?’ This was a valuable lesson for me to take home to Danish higher education.”

Stougaard-Nielsen’s three-year appointment in the Department illustrates another important point about key collaborations: Scandinavian Studies sustains its relationships with partners. As shown above, the cultural focus on Denmark was broadened and deepened in the early 1970s with five-year funding from the Danish government for a faculty position. At the end of that time, UW picked up the funding and established a tenure-track position in Danish. Currently, the Danish government – by means of its outreach office called “The Ministry of Research and Technology” – provides money for a half-time position to hire a lecturer for three years. UW puts up the other fifty percent in funding so that this is a full-time position for this lecturer.

This jointly funded position is the one that Stougaard-Nielsen recently held, and a new lecturer arrives to take this post in autumn of 2004. This example illustrates that the teaching of Danish culture and language in the United States is important to the Danish government: That the government continues to provide financial support for the Department’s efforts to reach both UW students and the community with knowledge about Danish culture, language, and literature.

In addition, this example shows the entrepreneurial culture that is passed along in the area of Danish Studies in the Department – from Professor Rossel to Professor Marianne Stecher-Hansen. For it was Stecher-Hansen, who negotiated – on behalf of the Department – the half-time position from the Danish Ministry of Research and Technology.

INTERNATIONAL IMPACTS OF EXPANSION OF DANISH

In addition, the key collaboration between the Danish government and UW continues to leverage research that is the third positive impact – one that affects the community of scholars in the U.S. and Denmark as well as a variety of other communities. Stecher-Hansen has edited two important volumes on Danish writers: *Twentieth Century Danish Writers* (Detroit: Gale Group, 1999) and *Danish Writers from the Reformation to Decadence, 1550-1990* (Detroit: Gale, 2004).

One of Stecher-Hansen’s colleagues is Dr. Helle Mathiasen, who was born in Denmark and holds a Ph.D. in English in the U.S. Mathiasen – Director of Medical Humanities, College of Medicine, University of Arizona – says that the two volumes edited by Stecher-Hansen have been well-received both in North America and in Scandinavia. They address an international audience of common readers, not just scholars, and they build a bridge between the knowledge that academics have obtained and that which the common reader wants to know. In addition, Mathiasen says that these scholarly volumes typify the work of the Department of Scandinavian Studies at UW: The work of this Department is “organic reaching outward into the community and inspiring powerful results in everyone it touches.” This work of the Department, in other words, is a catalyst for increased understanding of Scandinavian language and culture. As pointed out above by Marianne Forssblad, Executive Director of the Nordic Heritage Museum, “It is detrimental [for organizations] to be insular.” They must reach out – and “partnerships break down that insularity.”

Mathiasen cites another example of the powerful results of the Department's scholarly work: In the case of Stecher-Hansen's two volumes, they have catalyzed the translation into English of writers not hitherto accessible to a potential readership of scholars, students, and communities interested in Scandinavian literature outside the academy. Mathiasen says:

For the 20th century volume, I wrote a chapter on Hanne Marie Svendsen. Stecher-Hansen arranged for Svendsen and me to meet Marina Allemano, who wanted to translate Svendsen's *Under Solen* into English. Marina, who teaches in Edmonton, Alberta, has now finished this translation, which is now in print.

Stecher-Hansen also arranged for me to talk with Norman Lillegaard, who is at the University of Tennessee, Martin. He is now in the process of translating Thomasine Gyllembourg's *To Tidsaldre*, which I described in the latest volume on Danish writers from 1500-1900. Gyllembourg was a contemporary of Kierkegaard in the 19th century, and *To Tisaldre* was reviewed favorably by him.

When assessing the original partnership between the government of Denmark and UW to fund a permanent position in Danish Studies, one can only conclude that there were great returns on the original investment. Moreover, bonded and still working together, both the Danish government and UW can respond very positively to Jakob Stougaard-Nielsen's thoughtful question as he prepared to return to Denmark to teach after three years in the Department of Scandinavian Studies: Taxpayers "want to know – 'What is the nature of our work?'" In the case of Danish studies, the Danish government and UW can point to the creation and dissemination of important knowledge about Danish literature and culture – knowledge that increases understanding and reaches a wide variety of audiences both in Denmark and North America.

This dissemination of knowledge binds the UW to the Danish community in the Puget Sound because the Department integrates Danes in the Puget Sound into its public activities and because faculty and students participate in Danish societies and activities. This dissemination also binds the University to Denmark and the international community of Scandinavian scholars because the Department is viewed as a leader in the creation and preservation of knowledge that is relevant and timely to audiences, which it understands well.

"The work of the Department of Scandinavian Studies is organic reaching outward into the community and inspiring powerful results in everyone it touches."

PROFESSOR HELLE MATHIASEN, DIRECTOR OF MEDICAL HUMANITIES, UNIVERSITY OF ARIZONA, WHO WAS BORN IN DENMARK AND WHO COLLABORATES FREQUENTLY WITH THE DEPARTMENT.

SECOND KEY DECISION: HIRING A SPECIALIST IN OLD ICELANDIC/OLD NORSE

In the early 1970s, the Department of Scandinavian Studies made a second important decision to expand its curriculum: To hire a specialist in Old Icelandic/Old Norse to a tenured position in the Department. And it made a more important decision in the mid-1970s to hire an historian in what – to that point – had been a department of language and literature.

POSITION IN OLD ICELANDIC/OLD NORSE

Even though Old Icelandic/Old Norse had been taught almost since its inception, the Department was responding to the traditions of the community of scholars of Scandinavian Studies. This community understands that one of the best foundations for understanding contemporary Scandinavian literature and language is to study the well-preserved linguistic and literary traditions of Old Icelandic/Old Norse. Not only is this body of language and literature accessible to modern speakers of Germanic languages like English and the Scandinavian languages, but also the system/texts for teaching this body of work are standardized and easy to find.

In 1974, the Department made the decision to hire a specialist – Professor Pat Conroy, who is mentioned in the Introduction above and who teaches Old Icelandic/Old Norse. Conroy could teach the language of the Faroe Islands – Faroese – and balladry, where one of her special interests is the impact of balladry on community. Like other members of the Department, Conroy has promoted partnerships in her teaching and work with members of heritage communities.

FAROE ISLANDS PROGRAM

While other exchange programs mentioned in this case study have been more successful in terms of attracting large numbers of students – the Scandinavia/Rome course mentioned above, for example – the Faroe Islands program illustrates the challenges facing instructors who attempt to innovate and how these instructors in Scandinavian Studies instinctively reach out to partners inside and outside UW to try to develop new initiatives. In this case, it was a summer program in the Faroe Islands for 2004.

To offer this program, Conroy collaborated first with the office of International Programs and Exchanges (IPE) to work out the details for this course. And because there was insufficient strength of enrollment just from UW to offer the program, Conroy and IPE have secondly attempted to partner with other universities in the U.S., Great Britain, and Australia to attract students.

IMPACT WITHIN UW AND WITH UNIVERSITY PARTNERS

In the view of Anni Fuller who oversees European exchanges for IPE and has had great experience with Scandinavian Studies, the Department – in its expanded form from languages and literature to area studies – is a model program to describe an ideal set of partnership ethics and skills.

Fuller, a Study Abroad Advisor, makes the case that:

The professors in Scandinavian Studies understand the education systems in the countries where they send students, and they know how to mesh those systems with what students need to do to gain UW credits.

Fuller especially admires the way that Pat Conroy attempted to handle students who study in the Faroe Islands in 2004. Normally, Study Abroad looks for 12-credit opportunities lasting all summer for students whereas the Faroe Island program is only three-weeks long and 6 credits. However, UW students were able to work out independent-study courses during their stay in the Faroe Islands. These courses – under the direction of Conroy and her colleagues – will increase students' credits to a total of 12.



Photo above: Helsinki Cathedral Photo below: Church at Jelling

PHOTOS: PETER LEONARD



Fuller goes on to point out that Scandinavian Studies is an unusual department in that it treats administrative staff as colleagues and partners, not as University employees of stature lesser than faculty. In addition, the Department is inclusive: It consistently invites Fuller and David Fenner, Director of International Programs and Exchanges, to events like the Queen of Denmark's Birthday Party. At these events, students and faculty mix with members of the community and administrative-support offices like IPE.

IMPACT AROUND THE PUGET SOUND REGION: A LOCAL JEWELER WHO PARTNERS WITH THE DEPARTMENT ON OLD ICELANDIC/OLD NORSE

In similar terms, Lori Talcott, a Seattle jeweler, praises Conroy and Scandinavian Studies for "their real give and take with partners from the community." As a UW graduate with a BFA in metal-smithing, Talcott takes inspiration for her jewelry designs from Old Norse literature and Scandinavian folklore.

Talcott often calls upon Conroy – and other scholars in the Department – to help translate texts that inspire her designs but that she needs assistance in understanding fully. She says that the faculty stand ready to help her whenever she calls upon them and are excellent at tracking down references – "the kind of expertise that is not always available to artists lacking an academic affiliation." In addition – like Anni Fuller – Talcott appreciates the Department's inclusive culture: Whenever there is an important event – a distinguished speaker, visiting diplomat, or celebration – Talcott is invited to mingle with students, faculty, and other members of the community.

In turn, the faculty often call on Talcott to lecture on the connections between art and folk literature in Scandinavian cultures. Talcott is a heritage student with a lifetime interest in Scandinavia. When she took her first degree in art history, Talcott studied as an exchange student in Sweden. In 2004-2005, she is going back to Norway with a fellowship from the American Scandinavian Foundation where she was a top applicant for this foundation's awards.

Hiring a historian signaled a strong move toward interdisciplinary studies and led logically to hiring of a political scientist in 1982 as well as the expansion into Finnish and Baltic Studies in the 1990s. What started with the hiring of a historian in the mid-1970s naturally led to the name change in the Department from Scandinavian Languages and Literature to Scandinavian Studies in 1996.

TERJE LEIREN, PROFESSOR AND CHAIR, SCANDINAVIAN STUDIES



Brisings' Stole, by Lori Talcott

Material: Silver/Brass

18" x 12" x 4"

PHOTO: DOUG YAPLE

THIRD KEY DECISION: HIRING A SPECIALIST IN HISTORY

Another important decision occurred in the mid-1970s: the Department's agreement to hire a historian and by hiring Professor Terje Leiren, the current Chair, to that post in the late '70s. This expansion allowed professors of language and literature to offer their own students – right within the Department – a richer context for understanding how historical events influence literature and the evolution of language. This expansion also gave the Department the opportunity to reach out to other allied subjects at UW and to form deep intellectual partnerships. And because the Department was already disposed to matching its strengths with those from a large array of partners, this became a natural next step in the development of Scandinavian Studies – alliances that helped break down the insularity that is one of the dangers of academic units. Chair Leiren describes why this decision to hire a historian was so critical to the recent development of Scandinavian Studies:

[With this decision to hire a historian, the Department] began the turn to make this an academic unit emphasizing area studies and to become more responsive to student and curricular needs as well as expanding our appeal to the community. In addition, hiring a historian signaled a strong move toward interdisciplinary studies and led logically to hiring of a political scientist in 1982 as well as the expansion into Finnish and Baltic Studies in the 1990s. What started with the hiring of a historian in the mid-1970s naturally led to the name change in the Department from Scandinavian Languages and Literature to Scandinavian Studies in 1996.

IMPACT ON DEPARTMENT AND UW: ADDING AREA STUDIES TO SCANDINAVIAN LANGUAGES AND LITERATURE

As Ed Lazowska, who is the Bill & Melinda Gates Chair of Computer Science & Engineering at UW, says in another of these case studies: “Interdisciplinary work is transformative: By participating, academic partners will see their disciplines changed and improved because of these transactions.”

One of the obvious dangers of interdisciplinary work is that a department will be stretched too thin – to try to become all things to all people. But this certainly has not been true of Scandinavian Studies: the Department has allied itself with a select list of academic partners in ways that are strategic to the research agendas of faculty and education of students.

For example, the Department's 2004 Fact Sheet points out that Scandinavian Studies has forged “strong interdisciplinary ties with other departments [including] Comparative Literature, History, Political Science, Women Studies, Drama, Architecture, and the Jackson School of International Studies.” Moreover, the Department selectively advises students to align their interests with courses/majors/concentrations in departments other than the seven just named. For example, this study highlights instances where students are majoring in Finance, Psychology, Economics, and European Studies and taking strong minors or double majors in Finnish, Swedish, or other of the department's area studies.

In addition to students, this decision to hire in area studies has expanded a set of interdisciplinary alliances by faculty, most of whom hold joint appointments in other disciplines at UW:

- Klaus Brandl, Senior Lecturer in foreign language pedagogy, applied linguistics, and computer-assisted language learning has an adjunct position in the College of Education.
- Ia Dübois, Senior Lecturer in Swedish language and literature and Scandinavian poetry, is an adjunct in Women Studies.

- Lotta Gavel Adams, Associate Professor in Swedish language and literature, Strindberg, and women's literature, also has an adjunct appointment in Women Studies.
- Christine Ingebritsen, Associate Professor, in political science, international relations, comparative politics, and European studies, has an adjunct appointment in the Jackson School and Political Science.
- Terje Leiren, Professor and Chair, in Scandinavian history, immigration, area studies, and Norwegian language, holds an adjunct appointment in the Department of History.
- Andrew Nestingen, Assistant Professor of Finnish language and literature, cultural theory, globalization studies, and Nordic/Scandinavian cinema, has an adjunct appointment in Comparative Literature.
- Jan Sjøvik, Associate Professor, Norwegian languages and literature, prose fiction, and literary theory, holds a joint appointment in Comparative Literature.
- Marianne Stecher-Hansen, Associate Professor, Danish language and literature, historical narrative, H.C. Andersen, and Isak Dinesen, has a joint appointment in Comparative Literature.

In many respects, this key decision to expand the focus of the department into the allied fields grows organically out of the early work of Professor Vickner – from 1912 to 1948 – to include Scandinavian literature in translation and of the later work of Professor Arestad in the 1940s to found the Scandinavian Research Committee to archive important documents related to Scandinavians in the Northwest.

From 1970 through 2000, however, these early decisions have snowballed so that the Department seeks opportunities to participate – and hires faculty who will contribute fully – in interdisciplinary activities. Moreover, in this culture of give and take among interdisciplinary partners, each participant is strengthened.

“The cultural interests of the community coincide with the educational mission of the University: to sponsor events that enrich the curriculum for students and that also attract members of Finnish community to these activities.”

ANDREW NESTINGEN, ASSISTANT PROFESSOR, FINNISH STUDIES, UW

FOURTH KEY DECISION: ENHANCING FINNISH STUDIES

In 1990, the Department added Finnish studies to its curriculum when it hired its first tenure-track professor in this area – a decision that signaled the Department's seriousness about integrating the culture and literature of Finland into its offerings. In making this decision, the Department was responding to the increased cultural and economic importance of Finland and to its growing political alignments with the other small states of Northern Europe – Denmark, Sweden, and Norway.

Before 1990, Finnish had been a peripheral area of study at UW staffed by instructors who lacked a permanent position. However, Andrew Nestingen, the current tenure-track instructor, teaches a range of courses vital both to Finnish and Scandinavian Studies and allied interdisciplinary fields: Scandinavian Cinema, Globalization, and Finnish Culture and Literature. These courses illustrate the integrative nature of the curriculum in the Department – that the faculty must help students connect issues and subject matters across national and curricular boundaries.

Clearly, as the Department developed, it could have decided to spend a new position on strengthening the academic silo: To hire an instructor who would develop even more highly specialized courses in language and literature for upper-division or graduate students in Swedish, Norwegian, or Danish. Instead, the Department decided to develop complementary strengths in the culture of a nation – Finland – whose geography and future connect deeply to the traditional Scandinavian countries of Sweden, Norway, Denmark, and Iceland.

As the Department's Web page makes clear, students can't major in Finnish at UW, but "the area has reached a curricular status equal to that of other areas of study." Because Finnish is a language outside of Indo-European, it is difficult to mesh certain courses with other upper-division classes in Scandinavian language and literature.

This language difference, in turn, makes it difficult for the Department to offer a major in Finnish with just one tenure-track professor. However, students can minor in Finnish; and, as Nestingen points out, "The Finnish program is looking for ways to offer, for example, students in the School of Business certification in Finnish to complement degrees of those students who wish to be employed internationally."

PARTNERSHIP WITH FINNISH GOVERNMENT

In addition, the government of Finland – through the Centre for International Mobility (CIMO), which is within the Ministry of Education – supports the Finnish program within the Department by funding a half-time appointment of a Visiting Lecturer from Finland for the teaching of Finnish language. As with the Danish language position, UW funds the other fifty percent so that this becomes a full-time appointment. As Chair Leiren points out, "The government of Finland also supports the teaching of Finnish by offering an annual course in Finnish in Finland for scholars and students. This activity is administered by the Council for Instruction of Finnish for Foreigners."

The third of these Visiting Lecturers – Virve Vainio – has just returned to Finland at the end of Spring Quarter 2004. These instructors complement Nestingen, the tenure-track faculty member, who teaches Finnish language, literature, and culture; but more importantly, these instructors add a native Finnish component to the teaching of Finnish studies at UW.

INTERNATIONAL IMPACT

This support for the position to teach courses in Finnish language by a specialist from that country illustrates the international importance of the Department's work, for these courses are vital to the national interests of the Finnish government. This funding also attests to the Department's skill in developing and sustaining these collaborations.

STUDENTS AS PARTNERS

Dustin Lane, a current student of Finnish, is also majoring in Psychology and in Finance. When he recently had major surgery, it was the faculty of Scandinavian Studies, who pitched in to support him emotionally through this difficult time: by sending cards and by visiting him in the hospital. He had no support from his other UW affiliations even though he is only minoring in Finnish. When he returned to school, the

Undergraduate Advisor Dr. Gavel Adams and Andrew Nestingen and Virve Vainio, his Finnish instructors, pitched in to help him catch up with his classmates in his language sequence so that he didn't fall a year behind. Lane says what keeps him at UW is the culture of the Scandinavian Studies Department, which treats students as partners in the educational enterprise.

IMPACT WITHIN THE PUGET SOUND

Nestingen points out that “the cultural interests of the community coincide with the educational mission of the University: to sponsor events that enrich the curriculum for students and that also attract members of Finnish community to these activities.” As a result, the Department has the opportunity to identify a set of stakeholders in the Finnish community who have mutual interests in preserving and disseminating knowledge about Finnish language and culture. The University needs friends and donors whose contributions will fund resources such as library holdings, improved facilities, or special events. And, in turn, these friends from heritage communities receive from the University deep connections to their country of origin where many still have family or business connections. By inviting the community to attend special events, the Department provides the opportunity for members of heritage groups to attend activities, for example, that showcase films, artists, and scholars as well as a forum for discussing ideas.

For example, the Finnish Studies Program and the Consulate of Finland in Seattle organized a Finnish Cinema Day on November 8, 2003. It featured four films – *Rolli*, *Ambush*, *The Rose Garden*, and *Bad Boys* – each of which starred Irina Björklund and Peter Franzén, who attended from Finland and spoke at Cinema Day.

The Finnish community of Seattle strongly supported this event as did the travel agency Travel Time and Scandinavian Airlines. Among the Finnish supporters were the Finlandia Foundation, the Finnish-American Chamber of Commerce, and Idepix. Over 600 people saw one or several of these films in the UW’s Husky Union Building’s auditorium theater. These included students from UW and members of the community – those of Finnish heritage as well as attendees from the knowledgeable film community of Seattle.

“Every donation is a vote of confidence in the Department and UW.”

GUNTIS ŠMIDCHENS, SENIOR LECTURER, BALTIC STUDIES, UW

FIFTH KEY DECISION: BRINGING BALTIC STUDIES INTO THE DEPARTMENT

In the mid-1990s – again with the support of partners – the Department decided to bring Baltic Studies into the Department in keeping with the Baltic region’s recent alignment with Europe rather than with the former Soviet Union, when the Soviet Union began to break apart.

In 1993, UW took the first step to establish this curricular emphasis when it established a Baltic Studies Summer Institute to teach all three Baltic languages: Estonian, Latvian, and Lithuanian. This Institute is a consortial effort on the part of ten universities in the United States including UW, UCLA, Harvard, Iowa, Michigan, Texas, Wisconsin, Indiana, and Illinois – Chicago and Urbana. UW continues to lead this consortium and has hosted the Summer Institute on four occasions. In 2003 and 2004, the Institute was supported by grants from the Social Science Foundation and the Lithuanian Foundation, Inc.

The second step was to establish in 1995 the Baltic Studies Program at UW. As its Web page describes, the Department leveraged a major gift and is carrying out an ambitious development plan to make this Program permanent:

A gift of \$250,000 from the Latvian community of the United States began the campaign for a Baltic endowment. To date, it has raised nearly \$1 million. (An ambitious \$3 million goal has been set to secure the permanent existence of the Baltic Studies Program at UW.) Recognizing the programmatic significance of Baltic Studies, UW authorized the establishment of a Lecturer position in Baltic Studies. Charged with the responsibility of further building the Baltic Program, Dr. Guntis Šmidchens was hired as a full-time lecturer in Baltic Studies. With teaching assistants usually hired to teach Estonian and

Lithuanian, Šmidchens teaches Latvian language courses and a broad range of Baltic area studies regularly. As a result of the Baltic Studies Program, UW is the only university in North America to teach all three Baltic languages.

By 1993, the Department had established a strong record of partnering within UW, with heritage communities in the Puget Sound region, within a network of universities in North America, and with international communities. It realized that it could draw upon this experience and develop Baltic Studies over time – even to the extent of endowing the professorship needed to head the program. Currently, the title for the full-time Baltic person in the Department is “Senior Lecturer.” But the plan is to shift this position to a tenure-track post when the interest dollars from the endowment generates funding to perpetually support such a change.

IMPACT ON FACULTY

As have other members of the Department, Šmidchens has become an intellectual entrepreneur: To teach, to do research, and to build community support for the program that he heads as Senior Lecturer. This support includes development activities that will increase the amount of money raised from \$1 million today to \$3 million dollars. Šmidchens believes strongly in this aspect of his work and says, “Every donation is a vote of confidence in the Department and UW.”

Clearly, these votes of confidence have been hard work: UW had to overcome some suspicion on the part of the Baltic communities to begin to gather first support and then donations.

IMPACT ON BALTIC COMMUNITIES IN PUGET SOUND

As Šmidchens points out, Baltic immigration into North America occurred in two waves: In the late 19th century, the first wave was mainly blue-collar workers and religious refugees. Some went into the coal mines, and others became city workers.

After World War II, the second wave occurred. These immigrants were mainly educated professionals, who were political refugees escaping the former Soviet Union. When they came to the U.S., these people also had to take blue-collar work as janitors or farm workers. Because they lacked fluency in English, they couldn't pass exams needed to work in their former professions.

This latter group had some suspicions of higher education in the United States because these former refugees distrusted any institution that they perceived as liberal and perhaps aligned with Soviet ideology. In the Puget Sound, however – as Šmidchens points out – “These Baltic immigrants, who were educated in their home countries and lost everything after WW II, began to send their children to American universities. In particular, there is a strong history in the Puget Sound of these second-generation children taking engineering degrees and going to work for Boeing.” This success of these second-generation children gradually reduced the suspicion of these immigrants, and it began to change climate the of opinion – thus establishing a context for the UW to work in partnership with these first and second generation Latvians, Estonians, and Lithuanians.

Moreover, these heritage communities have a strong record of community organization in their own country where people pitch in to run the schools and local government. However, they did not have a tradition of working across ethnic and language boundaries, which are required to develop a “Baltic” program embracing all three cultures as a single unit.

However, the work of Šmidchens and the Department has successfully overcome the barriers to raise their first \$1 million dollars. In addition, as Šmidchens points out, “These communities feel

that they own the program. And even though there is no subculture of wealthy Baltic citizens and even though there is no tradition of working across ethnic lines, these communities have collaborated in support of UW and the Baltic Program.”

IMPACTS ON COMMUNITY – PERSPECTIVE OF ONE MEMBER OF THE HERITAGE COMMUNITY

The perceptions of Šmidchens about the community’s attitudes and support are confirmed by Irena Blekys, a Seattle businesswoman and representative of the second wave of immigrants. As a child, she emigrated from Great Britain where her parents had fled the former Soviet Union from Lithuania. Blekys’s family still speaks Lithuanian at home, and her daughter has recently completed an internship in Lithuania for part of her studies in Anthropology at UC Berkeley. Using her fluency in Lithuanian, she interviewed Lithuanian families who had returned home from the U.S. after Lithuania gained its independence in the early 1990s.

During the early 1990s, Blekys points out that UW’s deepening interest in Baltic Studies coincided with the independence of these countries. And with the alignment of the Baltic States with the small states of Northern Europe, it also made more sense to place Baltic Studies with Scandinavian Studies rather than Slavic Studies, where they are sometimes housed. In addition, the Scandinavian countries moved rapidly to help the Baltic countries build their own political and economic structures once out from under the Soviet Union. She goes on to note that “Iceland was the first nation to recognize Lithuania as an independent state.”

Even before the Baltic Studies Summer Institute in 1993, the UW gathered scholars and community members together in the summer of 1991 for an event entitled “the Baltic Renaissance.” This event featured the Ambassador to the U.S. from Lithuania as well as scholars on the Baltic languages, literature, and culture. Blekys points out that, “This was the first time that I realized that experts from universities and heritage communities from the Puget Sound could work together on common goals of gathering and sharing knowledge about Estonia, Latvia, and Lithuania.” In other words, the central aim of UW and its Department of Scandinavian Studies – to disseminate and preserve knowledge – nicely meshed with the aims of the three Baltic communities in the Puget Sound area.

Blekys adds that these three Baltic countries have learned to work together for the benefit of the Baltic Studies Program at UW and have developed new alliances among the heritage communities and individuals. They now address common political concerns to their local congressman, and they have developed friendships/family ties across national boundaries. In other words, they have learned the same lessons that Scandinavian Studies has done over the years: Bonded and working together, the resulting network is stronger than any single entity. For example, when the three communities put on a Baltic Auction to benefit the Department’s endowment in Baltic Studies, they set a goal to raise \$12,000. Instead, they raised \$25,000 in this event – an action that increased the confidence and skill of these participants in the difficult art of fund raising.

IMPACTS ON STUDENTS AT UW

Thanks to individuals like Irena Blekys, the partnership between UW and the Baltic communities extends beyond the development of an endowment to support a professorship in Baltic Studies. In a recent e-mail, Professor Marianne Stecher-Hansen, whose work on Danish Studies is described above, describes how Blekys brought a Lithuanian Gulag survivor to her EURO/SCAN 445 course on War and Occupation in the North.

Using Irena as her very eloquent translator, Mrs. Donata Svangzdiene spoke to the 40 students [in Euro/Scan 445] for about an hour, relating her work as a teenager in the Lithuanian resistance, her arrest and torture by Soviet authorities, her deportation to Siberia in 1948 (Norilsk), and her life there doing slave labor in a women's work brigade for seven years...She also spoke about the moving experience of witnessing Lithuanian independence in the early 1990s...I would venture to say that this was the climax of the course for students since the discussion focused on many of the topics that we had taken up during the quarter...Many of the students thanked Donata with hugs and handshakes...After a brief break, our guests stayed for the second half of the two-hour class in which Irena led a discussion of a Lithuanian deportation memoir (*Memoirs: By the Laptev Sea*), which Irena has translated into English and published. Irena is a very articulate speaker and natural teacher.

As this example shows, the Department provides a forum for the community to present its knowledge to University students and faculty – in the form of personal narratives and translations. There is, as the jeweler Lori Talcott points out above, a “real give and take by the Department with the community.”

Earlier, this case study points out that one of traits that distinguishes the Department of Scandinavian Studies is a culture where faculty are not afraid to ask for help and where the community is eager to pitch in. The Department understands the importance of give and take – that all of the relevant knowledge that it needs to disseminate to students does not reside in faculty or Suzzallo Library. The community will be willing to make not only vital contributions of money, but they may contribute knowledge that is the climactic information delivered to students in a course.

“I am very optimistic about the Department and the direction taken by its Advisory Board. Because we Scandinavians in the Puget Sound are a relatively small community and because of our tradition of dugnad [which means helping people in your community in an organized way], it is easier to get things done.”

RANDI AULIE, MEMBER, ADVISORY BOARD, AND SPONSOR OF A STUDENT SCHOLARSHIP.



Class on War and Occupation with Donata Svangzdiene, a Lithuanian gulag survivor.

PHOTO: MARIANNE STECHER-HANSEN



A network of partnerships from local to global

From the 1980s to the present, Scandinavian Studies has collaborated with a wide network of people and institutions. The network has enabled a small department of twelve to leverage its strengths and function as a larger one. A study of this network provides additional instances of the culture of the give and take, which characterizes the Department's partnership activities with a number of community partners. In the discussion that follows, this network is described from the closest – locally within UW and the Puget Sound – to global partners throughout North America, Scandinavia, and the Baltic Countries.

WITHIN THE UNIVERSITY OF WASHINGTON

Partnerships within UW include key roles for the Department in the Centers for West European Studies and for Russian, East European, and Central Asian Studies, which enhance teaching and research in the areas of “politics, society, and culture through outreach to universities, business, the general public, and the K-12 community.” These UW collaborations also include a pivotal role in the teaching of the pedagogy of foreign-language instruction and of computer-assisted learning of languages across the disciplines at UW.

At UW, the Henry M. Jackson School of International Studies (JSIS) has six Title VI National Resource Centers for teaching and research of various language areas. In two of these – the Center for West European Study (CWES) and Center for Russian, East European, and Central Asian Studies (REECAS) – Scandinavian Studies plays key roles. The Department is in turn supported by the centers' newsletters, outreach events, colloquia and conferences, and library acquisitions, all of which are subsidized by these Title VI programs. For example, Scandinavian Studies is one of the few areas given preference for course-development grants given to UW faculty within these two centers, which are not degree-granting units but which provide and support funds to affiliated departments.

Moreover, CWES and its “sister centers” at the Universities of California, Berkeley, Wisconsin, and Minnesota, “have collaborated on the National Institute of Summer Scandinavian Studies (NISSS)...to make available to graduate students nationwide a thorough immersion in intensive language instruction, special lectures,...film series, and teacher-training workshops.” UW has hosted this Institute in summers of 1998, 2001 and again in 2004.

In addition, REECAS has been an important partner in developing and sustaining Baltic Studies within Scandinavian Studies. For example, this Center supports two or three teaching assistants each year who teach Latvian, Lithuanian, or Estonian languages in the Department. Funding from REECAS has also supported such speakers as the President of Lithuania and the former President of Latvia. These public speeches attracted not only members of the UW community but members of the Baltic heritage communities within the Puget Sound.

The Department also spearheads the teaching of foreign language pedagogy within the College of Arts and Sciences. These duties are handled by Klaus Brandl, Senior Lecturer, who has been in the Department of Scandinavian Studies since 1991.

Brandl teaches pedagogy for many graduate students in the College of Arts and Sciences. His courses in Foreign Language Teaching Methodology and the Teaching Assistant Workshop are cross-listed by other departments with their own numbers and are required by graduate

students who are training to teach languages. These languages are as varied as German, Slavic, French, and Spanish as well as Swedish, Norwegian, Danish, Finnish, and Baltic in Brandl's own home department.

Brandl is also a leader in Web-based learning and has helped develop such a Spanish program for high school students through UW.

Another important aspect of Brandl's work is his collaboration within UW and the state of Washington on the training of teachers of foreign language for the public schools. For example, he has worked with the state-wide commission that has written the essential learning standards known as "The Washington Assessment of Student Learning." As Brandl points out, this work provides him with an ideal feedback loop to discover new skills/knowledge needed by these teachers and bring these back to his students:

Since early 1990s, language education – like every domain of public-school learning – has been profoundly affected by standards-based approaches for student assessment. The UW must provide preparing teachers with the knowledge and skills to work in this assessment culture – to train teachers to assess students' performance when acquiring a foreign language. I worked on commissions setting these standards for the state of Washington. Once I knew how these standards would work in this state, I was able to bring this knowledge back to UW's own programs. It has become a perfect circle of influence: I go out to work at the state-wide level; I bring the skill/information back to my students preparing to go out as teachers in the public schools; these prepared teachers go out, in turn, to carry out the strategies for teaching to and for assessing these standards.

In other words, Brandl discovers knowledge in the communities that develop assessment standards and helps create this knowledge by working on state-wide standards. Finally, he passes along the knowledge and strategies for assessment to preparing teachers. In the process, Brandl is another one of those faculty in Scandinavian Studies who has developed vast, interdisciplinary connections at UW – a set of partnerships extending the influence of the Department within UW and the teacher-training community in the state.

In addition to Brandl's partnership work training graduate students in language teaching throughout the College of Arts and Sciences and with the State Superintendent of Education's office in Olympia, he holds the position of Adjunct Senior Lecturer in the College of Education at UW where he influences the University's response to teacher-training standards within UW.

The interdisciplinary activity of the Department – whether it's the partnerships with CWES and REECAS or with the teaching of foreign languages – illustrates this point made above: It is detrimental for academic departments to be insular; by partnering within UW, the Department breaks out of this insularity and extends its influence by creating a network, which is stronger than any single partner.

WITHIN THE PUGET SOUND REGION

Since its founding nearly 100 years ago, the Department of Scandinavian Studies at UW has developed alliances with Scandinavian heritage communities in the Puget Sound region. And since it expanded in the last fifteen years to include Finnish and Baltic Studies, the Department has also collaborated with these heritage communities for the benefit of faculty, students, and the communities themselves.

PARTNERSHIP WITH NORDIC HERITAGE MUSEUM IN SEATTLE

The alliance with the Nordic Heritage Museum illustrates how partnerships between academic departments and community partners develop: That like individuals, these organizations go through stages of development where a sign of maturity is the ability to collaborate effectively with the partners having learned what strengths they possess and what strengths they bring to potential projects.

As its Web site point out, these are the strengths of the Museum:

This is the only museum in the United States dedicated to the legacy of immigrants from the five Nordic countries: Denmark, Finland, Iceland, Norway, and Sweden. The museum focuses on Scandinavian cultural contributions to life in the Pacific Northwest from the 19th century to the present. Displays trace the immigrants' journeys from Europe to America. Large galleries recreate life from small town settlements, the lumber and fishing industries, and contributions from each of the five Nordic groups.

Collaborations between the Department and the Museum have included a number of activities. For example, in 2003, the Museum sponsored a Nordic Film Series at the Broadway Performance Center, an event upon which the Department collaborated. In addition to furnishing the Museum with research on the films, the Department sent students to participate as docents and to help with logistics ranging from marketing to hosting the event.



Seattle's Nordic Heritage Museum PHOTO: COURTESY OF NORDIC HERITAGE MUSEUM

As Executive Director of the Nordic Heritage Museum, Marianne Forssblad explains that as the Museum matures, it is more able to partner today than it was in the past:

As we were building up the Museum, we were so busy carrying out projects and fund raising that we couldn't see a vision. But in the last ten years, we have reached a plateau of success with partnering at the core of our vision. Since the Museum's beginning, faculty from Scandinavian Studies have served on our board; thus there has always been that level of collaboration. However, in these past ten years, we have been better able to use faculty expertise and student resources in our work. In other words, we can now offer exhibits to the public that would not otherwise be possible if we didn't have a partnership with Scandinavian Studies at UW. For example, recently we worked reciprocally with the Department on an exhibit on North Norway Landscape. Not only did we call on faculty expertise to help organize this exhibit, but we held a reception for UW students so that they could better understand the influence of landscape in North Norway on art and culture.

Forssblad also says that she has derived a primary lesson from the Museum's work with Scandinavian Studies and UW: "It is detrimental to any organization to be insular. Partnerships break down the walls of that insularity." But these partnerships can't be successful until each partner develops a vision that places partnering at its core.

BUILDING A COMMUNITY ADVISORY BOARD

To be successful, the Department has learned a number of ways to break down the walls of insularity. For example, Scandinavian Studies has become one of UW's early leaders within the College of Arts and Sciences in the way that it has used its Advisory Board to expand its reach into the Puget Sound region.

As David Endicott, the current chair of this Board, explains, "The Advisory Board is evolving from a social organization for members of the various heritage communities to a professional board that will advocate effectively for the Department."

This Committee meets with students, and especially, they help exchange students from the Scandinavian countries find internships and part-time jobs with local employers. "Our job," Endicott points out, "is not to delve into departmental operations or hiring but to assert the Department into the community. We communicate to the Puget Sound community what the core values of the Department are and ask this key question of the faculty – 'What do we want the community to understand about the Department's work?'"

CONTRIBUTIONS OF INDIVIDUAL BOARD MEMBERS

The job of the Board also includes identifying people who will provide influences and resources – including scholarship endowments for students. An interesting case of this is Randi Aulie, who has developed a scholarship in the name of her late husband for which students in the department are eligible.

Chair Leiren asked Aulie to sit on the Advisory Board because he appreciated her ideas and her vision. Aulie emigrated from Norway as a young adult, and went to work in Seattle with just a high-school education. She says that she brought to her work on the Board the Norwegian tradition of *dugnad*, which means people helping others in their community in an organized way. In honor of her husband Alf Kristian Aulie, who had been a leader in the Norwegian community and a commercial fisherman, Aulie helped raise \$30,000 for an endowed scholarship fund, which is known as the "Alf Kristian Aulie/Simrad Corporation Fund for Norwegian Studies." The interest

from this fund goes to an annual scholarship for a student designated by the Department. Aulie says, "I am very optimistic about the Department and the direction taken by the Advisory Board. Because we Scandinavians in the Puget Sound are a relatively small community and because of our tradition of *dugnad*, it is easier to get things done."

STUDENT ENTREPRENEURIAL SPRIT – EXAMPLE OF AN IBSEN FILM

As shown elsewhere in this case study, students in the Department are also imbued with an entrepreneurial spirit and are learning to partner to get things done. The example of Gergana Guerorguieva May illustrates how the Department prepares students for entry into academia or other work with an ability to partner on projects.

May is a doctoral student in Norwegian with a special interest in Henrik Ibsen. She has translated four Ibsen plays into Bulgarian, her native language. And recently she has worked on a film of Ibsen's *Hedda Gabler* with a company called Printer's Devil Theater.

May helped arrange partnerships within the Northwest film community to produce this film and served as text and translation supervisor to Paul Willis, who directed the film and wrote the screenplay. The production was awarded \$7,000 from the Norwegian national initiative called the Celebration of the Centennial of Ibsen's Death in 2006. Faculty in the Department contributed money to the production. But, by far, the largest support came from the Northwest Film Festival, which provided \$20,000 in support as well as know-how on translating this play into a film.

Hedda Gabler was recently filmed in Wenatchee, where again, partnerships supported the production. The city of Wenatchee helped the production with a small fine-arts grant, catering was furnished by a local company as were canopies to shelter the staff and equipment, and the movie itself, was shot in an old Wenatchee home that resembled the settings for the original play described by Ibsen.

In looking back over her doctoral work in Scandinavian Studies, May has been very impressed by how well the Department prepares its students to be able to work as partners:

My first impression of the doctoral program was that of being totally embraced into interdisciplinary and inter-university opportunities by people such as Jerry Anderson, the reference librarian for Scandinavian Studies and Affiliate Instructor in the Department. In Europe, education and arts are the business of the government, which supports these activities. However, in the United States, these activities are supported by partnerships. The Department, for example, encourages us students to participate in the Scandinavian Parade each year in Ballard, and we are invited to Departmental events involving Finland and the Baltics even though our research interests are in Norwegian or Swedish culture.

These partnership opportunities have encouraged me to think about arts management as a career after I finish my Ph.D. And, in keeping with this option and my other partnership efforts, I am participating in a seminar for graduate students in the Humanities at UW entitled 'Connecting to the Community' in September 2004.

This seminar on "Connecting to the Community" is sponsored by the Simpson Center for the Humanities at UW, and entry was competitive.

As shown in the examples in this section on partnerships in the Puget Sound, partners and students benefit from the vision of Scandinavian Studies, which places collaboration at the core

of its vision: (1) As a result, partners like the Nordic Heritage Museum mesh their strengths with those of the Department to form a network stronger than either entity; and (2) students graduate imbued with the spirit of intellectual entrepreneurship, which allows students like Gergana Gueroguieva May to expand their employment options to include not only careers in academia but in arts management.

WITHIN NORTH AMERICA

Because of the partnership ethic and strategies of the Department of Scandinavian Studies at UW, instances abound that demonstrate the main points of Section 3 of this case study:

1. That the Department has become a successful hub in North America for program development and coordination in the fields of Scandinavian and Baltic Studies
2. And it is positioning itself – as we see later – to become “the nation’s foremost program in Scandinavian education and exchange.”

North American instances have been already been shown in this case study:

- The gift of the Danish Brotherhood and Sisterhood in the U.S. to help start up Danish Studies at UW;
- The development of the Baltic Studies Summer Institute among 10 major research universities in the U.S.;
- Grants from the national Social Science Foundation and the Lithuanian Foundation to support this Baltic Studies Summer Institute in 2003 and 2004;
- A gift from the Latvian community in the U.S. to help fund the development of a Baltic Studies program as a major curricular offering at UW;
- A national constituency as a federally recognized resources center in the teaching of Scandinavian/Baltic Studies and Language via Title VI grants in West European Studies and Russian, East European, and Central Asian Studies.

There are other examples showing how the UW has achieved the influence and centrality in Scandinavian and Baltic Studies in North America.

IMPACT ON STUDENTS OF NORTH AMERICAN PARTNERSHIPS

As noted elsewhere in this case study, students as well as faculty are engaged in these partnership efforts. They learn to be entrepreneurs and to represent the Department outside the walls of UW. Two students, whom we have seen earlier the case study – Alison Johnston and Reinier Voorwinde – represented the UW at a Model European Union Conference in spring 2003.

This UW team played the role of Denmark in the Model EU, and the team was awarded one of the best three countries represented at this conference at the University of Pittsburg. Moreover, Johnston was named “best prime minister” for the role of the Danish Prime Minister that she took at this conference. As quoted in the UW Arts and Sciences Perspectives of summer 2003, Johnston says that she learned first hand in presenting position papers for Denmark that “small states – especially Scandinavian countries – can be harmed in a bureaucratic train wreck caused by larger dominating countries.”

To put it another way, the network that binds faculty to faculty across North America is extended to students who have the opportunity to hone their skills as writers, presenters, and negotiators when they represent UW away from the campus in forums such as this Model EU.

PARTNERSHIP WITH NORDIC COUNCIL

In addition to students, faculty work with colleagues in North America on the creation and dissemination of valuable knowledge about Scandinavia. For example, in late 2001, UW spearheaded a proposal to the Nordic Council of Ministers called “Modern Vikings: Scandinavian Initiative for Alaska, the Pacific Northwest, and Western Canada.” This project, which was funded by the Nordic Council and concludes in 2005, was developed for a consortium of institutions in Western North America: UW, Pacific Lutheran University, University of Oregon, Portland State, University of Alaska, Fairbanks, and the University of British Columbia in Vancouver, Augustana in Camrose, and University of Alberta in Edmonton.

In addition to increasing the visibility of Scandinavia in the Northwest region of North America, the initiative is aimed at increasing collaboration among the partner institutions, facilitating faculty and student exchanges among the institutions, and publishing a book of significant findings and papers.

The three themes of the Initiative are Nature, People, and Images. Two of the three subcommittees were chaired by UW faculty: Christine Ingebritsen, Nature; and Lotta Gavel Adams, Images. Moreover, whereas the partner universities had one or two faculty on the organizing committee, the Department of Scandinavian Studies had six: the chairs of subcommittees named above plus Chair Leiren, Ia Dübois, Jakob Stougaard-Nielsen, and A. Gerald Anderson from Suzzallo Library, who is also an Affiliate Instructor in the Department.

By developing and sustaining a wide network of partnerships in North America, the Department has avoided that insularity that sometimes harms academic units. These partnerships benefit students and faculty in their efforts to create and disseminate knowledge to a variety of audiences who value the serious study of the language, literature, and culture of the Scandinavian and Baltic Countries.

INTERNATIONAL PARTNERSHIPS

Instances also abound regarding how the Department of Scandinavian Studies avoids insularity by partnering with their European counterparts in academia or in agencies that can help them achieve their scholarly or instructional mission.

We have already seen how the governments of Denmark and Finland have contributed resources and candidates for positions to teach the respective language of both cultures. And we have seen how the University of Bergen and UW – on the basis of “a handshake agreement” – have cooperated on faculty exchanges for the past 25 years.

Speaking of this 25-year agreement in an e-mail, Orm Øverland, who coordinates this exchange program for Bergen, says that UW is “an ideal partner for faculty from the University of Bergen for several reasons:

- “UW is a highly regarded research university with outstanding faculty in most fields;
- Experience has shown that Bergen faculty are given special care and service;
- The exchange program is backed by an active faculty committee as well as active support from the Seattle community;
- Seattle is one of the best cities in the U.S. for quality of life.”

But it is not only the programs like Norwegian, which have been at the core of the Department since its founding, that develop and sustain partnerships internationally.

Newer programs like Finnish Studies, which is 15 years old, also learn quickly to partner and to extend their influence through collaborations that bind faculty and students together across national and institutional boundaries.

For example, in 2004, the Finnish program hosted a lecture series at UW that drew international lecturers to Seattle where students, faculty, and community members could hear eight lecturers around the theme of “Finland’s Pasts and Present.” Three lecturers were from the United States, but five were international speakers including Jukka Valtasaari, Ambassador to the U.S. from Finland; two professors from Finland; one from Holland; and one from Toronto.

In other words, the entrepreneurship that distinguishes the Department of Scandinavian Studies, which is embedded deeply in its history and current culture, is quickly adopted even by the areas of study that have been newly adopted by UW.

SWEDISH STUDIES NAMED AS TOP PROGRAM

As the final instance of the Department’s successful partnerships with international entities, let’s examine in detail an instance mentioned in the Introduction to this case study: The significance of the Department’s Swedish Studies Program being named in December 2003 the top program in North America and one of the two top programs in the world.

The Swedish Institute (SI), which made this award to UW, “spreads knowledge, connects people, and makes Sweden visible” via its work with entities abroad by working with Swedish consulates and embassies. And one of SI’s “main tasks is to be a liaison with 200 universities in 42 countries abroad and to provide services that facilitate instruction in Swedish language and literature at universities and colleges.”

In an e-mail interview, Monika Wirkkala, who coordinates the language and literature instruction abroad for SI, praises the Department and the faculty responsible for the Swedish program:

The work of the Department of Scandinavian Studies at the UW by Professor Lotta Gavel Adams and Senior Lecturer Ia Dübois is highly appreciated by SI. There are only a few departments in the world that show the same high quality and same broad perspective on Scandinavian Studies as UW. There are also few as highly devoted people to their work as these two women at UW. Only one example of this is the eight-week course that the two arranged for UW students in Stockholm during Spring 2003.

Based upon this course, we are very impressed by UW students, who not only take an interest in Swedish language and culture but who also seek to understand social, economic, and scientific issues. The latter show the high ambitions of the faculty of Scandinavian Studies. Moreover, at the Swedish teachers’ conference at UW in 2003...four students presented their papers on different Swedish subjects to the audience. The presentations were not only of a high academic standard, but they also gave interesting perspectives on Swedish society today.

Since its founding nearly 100 years ago, the Department of Scandinavian Studies at UW has worked to avoid the insularity that isolates students and faculty from the issues and currents in local, national, and international literature and culture. As a successful strategy, the Department has partnered with interdisciplinary units at UW, with heritage communities in the Puget Sound region, and with national and international organizations to gather and disseminate knowledge. This strategy has moved the Department in the direction of becoming, as it has plans to be, the nation’s foremost program in Scandinavian Studies.



Decorating Seattle streets for Christmas in Scandinavian style

PHOTO: PROPERTY OF MUSEUM OF HISTORY AND INDUSTRY, SEATTLE



The Next 100 Years

Drawing upon its successful collaborations in the past, the Department of Scandinavian Studies has drafted a plan for “The Scandinavian Center at the UW,” which proposes “to create the nation’s foremost program in Scandinavian education and exchange.” This plan calls for a multi-million dollar center supporting “three main categories: Students, faculty, and programs. When well-conceived and executed, programs and opportunities focused on each area combine as a harmonious whole that makes concrete the best thinking and practices in higher education today.”

KEY AREAS OF THE PLAN FOR THE CENTER

Such a plan would launch the Department into its next 100 years by developing a center that would expand five key areas of its current work:

- “Enhancement of the intellectual depth and rigor of the Department of Scandinavian Studies through expanded research, teaching, and projects;
- Expanded student support and travel abroad to Scandinavian and Baltic countries, with a corresponding increase in ability to host foreign students;
- An enhanced forum for global leadership and dialogue;
- New capabilities for community partnerships and collaboration with both individuals and institutions;
- A welcoming physical space on campus to serve as a showcase for Scandinavian and Baltic education, language, culture, and heritage.”

In other words, this plan would carry forward the main trends of the past 100 years building upon the accrued strengths of the Department and upon the existing networks of partners that have brought it success with UW and outside in the University in a series of local-to-global collaborations.

STRATEGIES TO CARRY OUT THIS PLAN

To carry out this plan, the Department will be counting on current and new partners as it works to increase access to Scandinavian and Baltic Studies and to continue to respond to the needs of a variety of local and global communities.



In particular, this proposal to build the foremost Center for Scandinavian Studies in the nation stems from the UW's current Capital Campaign. The Department would increase its own endowment from a little over \$1.3 million to \$10 million dollars, which would generate approximately \$467,000 in annual revenue. The following are examples of how this money would be used to increase the Department's partnership activities:

- The Department would double its support of students from across the University to study in Scandinavian and Baltic countries from 60 to 120;
- The Department would expand its interdisciplinary reach of students from UW who could study abroad, from the five departments whose students constitute the majority of study-abroad awards to awards spread more widely across UW's seventeen colleges and schools;
- The Department would expand its curricular offerings by supporting faculty from across UW to offer courses in the Department's programs and to recruit visiting faculty from other institutions and countries;
- The Department would expand the scholarly enterprise of its own and affiliated faculty at UW to create and disseminate knowledge having an even greater impact on academia and society;
- The Department would increase its role as a leader in dialogue for global leadership in bringing together Seattle leaders in areas of politics, business, law, literature, and the arts – an area where the Scandinavian Studies has a long and successful history;
- The Department would expand its community-university partnerships beyond those that have helped develop and sustain the discipline for its first 100 years: cultural, heritage, and educational institutions in the region;
- The Department would seek a physical space commensurate with the aims above – to showcase its current success and build upon that in a location that continues to showcase its expanded goals.

THE KEY TO THE NEXT 100 YEARS

By matching its strengths with the converging interests of its partners, Scandinavian Studies will continue to expand and grow in the next 100 years. Bonded and working together, the Department and its partners have hit upon this key strategy: to find ways to sustain a culture of intellectual entrepreneurship that forges a network stronger than any single entity.

Lessons

1

RECOGNIZE THE IMPORTANCE OF MATURITY IN THE LIFE OF ACADEMIC UNITS AND THEIR PARTNERS

Like any living organism, partners in the academic enterprise go through stages of development ranging from tentative and immature to confident and mature. The Department of Scandinavian Studies matured early because it has enjoyed unusual advantages – being founded with the vision of community-university partnerships as a core element nearly 100 years ago and having strong leadership over the years that built on that vision and legacy. Thus the Department has wisely tapped this legacy by building and sustaining key relationships over time: with interdisciplinary partners, with members of Scandinavian and Baltic communities in the Puget Sound and throughout the United States, and with agencies/universities in Western and Eastern Europe. Moreover, the Department has cultivated relationships with organizations, which themselves are more able to partner as they mature. As partners mature, the Department and these organizations can engage more deeply in partnership activities around the converging visions of both partners. Such was the case of the Nordic Heritage Museum in Seattle. Executive Director Marianne Forssblad explains that it took 10 years for the Museum to reach “a plateau of success with partnering at the core of our vision...[But now] we have been better able to use faculty expertise and student resources [from the Department] in our work.” In addition, as Professor Christine Ingebritsen says, partnering remains at the core of faculty work in the Department: “We see this role [developing community-university partnerships] as part of our essential duties. Such work has the endorsement of Chair Leiren and is incorporated into our essential duties.”

2

TREAT PARTNERS EQUITABLY

As in any enterprise involving collaboration, partners quickly recognize when one of the partners exhibits a superior attitude based upon the size or prestige of the organization. While a partner’s superior attitude may not doom collaboration, it does erect barriers that prevent projects from moving forward smoothly. One of the legacies of the Department of Scandinavian Studies has been the interdependency of the core partners: with students, other academic units, and heritage communities both in the Puget Sound region and abroad. This interdependency has led to a departmental culture that is inclusive and where faculty treat partners equitably. In fact, partners attest to the cordial, equitable treatment that they receive from the Department. Reinier Voorwinde and Alison Johnson, both undergraduate students, comment that the Department is “a close-knit family.” Anni Fuller, a colleague in International Programs and Exchanges at UW, commends the Department’s inclusiveness. She says that the Department is the best one at UW to work with and that classified employees like herself are treated with the same respect as faculty or community members. Lori Talcott, a Seattle area jeweler, describes the real “give and take of the Department”: The Department invites her to important events where she mingles with important visitors, faculty, and students while she in turn gives guest lectures in classes in her area of expertise – Old Norse designs and culture.

3

BALANCE RESPECT FOR THE ACADEMIC DISCIPLINE WITH RESPECT FOR THE COMMUNITY

Being responsive and inclusive does not diminish the academic enterprise. In fact, in the case of Scandinavian Studies, the Department uses feedback from its partners to improve its performance. As a visiting lecturer from Denmark for three years, Jakob Stougaard-Nielson quickly realized the following about UW and the Department: “There is a sense here that we must explain to taxpayers what we do as academics. They want to know – and have good reason to ask – ‘What is the nature of our work?’ The community and society depend upon higher education for their future, and they expect high standards.” Strong alliances also provide feedback that is constant and trustworthy. On the basis of this feedback, the Department makes important adjustments that more clearly align UW with what the community needs. For example, the Department added Baltic Studies in the early 1990s as a response to a community need and in keeping with the alignment of the Baltic Countries to Northern Europe rather than the former Soviet Union. And members of the community become stakeholders in the development of this program when they provide responses and when – in the process – they realize that they have goals in common with the Department. As Irena Blekys, a leader of the Seattle Lithuanian community points out, she suddenly understood – just prior to the founding of the Baltic Program – “that experts from UW and heritage communities could work together on the common goal of gathering and sharing knowledge about Estonia, Latvia, and Lithuania.” That realization of a common goal has made Blekys a strong ally in the future and academic quality of the Baltic Program, which is supported by an endowment rather than being state-funded. Even though the Department has been entrepreneurial and embraced Finnish and Baltic Studies in the last 15 years, the Department retains high standards for its core areas of studies: In 2003, the Swedish Institute named Swedish Studies within the Department as one of the top two programs in Swedish in the world and the top one in North America.

4

TAKE THE TIME TO INDUCT STUDENTS INTO THE ENTREPRENEURIAL CULTURE OF THE DEPARTMENT

The Department of Scandinavian Studies has developed a culture of intellectual entrepreneurship. Such a culture avoids insularity by using partnerships to create, preserve, and disseminate knowledge using partnerships. Students benefit when they participate – under faculty direction – in such activities. They learn how to collaborate with individuals or organizations outside their own specialized interests, and they learn how to work as team members to move projects forward. Students in the Department have collaborated with Puget Sound employers and nonprofits on a Career Day that reached out to all students studying Scandinavian Studies. Since this Career Day was also inspired by the Department’s Advisory Board, students learned the importance of working with other community partners invested the life of the Department. Other students have worked with heritage communities on film festivals and research into emigrant life. Such work benefits students greatly but requires orientation and coordination so that students reap educational values from the experience.

5

DEVELOP STRATEGIES FOR INDUCTING NEW FACULTY INTO THE DEPARTMENT'S ENTREPRENEURIAL CULTURE

For the entrepreneurial culture of a Department to succeed, it must be passed from one generation of faculty hires to the next. Since faculty – once tenured and promoted – often become life-time appointments of a department and UW, it is important to instill in them the values that sustain the discipline and the department. Such has been the case with Scandinavian Studies: new faculty pick up and carry on the work of community-university partnerships from senior members of the Department, from the Chair, or from the culture of the Department and UW, which advocates entrepreneurial activity. Professor Marianne Stecher-Hansen continues in the tradition of her predecessor Sven Rossel, in Danish Studies. In the 1980s, Rossel, the former chair, was extremely active in the Danish community and helped make the Department an early leader in its wise use of the Advisory Board. In the 1990s, Stecher-Hansen, who continues in this tradition, negotiated on behalf of the Department a half-time visiting position in teaching Danish language from the Danish Ministry of Research and Technology. Jakob Stougaard-Nielsen, who held one of these visiting positions, was urged by Chair Leiren to include people from the community in his activities and took students into the community to do research on Danish immigration to the Puget Sound. Guntis Šmidchens, Senior Lecturer, who teaches Baltic languages and culture as well as carries out an ambitious research agenda, views his role as faculty member and community-development officer. He has helped raise \$1 million of the \$3 million needed to endow a tenure-track position. Šmidchens says enthusiastically, “Every donation is a vote of confidence in the Department and UW.”

6

DEVELOP STRATEGIES FOR USE OF THE ADVISORY BOARD BY BUILDING UPON SMALL SUCCESSES

Building upon its deep, long-standing connections to Scandinavian heritage communities of the Puget Sound, the Department became an early leader at UW in the way it has partnered with its Advisory Board. As David Endicott, the current Chair of the Board, explains, “We communicate to the community what the core values are...[and we] assert the Department into the community.” In its most recent iteration, the Board has evolved from a social organization to an effective advocate. And since the 1980s, the Department has nurtured this relationship with its Board so that when the partnership was mature, the Board was ready to take on a variety of serious roles and to build upon small, early successes. One note of interest: Whereas colleges of arts and sciences 25 years ago were not well known for wise use of advisory boards to their departments, these days most departments in the College of Arts and Sciences at UW have developed advisory boards that follow the early lead of Scandinavian Studies – a set of able, ambitious advocates for the departments.

7

BREAK DOWN ACADEMIC SILOS BY WORKING DYNAMICALLY ACROSS DISCIPLINES AND AMONG A VARIETY OF COMMUNITIES

Like any institution with its roots in feudalism, universities have survived since the Middle Ages because they were often insular, autonomous, and resistant to change. But to survive these days, American universities must be organic and responsive – to grow and change in measured ways that meet the demands placed upon it by society and by funders while preserving the integrity of its graduating students and the knowledge it disseminates, which are its major products. The Department has determined that it can't be all things to all people. But it can reach out dynamically beyond its walls and work with other units on campus and in the community for the benefit of students and the research agendas of faculty.

For example, the Department developed an innovative summer course in 2004 attracting students in art, history, geography, linguistics, literature, and political science to study “the vast interdisciplinary connections between Scandinavia and Rome, across different fields, and time periods.” This effort was led by Professor Christine Ingebritsen and Affiliate Associate Professor Katherine Hanson. In addition, the Finnish Studies program under Professor Andrew Nestingen organized a Finnish Cinema Day in November 2003 that connected a variety of communities: students and faculty across the disciplines at UW; members of the Finnish heritage community of Seattle; and other organizations such as the Finnish Consul in Seattle, Scandinavian Airlines, and the Finnish-American Chamber of Commerce. Over 600 people saw four current films from Finland at UW. In keeping with its success of finding financial support for activities like the Finnish Cinema Day, the Department has developed a plan “to create the nation’s foremost program in Scandinavian education and exchange” by building “The Scandinavian Center at UW.” To carry out this plan, the Department will raise a \$10 million dollar endowment and will count on current and new partners to help it become even more responsive in three areas: increased support for students, faculty, and academic programs. Such an endowment will launch the Department into its next 100 years of work.

Appendix #1:

LIST OF COMMUNITY-UNIVERSITY PROJECTS

This case study refers to the following projects. Some of these projects are ongoing relationships extending over many years; others run for limited terms defined by funding or completion of a project.

1. Since the mid-1980s, Scandinavian Studies has been an early leader at UW in its partnership with an Advisory Board. This Board started out as largely a social organization made up of members of the heritage communities of the Puget Sound region. But it is now an organization helping the Department assert itself in the community and assisting it with projects, fund-raising, and making new friends with influential people.
2. In the 1940s, Professor Sverre Arestad established the “Scandinavian Historical Research Committee,” which collected archives of Scandinavian pioneers in Washington State and which lasted only a few years. Nevertheless, this work established a permanent archive still used by North American and international scholars. It also set a precedent for the Department’s later evolution from emphasizing language and literature to an expanded focus – an interdisciplinary focus on “studies” including history, film, folklore, and political science.
3. In addition to one-time exchange opportunities for students to the Scandinavian and Baltic countries, the Department partners with universities and agencies in these countries and offers courses abroad for intact groups of UW students who travel and learn together. Cited in the case study are such recent courses as the interdisciplinary connections between Scandinavia and Rome; language and literature courses in the Faroe Islands; and interdisciplinary connections to Sweden. To carry out the one-time opportunities and the courses for intact groups, the Department depends heavily upon an internal partnership within UW with the office of International Studies and Exchanges.
4. The Department also partners with international universities on exchange opportunities for faculty. The current leading program is with the Universities of Bergen and Trondheim in Norway, which was started by Political Science at UW but is now administered by Scandinavian Studies. This program sends faculty to Norway and Norwegian faculty to UW. It has been running on a “handshake agreement” for 25 years and has thus far sent 59 UW faculty to Norway for a quarter of teaching and research in fields ranging from A-Z – Anthropology to Zoology. In addition, the Department has strong partnerships with the Centers for West European Studies and for Russian, East European, and Central Asian Studies in the Jackson School at UW. These centers provide support for outreach into the community and for graduate students who teach language courses.
5. The Department has partnered twice with the Danish government on increasing the offerings of Danish to UW students. First, in the 1970s, the government funded a position in Danish literature and language with the understanding that UW would then fund the position permanently after five years. And the UW took over the funding of this post after five years. Then based upon the success of this venture, the Department again approached the Danish Ministry of Research and Technology about funding a half-time position for a non-tenure track lecturer of Danish language and literature on a rotating basis. This instructor comes from Denmark, is a native speaker of Danish, and teaches in the Department, which matches the funding with another fifty percent of funding so that the person teaches full time for his or her three-year term.

6. As well as with universities and government agencies, the Department partners with individuals who depend upon the expertise of faculty and the faculty rely upon this partner's knowledge as a guest lecturer in certain classes. The case study cites the example of Lori Talcott, a Seattle jeweler, who has formed a strong bond with the Department. Talcott creates pieces inspired by ancient Nordic designs and legends. She calls on the faculty to translate texts for her; they in turn ask her to talk about ancient Nordic design and folklore in some classes.
7. In addition to partnerships mentioned above, the Department has forged strong ties with interdisciplinary units on campus for the benefit of students and faculty. These units include Comparative Literature, Women Studies, Drama, Architecture, and the Jackson School of International Studies. As an example, Klaus Brandl, who teaches foreign language pedagogy, holds an adjunct lectureship in the College of Education and trains TA's in most fields of foreign-language teaching at UW on how to be an effective teacher at the university level.
8. As Danish Studies has done, Finnish Studies in the Department has partnered with the Finnish Ministry of Education, which furnishes funding for a half-time lecturer in the language from Finland. The University matches this funding for a native speaker to teach Finnish to American students for a term of three years.
9. The Baltic Studies program in the Department partners with ten major universities in the United States on a Baltic Studies Summer Institute, which teaches all three of the Baltic languages intensively as well as provides lectures on culture. This partnership has been ongoing since 1993 and has received support from the Lithuanian Foundation and the Social Science Foundation. In addition, the Baltic program is raising money to endow a position in Baltic Studies from national and local partners. For example, the Latvian community of the United States has contributed \$250,000 to this enterprise, which has raised \$1 million of its goal of \$3,000,000.
10. The Department has an alliance within the Puget Sound with the Nordic Heritage Museum, which is dedicated to the legacy of the five Nordic countries and relies upon the Department for faculty expertise and for student internships. The Museum often serves as a venue for events and co-sponsors film festivals and other cultural events attracting members of the community as well as University citizens.
11. Through a partnership with the Nordic Ministers in Europe, the Department collaborated with seven other universities in Northwestern North America on a grant entitled "Modern Vikings: Scandinavian Initiative for Alaska, the Pacific Northwest, and Western Canada." This partnership is studying three major themes – Nature, People, and Images – and provides faculty with research opportunities and a rich bank of knowledge that they can take back to their classrooms. The Ministers are promoting greater understanding of their counties in Northwest North America in this partnership.
12. The Swedish Institute, an outreach arm of the Swedish government, recently named the Department's Swedish Studies program as the top program in North America and one of the top two in the world. As it partners with universities like UW, the Institute spreads knowledge about Sweden and increases the contacts of the government with people and institutions. In its collaboration with over 200 universities across the globe, the Institute is well aware of pockets of excellence and influence in the world of Swedish instruction. It is also well aware of those institutions that are effective at collaboration, a strategy which makes Sweden more visible and better understood.

Appendix #2:

SOURCES CONSULTED OR CITED IN THE CASE STUDY

The following people or sources are cited in this case study. The faculty in Scandinavian Studies were particularly generous in their efforts to help develop this study – a testament to the partnership culture that distinguishes this Department.

- Anderson, A. Gerald**, *Librarian and Affiliate Instructor, Scandinavian Studies*. Personal interview in spring of 2004.
- Andrews, Tom**, *Professor, UW Law School*. Phone interview in spring of 2004.
- Aulie, Randi**, *Retired Seattle Businesswoman, Member of Advisory Board, and Founder of a Scholarship in Scandinavian Studies*. Personal interview in winter of 2004.
- Blekys, Irena**, *Seattle Businesswoman, Translator, and Supporter of Baltic Program*. Phone interview and several e-mail exchanges in spring of 2004.
- Brandl, Klaus**, *Senior Lecturer, Scandinavian Studies*. Personal interview and e-mails in the spring of 2004.
- Cherwitz, Richard**, *Professor of Rhetoric at UT Austin and Founder of Intellectual Entrepreneurship Program*. This study is indebted to Professor Cherwitz's work and use of this term even though this study uses it to define the culture of the Department rather than the relationship between faculty mentors and students.
- Conroy, Patricia**, *Associate Professor, Scandinavian Studies*. Personal interview in spring of 2004.
- Dübois, Ia**, *Senior Lecturer, Scandinavian Studies*. Personal interview and e-mails in spring of 2004.
- Endicott, David**, *Seattle Executive & Chair, Advisory Board, Scandinavian Studies*. Personal interview in winter of 2004.
- Forsssblad, Marianne**, *Executive Director, Nordic Heritage Museum, Seattle*. Personal interview in winter of 2004 and e-mail contacts.
- Fuller, Anni**, *Study Abroad Advisor, UW International Programs and Exchanges*. Phone interview in spring of 2004.
- Gavel Adams, Lotta**, *Associate Professor, Scandinavian Studies*. Personal interview, e-mails, and follow-up assistance with photos in spring of 2004.
- Hegstad, Patsy Adams**. "Naturalization Propensity and Voter Registration of Nordic Immigrants to Seattle." UW, Doctoral Dissertation, 1982.
- Ingebritsen, Christine**, *Associate Professor, Scandinavian Studies and Associate Dean, Undergraduate Studies*. Personal interview and e-mails in spring of 2004.
- Johnston, Alison**, *Student, Scandinavian Studies*. Personal interview in spring of 2004.
- Lane, Dustin**, *Student, Scandinavian Studies*. Phone interview, summer 2004.
- Lazowska, Ed, Bill & Melinda Gates Chair of Computer Science, UW**. Quotation from another in this series of case studies on CSE.

Leiren, Terje, *Professor and Chair, Scandinavian Studies*. Several personal interviews, numerous e-mails, and editorial sessions on various drafts of the case study starting in fall of 2003 until summer of 2004.

Leonard, Peter, *Graduate Student, Scandinavian Studies*. Use of personal photographs and help in locating photographs.

Mathiasen, Helle, *Director of Medical Humanities, University of Arizona*. Phone interview and several e-mails in spring/summer 2004.

May, Gergana Guerorguieva, *Graduate Student, Scandinavian Studies*. Personal interview in spring of 2004.

Nestingén, Andrew, *Assistant Professor, Scandinavian Studies*. Personal interview in spring of 2004 and several e-mails.

Norkool, Linda, *Department Administrator, Scandinavian Studies*. Help with appointments and in locating photographs for case study.

Nunnally, Tiina, *Auxiliary Faculty, Scandinavian Studies*. Phone interview, spring 2004.

Øverland, Orm, *Program Coordinator, UW-Bergen Exchange, in Norway*. E-mail interview in summer of 2004.

Scandinavian Studies: Departmental Fact Sheet.

Šmidchens, Guntis, *Senior Lecturer, Scandinavian Studies*. Personal interview, phone calls, and e-mails in spring of 2004.

Stecher-Hansen, Marianne, *Associate Professor, Scandinavian Studies*. Personal interview, e-mails, and editorial help in spring of 2004.

Stougaard-Nielsen, Jakob, *Visiting Lecturer, Scandinavian Studies*. Personal interview in spring of 2004.

Vainio, Virve, *Visiting Lecturer, Scandinavian Studies*. Personal interview in spring of 2004.

Voorwinde, Reinier, *undergraduate student, Scandinavian Studies*. Personal interview and follow-up e-mails including help with photos in spring/summer 2004.

Web Sites Consulted and Quoted. Department of Scandinavian Studies, UW; Centers for West European Studies and for Russian, East European, and Central Asian Studies, Jackson School, UW; and Nordstrom Corporation.

Wirkkala, Monika. *Coordinator, Swedish Institute*. E-mail interview in summer of 2004.

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ABOUT THE UNIVERSITY OF WASHINGTON

Founded in November 1861, the University of Washington is one of the oldest state-supported institutions of higher education on the Pacific coast. The University is comprised of three campuses: the Seattle campus is made up of seventeen schools and colleges whose faculty offer educational opportunities to students ranging from first-year undergraduates through doctoral-level candidates; the Bothell and Tacoma campuses, each developing a distinctive identity and undergoing rapid growth, offer diverse programs to upper-division undergraduates and to graduate students. The university community is comprised of over 20,000 faculty and staff and 41,000 students, with another 26,000 students enrolling in extension departments

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