

# NORTANA NEWSLETTER

official publication of the Norwegian Researchers and Teachers Association of North America

Torild Homstad, editor

Fall, 2002

<http://www.nortana.org>

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## ***In Memoriam: Bill Mishler***

### ***President's Greeting***

A new NORTANA board is in place, and I am looking forward to serving as your president for the next three years. Louis Janus (University of Minnesota/Norwegian-American Foundation), Terje Leiren (University of Washington), Ellen Rees (Arizona State University) and Troy Storfjell (Augustana College, Sioux Falls) are the other newly elected board members, and they bring a variety of perspectives to NORTANA from their varied programs and geographical regions. Torild Homstad (International Summer School) has kindly consented to continue as newsletter editor. Thanks Torild!

During our three year term, we plan to focus on facilitating cooperation between our colleges and universities and North-American Norwegian heritage groups, as well as on examining fund raising and development strategies for Scandinavian Studies programs and departments. This will be the topic of discussion at the NORTANA luncheon at SASS.

We would also like to build on a study which is being conducted by Louis Janus and Kari Lie on NORTANA's identity and function. This project is being funded by the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL). The results of this will be printed in the NORTANA newsletter when they are available. Congratulations to Louis and Kari on receiving this grant! The board welcomes your ideas and feedback on these and other issues, so please feel free to contact us at any time.

At the membership meeting at this year's Norway Seminar in Tacoma, the by-laws committee presented its proposed changes to the by-laws. These are being sent out to the membership in this newsletter along with a paper ballot. Please return this to the Norwegian Information Service in New York.

Included in this issue of the Newsletter also is a brochure, "Minifacts about Norway 2002", published by the Ministry of Foreign Affairs. This is a gift to NORTANA members from the Norwegian Information Service and the Foreign Ministry. We are grateful for all the support for our teaching and research we receive from these agencies.

A special thanks to Troy Storfjell for his work on the NORTANA web site. I would also like to thank Margaret Hayford O'Leary and the previous board for their work over the past three years. I hope to see you at the NORTANA luncheon at SASS in Minneapolis, May 1-3! Be sure to order a

lunch ticket on your conference registration form.

*Med beste hilsen  
Ingrid Urberg  
Augustana University College*

## **NORTANA Meeting Minutes 26 October 2002**

1. The meeting was called to order at 9:00am. Audun Toven, host of Norway Seminar 2002 at Pacific Lutheran University, opened the meeting with information pertaining to the schedule for the day. He also announced that Pacific Lutheran University currently has a tenure-track Assistant Professor of Scandinavian Studies position open.

2. Ingrid Urberg, President of NORTANA presented the newly elected members of the Executive Committee. They are: Ingrid Urberg, President; Louis Janus, Vice President; Terje Leiren, Treasurer; Troy Storfjell, Webmaster; Torild Homstad, Newsletter Editor, and Ellen Rees, Secretary.

3. Terje Leiren gave a report on NORTANA's finances. After opening a bank account in US Bank in Seattle, University Branch, \$10,310.83 was transferred from St. Olaf College to the new account.

The following disbursements were made:

- 1) \$250.00 to Ellen Rees: grant to attend CARLA workshop in 2001
- 2) \$19.95 to US Bank: new checks for NORTANA

Total in account is: \$10400.88.

4. Ingrid Urberg outlined the three main goals of the current Executive Committee. These include: 1) improving cooperation between Norwegian programs and various groups and organizations in the local communities; 2) expanding economic support for Norwegian programs through fundraising and other efforts; and 3)

supporting and expanding on the results of the self-study currently being carried out by Louis Janus and Kari Lie with funding from NCOLTL.

5. Torild Homstad reported that she continues to solicit and collect material for publication in the NORTANA Newsletter. She also reported that the new Oslo International Summer School catalog has been sent out to members, and that Ellen Rees will serve as Program Leader for the Oslo Year Program 2003-2004.

6. Troy Storfjell reported that he successfully purchased the domain name "nortana.org." He has redesigned and improved the NORTANA website, which can now be viewed at <http://www.nortana.org>. He welcomes feedback from members.

7. Louis Janus explained the mission of the Norwegian American Foundation, which sends out an online calendar of Norwegian-related events around the US and Canada twice a month to approximately 300 people. The url is <http://www.nor-am.org>. NAF is also beginning to plan Norwegian and Norwegian American celebrations the centenary of the dissolution of the union with Sweden in 2005. They have approached Walter Mondale about serving on the board. [Editor's Note: Mr. Mondale has agreed to chair the board.] One of the goals of NAF is to teach Norwegian Americans about the realities of modern Norway. Some proposed activities include book clubs, film showings, and concerts with contemporary Norwegian musicians. NAF hopes that scholars will be willing to help facilitate these activities. It was suggested that NORTANA might provide financial support for its members to assist in such activities. There could also be an online component for people in more remote communities as well.

8. Elisabeth Middelthun and Kristin Brudevoll announced that as of January 1, 2003, MUNIN (Marketing Unit for

Norwegian International Non-fiction) and NORLA (Norwegian Literature Abroad) will be consolidated into one institution. NORLA will function as the umbrella institution, with two divisions: one for literature (including fiction, poetry and drama) and one for non-fiction. Kristin Brudevoll will function as the director of the new institution. They reported that there are funds available for author visits. Typically there need to be at least three different locations in the US and Canada for NORLA and UD to support such requests. It takes a great deal of time for such visits to be arranged, so make requests well in advance, and work together in regions to increase chances of success. Regarding translations, they strongly recommend that anyone interested in translating a text get permission before beginning the project.

9. Chris Hale reported that the ad hoc Bylaws committee has completed a thorough revision of the Charter and Bylaws. The committee sought primarily to clarify and streamline the language of the Charter and Bylaws. There were only a few substantive changes, primarily in the make up of the Executive Committee and the election process. The revision will be printed in the NORTANA Newsletter, and the original is still available at the NORTANA website. Members will receive ballots, which shall be submitted to the Norwegian Information Service in New York for counting. A member suggested that the organization could save \$1-\$1.50 per person if the ballots were submitted by e-mail rather than regular mail.

10. Nancy Aarsvold and Louis Janus reported on the "Klikknorsk" project. Together with Margaret Hayford O'Leary they applied for and received a \$9000 grant from the Nygaard Foundation. The project should be finished by Christmas, and will include 200 interactive exercises at the beginner and intermediate levels. It will consist of grammar explanations and a calendar with themes for each day. The price will probably be \$29/each. Nancy

Aarsvold and Kari Lie have been developing an interactive, process-oriented listening comprehension program called "Sett i gang" that uses interviews with Norwegian university students. This will be part of a larger project including books, teacher guide, and four CD-roms. Louis also reported that courses in Scandinavian languages for reading knowledge are now available on line for Swedish, Danish, and Norwegian.

11. Monika Zagar announced that the SASS conference will be held May 1-3, 2003 at the Hyatt Regency in Minneapolis, MN. They will be accepting paper proposals until December 16, 2002, which can be sent by e-mail (no attachments) to either the Center for Scandinavian Studies: scan@umn.edu, or directly to Monika: Zagar005@umn.edu. Birgit Sawyer will be the keynote speaker for the conference. It was also announced that future SASS conferences will be held in Redondo Beach, California in 2004, and in Portland, Oregon in 2005.

Monika also announced that the University of Minnesota will host the National Institute for Summer Scandinavian Studies (NISSS) in 2003. Courses will include: Intensive Beginning Swedish, Images in Scandinavia in Art, Film and Literature, Scandinavian for Reading Knowledge, Teaching Nordic Languages and Modern Icelandic. Also, the University of Minnesota and the Sigurdur Nordal Institute of the University of Iceland are offering a joint Summer course in modern Icelandic for undergraduate and graduate students in North America, as well as other interested persons. More information is available at: <http://cla.umn.edu/scanctr/>

12. Terje Leiren reported on the three-year Scandinavian Initiative that Scandinavian programs in the Northwest (including University of Washington-Seattle, Pacific Lutheran University, University of Oregon, Portland State University, University of Alberta, Augustana University College, University of British Columbia, and the

University of Alaska-Fairbanks) are participating in. The initiative is funded by the Nordic Council of Ministers. For 2002 the theme is "Environment," which is being coordinated by Christine Ingebritsen from University of Washington-Seattle. For 2003 the theme is "People," which will be coordinated by Virpi Zuck from University of Oregon. For 2004 the theme is "Images," which will be coordinated by Lotta Gavel-Adams from University of Washington-Seattle.

13. Eva Vincent reported that Norwegian Information Service SASS travel grants to Norway will be announced in winter 2003. The Information Service has a number of videos, primarily in PAL format, that they can lend. There is also money available through "Forsker- og studentkanalen" to bring guest lecturers from Norway to North America to spread knowledge about Norway. There is further information available on the Royal Norwegian Embassy home page at <http://www.norway.org/education>. Eva also announced a change in the Norway Seminar program for the afternoon.

14. Ingrid Urberg facilitated a discussion of future Norway Seminar locations and topics. Norway Seminar will be co-hosted by University of Alberta (Chris Hale) and Augustana University College (Ingrid Urberg) in Edmonton, Alberta (with at least one evening of events in Camrose, Alberta) in 2003. The meetings will take place on the University of Alberta campus, and the hotel has been reserved. The topic of the meeting will be "språksituasjonen i Norge." The 2004 meeting will be hosted by The University of North Dakota (Faith Thureen) in Grand Forks, North Dakota. A possible theme for the meeting may be "indianere." Arizona State University (Ellen Rees) and Northern Arizona University (Arne Hassing) have volunteered to co-host the meeting in 2005. Eva Vincent asked that members send in suggestions for speakers and topics by January 2003.

The meeting was adjourned at 10:45am.

*Respectfully submitted,  
Ellen Rees  
Arizona State University  
NORTANA Secretary*

### ***New NORTANA Website***

Changes to NORTANA's hyperspace profile are underway. Last summer we obtained the rights to the domain name "nortana.org", and established a mailing list for all members. A preliminary home page was also created at <http://www.nortana.org>. Fortunately, the old web pages on the St. Olaf server are still up and running for the time being.

Since the prototype home page was established it has been the goal to totally redesign the entire NORTANA web site. With the press of other, competing responsibilities, this has not happened yet. However, the changes should be noticeable soon.

Currently the home page does have some non-active links. The final home page, which is in progress, should be available by mid- to late January, and will not have these problems.

In the meantime, if you have any comments, questions, or complaints, please e-mail them to "webmaster@nortana.org". I will do my best to respond to them promptly.

*Troy Storfjell,  
Augustana College, Sioux Falls*

### ***NCOLTCL Grant to NORTANA***

The project, detailed below, proposes to develop a Norwegian Language Learning Framework (NLLF). The NLLF will present and analyze the current state of Norwegian teaching and learning in North America, based on a survey of teachers, students and other stakeholders, personal interviews, and a review of relevant published and

unpublished literature. Such a complete study has never been carried out for Norwegian. While there are major accomplishments within the field of Norwegian, many other areas are in need of attention and development. Following the analysis of the present-day state, the NLLF will show how NORTANA and Norwegian teaching relates to the broader fields on LCTL teaching, and the teaching of all languages other than English. The final report will be made available to all interested parties by NORTANA, on NORTANA's website, summarized in its newsletter and the NCOLCTL newsletter. This proposed NLLF will include analysis and discussions on the following major topics:

- Learners' profile (who is learning Norwegian, where, and how)
- Teaching resources and methods (who teaches Norwegian, where, how, what methods, materials available)
- Organizational resources (both in North America and world-wide)

We got one of the grants from about 20 applicants, but NCOLCTL's funding has been reduced to very little, so Kari and I will do this research and writing pretty much on our own, as good NORTANA members!

*Louis Janus, NORTANA vice-president  
Univ. MN/Norwegian American Foundation  
Kari Lie, St. Olaf College*

### ***Vote on By-Laws***

At the 1999 Norway Seminar in Bozeman a number of members expressed feelings that NorTANA did not sufficiently represent those who were historians, political scientists or had interests in Norwegian life and culture but who were not Norwegian language teachers. In their opinion the name, Norwegian Teachers Association of North America, did not really include them. The following year in Northfield this concern was brought up again, and in response a committee consisting of Christopher Hale, Katherine Hansen, Terje

Leiren and Troy Storfjell was formed to come up with suggestions for a name change. This was done, and the membership at large, which had just been given the power by the Executive to vote on changes to the bylaws, decided that the organization should be renamed NORTANA (Norwegian Researchers and Teachers Association of North America). However, the bylaws needed to be revised to give more prominence to the research aspect of the organization and to address a few other issues. The major one of these was the section that gives the power to elect officers to the executive. Many members felt that power should be invested with the membership at large. Accordingly a new committee was stuck consisting of Christopher Hale, Louis Janus, Terje Leiren, Ellen Rees and Troy Storfjell at the Seminar in Ogden in 2001 which was to make necessary revisions to the bylaws. This was done, and the committee's proposal was submitted to those members who were attending the Norway Seminar in Tacoma in 2002. It was decided there that the revised bylaws should be voted on by ballot sent out in this month's Newsletter.

The revisions consist primarily of giving more prominence to the research aspect of the organization and to make NORTANA more democratic, in particular by giving the power to elect officers to the membership at large. Other changes in wording involve tightening the language and eliminating redundancies. This has meant that the bylaws have had to be essentially rewritten. The new version is now being submitted to the membership at large to be voted on.

*Chris Hale,  
University of Alberta*

***A copy of the proposed by-laws and a ballot are included with this issue of the Newsletter. Ballots are to be submitted to the Norwegian Information Service in New York, postmarked by April 15. Results will be announced at the NORTANA meeting at SASS. Only***

***current paid and Life members are eligible to vote. Please check your address label for your membership status.***

— .ed

### ***Study Abroad***

#### **Report from Oslo Year Program, Fall Semester 2002**

I skrivende stund sitter jeg og ser ut på en snøfylt Eldorado. Vinteren er kommet tidlig til Oslo i år, og det betyr at OYP studentene har fått oppleve både sommer, høst og vinter på ett semester!

Det begynte i august-september, med det mest utrolige sommerværet på årevis. Vi badet i Sognsvann til langt uti september. Så ble det en heller kort høst, etterfulgt av snø og mer snø. Noen av studentene har tilogmed kjørt kjelke i Korketrekker'n.

Og nå er det slutten av semesteret, som jeg har tilbrakt med verdens hyggeligste studenter. Takk til alle dere som har sendt dem til meg! Jeg har 10 studenter fra Berkeley, Augsburg, St. Olaf, Concordia, PLU og Universitetene i Minnesota, Wisconsin og Washington. Dessverre var det en som måtte reise hjem tidlig pga en kneskade. Men hun kommer tilbake i januar, og heldigvis fikk hun være med på mesteparten av semesteret.

Kurset dette semesteret handlet om okkupasjonslitteratur, og vi benyttet oss av resurser som Hjemmefrontmuseet (omvisning ved Ivar Kraglund), Gunnar Sønsteby, og en tur til Rjukan, der vi besøkte Industrierbeidermuseet på Vemork og kjørte med Krossobanen og gikk vår første tur i snøen.

Vi hadde et godt forhold til studentene og ledelsen på SUST-programmet, og slo oss sammen ved en del anledninger, inkludert Thanksgiving. Det feiret vi på tradisjonelt

vis i Valdresstogo på Sogn studentby, med kalkun, tyttebær, søte poteter, og massevis av gresskarpai. Jeg har også fått uvurderlig hjelp og støtte fra staben på den Internasjonale Sommerkole, både her og i Northfield. Det er fantastisk å ha både hyggelige kolleger, stor og flott kontorplass og eget klasserom like ved.

Vi har allerede hatt den siste offisielle dagen, som vi feiret med julesang og godterier, men i morgen skal vi være med på CNN-intervjuet med Nobels fredsprisvinneren Jimmy Carter, etterfulgt av fakkeltog i Oslo sentrum.

Om ca. en måned får jeg 7 nye studenter—2 fortsetter fra høstsemesteret, og jeg gleder meg til det nye kurset om norsk identitet.

Jeg har hatt stort utbytte av dette semesteret både faglig og personlig. Uten dette programmet hadde jeg ikke hatt anledning til å tilbringe et helt år i Oslo sammen med familien min. Jeg har kunnet sette meg inn i samfunnsdebatten på en måte som vanskelig lar seg gjøre når man sitter langt borte fra der det skjer. Det å være tilstede når store forandringer i universitetssystemet diskuteres og gjennomføres er utrolig interessant. Universitetene her står overfor store utfordringer med innføringen av den nye 3-årige bachelorgraden. De har ikke engang blitt enige om hvordan det skal uttales! Ett av de nye tiltakene kommer til å få konsekvenser for oss i Nord-Amerika, og det er internasjonaliseringen. Alle universiteter og høyskoler blir oppfordret til å ha moduler på engelsk—altså ha mer å tilby utenlandske studenter—, og også til å legge forholdene til rette for at deres egne studenter kan få uttelling for kortere studier i utlandet. Det betyr at både universitetene og høyskolene er ivrige etter å inngå avtaler med læresteder i USA.

Dette er jo positivt, særlig for studenter som ellers ikke ville ha tenkt å studere i Norge, og for dem som ikke kan språket. Hva denne nye utviklingen kommer til å bety for programmer som the Oslo Year Program er

ikke godt å vite, men det er noe som bør diskuteres i NORTANA. Vi må bestemme oss for om dette programmet er liv laga i sin nåværende form. Det er viktig å huske at da programmet først ble opprettet skulle det være til fordel for både studenter og lærere. Og det vil bety et stort tap for oss som lærere dersom programmet skulle forsvinne. Personlig tror jeg at studentene på OYP får mye for pengene, ikke minst hjelp og støtte ved taklingen av byråkratiet her ved universitetet og samfunnet generelt. For eksempel ble jeg med studenten som skadet kneet og hjalp henne med legevakten, og seinere med Studentsamskipnaden angående hybelen, når hun bestemte seg for å reise hjem tidlig. De andre studentene dannet også et nettverk og hjalp henne med praktiske gjøremål som innkjøp av mat. Uten programmet hadde livet vært mye tøffere for henne.

Jeg håper dette kan bli satt på dagsorden ved neste NORTANA-møte på SASS-konferansen, for det er noe som angår oss alle.

*Hilsen fra 2002-2003 OYP lederen,  
Margaret Hayford O'Leary,  
St. Olaf College*

### **Oslo Year Program 2003-2004**

Ellen Rees, Arizona State University, will lead the Oslo Year Program in 2003-2004. In the fall semester Ellen will teach a course on Norwegian film, "At the Movies! Norwegian Film, Genre, and Culture". The spring semester Program Leader's course will focus on "Neo-Medievalism in Contemporary Norwegian Society". In addition, students will enroll in language courses at the appropriate level, and other courses at the University of Oslo. Students must have a minimum of three semesters of Norwegian language study prior to participating in the program.

Enrollments in OYP have been low for several years, and there is still room in the program for students in both fall and spring semesters next year. We hope that more

students can take advantage of this program next year, so we can continue to provide this opportunity for both students and faculty.

### **Oslo International Summer School**

The six-week summer program at the University of Oslo has been running since 1947, offering intensive Norwegian language at all levels, and other courses in the humanities and social sciences in English. About 20% of the approximately 530 students who participate in the summer school each year come from the U.S. or Canada, and the ISS provides a unique international milieu with students from ca. 90 different countries each summer.

### **Scandinavian Studies in Rome**

This September twenty undergraduates from the University of Washington participated in a three week program at the University's Rome Center, hosted by the Departments of Scandinavian Studies, Architecture and the European Studies program. Located in an elegant renaissance palazzo overlooking the colorful Campo de' Fiori, the UW Rome Center comprises classrooms, administrative offices and apartments for faculty and students.

The program offered students courses in three disciplines, Political Science, Architecture and Scandinavian Literature, and one jointly taught course integrating the three disciplines. Amid the ruins of ancient Rome, the splendors of the baroque and the lively street life of modern Rome, students searched for connections between Scandinavia and Rome. They found guidance and resources for their projects at Circolo Scandinavo (the same *Skandinavisk Forening* frequented by Ibsen and Undset!) as well as at institutes and diplomatic offices of the various Scandinavian countries.

The three week program will be repeated next year and in 2004 there will be a special emphasis on Sigrid Undset. For more

information contact Christine Ingebritsen at [ingie@u.washington.edu](mailto:ingie@u.washington.edu) or Katherine Hanson at [kjhanson@u.washington.edu](mailto:kjhanson@u.washington.edu)

### **Telemark Semester**

**Scandinavian Studies in Telemark** is a fall semester program at Telemark University College, Bø, offering undergraduates the opportunity to study a variety of areas in a Norwegian academic setting. All courses emphasize class participation, homework and written papers as in accordance with the new Norwegian Higher Education Reform. In addition to several study trips, a lot of attention is given to cultural interaction. All foreign students share housing with other Norwegian students. Visits are also arranged to members of the local community.

Bø is conveniently located on the main train route between Oslo and Kristiansand. This makes for easy travel to and from the area. Many students find the small community setting and closeness to nature a very rewarding part of their study abroad experience

The current group of students are taking the following courses: Ecophilosophy, Immigration/Emigration (a literature course), Communication and Bilingualism, Norwegian Language and Telemark Culture. Several of the courses are open to Norwegian students as well. Detailed course descriptions are available upon request.

Please contact Program Coordinator Lisa Hjelmeland for more information. E-mail: [scandstud@hit.no](mailto:scandstud@hit.no) or visit <http://fag.hit.no/scandstud/> March 1, 2003 is the priority deadline for applications for fall 2003. Late applications are accepted on a space-available basis.

### **Camp Norway**

Camp Norway is a summer program at Selbu (70 km southeast of Trondheim)

which combines fast-paced learning with the direct experience of living abroad. Field trips and other activities allow students to discover and explore many aspects of Norwegian culture. The program is open to students between the ages of 16 and 23, who have a B average or higher. Credit for high school students is available through the Concordia College Villages Abroad Program, and college credit may be earned in cooperation with Augsburg College. Program cost is \$3,900, which includes room, board, instruction, activities and field trips. Airfare is not included. For application materials and more information contact:  
Sons of Norway  
1455 W. Lake St.  
Minneapolis, MN 55408  
1-800-945-8851/612-827-3611  
e-mail: campnorway@sofn.com

### **Report from Norway-America Association College Fair Oslo September 6-7, 2002**

Representatives from the 21 American members of Norway-America Association and about 39 Norwegian high schools and colleges/universities were invited to a two-day college fair held at Handelsgymnasium in downtown Oslo. On the first day presentations were made on a variety of topics (see below for more detail). In the late morning students from the host high school were invited to visit the college booths. A reception on the first evening was hosted by the American Embassy.

The second day, from 10-4, was open to high school students from around the area. The number of attendees was a bit disappointing at around 100. The suggestion was made that it is too early in the school year, as students have only been in school for 3 weeks or so, and have not yet begun to think about next year. Also the severe rain and competition from an Australian college fair at a downtown hotel may have reduced the numbers

The most interesting and potentially useful part of the fair was the workshop held the first day. We were informed about changes in the degree structure at Norwegian colleges and universities (to 3-year Bachelors and 2 year Masters degrees), and also about the pressure these institutions are under from the government to provide study abroad opportunities for their students. The goal is to create an opportunity for every student to study abroad as part of their Norwegian degree program. A parallel goal is to create at least one module in English in each program, or at least to provide more opportunities in English so as to attract more international students. The evaluation of foreign educational credentials will also be changed. The old board (NAIC) was advisory only. The new body (NOKU: National Agency of Quality Assurance in Education) will actually be able to certify a degree in general, though the specific major study would still need to be verified by a university.

The result of these new goals is that particularly the university colleges (høgskoler) are extremely eager to develop relationships with us so that they can send us their students. But because of budgeting formulas, they are equally eager to receive students from us.

Great concern was expressed over the fact that the numbers of Norwegians studying in Australia has multiplied from a handful 6 years ago to over 3000 a year, the number one destination for study abroad, ahead of Britain and the U.S. Since there are only 40 or so universities in Australia, this means large numbers of Norwegians at each one. The very careful suggestion was made that many students select Australia for reasons other than academic. (See *Aftenposten* interview with Kjetil Flatin: <http://www.aftenposten.no/utdannelse/article.jhtml?articleID=392278>) It is clear that the Australian universities have been recruiting aggressively, and have made the application process very simple through the use of

agents permanently located in Norway, who help facilitate things.

**Issues:**

One important issue that has come up again and again is how to make the application process easier for Norwegian students. At least three of the colleges in the Norway-America Association do not require TOEFL tests for Norwegian students who have good grades in English (North Park University, Wartburg and Augustana). Many do not require the SAT. Particularly that test was under fire, as it is really predicated on knowledge of the American educational system, and is of doubtful value for predicting success of international students. Another issue is how best to set up these exchange agreements. One admissions officer (Wartburg) commented that he felt a cultural gap between the academics who were representing the Norwegian university colleges and the admissions folks who were there for most of the American colleges. These administrators have no standing to negotiate academic agreements, and in many cases are unfamiliar with the academic programs at that level. On the other hand the sessions on the Norwegian system, the State Educational Loan Fund (*Lånekassen*), and the status of Norwegian students studying abroad (Hilde Haaland Kramer from the Consulate in New York) were useful to admissions professionals who are trying to recruit Norwegians

*Margaret Hayford O'Leary  
Oslo Year Program Leader,  
Oslo, September 13, 2002*

**The Tromsø Master Program in Indigenous Studies**

The University of Tromsø proudly presents a new multi-disciplinary Master Program in Indigenous Studies. With a focus on the diverse yet similar realities of Indigenous Peoples, the program aims to recruit Sami, Norwegian and International Students. All courses are taught in English.

Please note that the deadline for applications is April 15, 2003

Starting August 2003, the program brings together perspectives and contributions from different faculties and units at the university. Lectures on the situation and history of the Sami people will form a basis for comparative and international perspectives. Key areas to be covered by lectures and literature range from theoretical issues to resource management and social development; from colonial histories, indigenous rights, world views, art, identities, cultures and health issues, to local, regional and international politics.

**COURSE OVERVIEW**

- Conquest, Colonization and Revival (10stp) Institute of History, Faculty of Social Sciences
- Indigenous Culture and Ethnicity: Concepts and Perspectives (10stp) Institute of Social Anthropology, Faculty of Social Sciences
- Indigenous Resource Management (10stp) Institute of Social Anthropology, Faculty of Social Sciences/Tromsøe Museum
- Representation and Self-Representations (10stp) Faculty of Humanities/Tromsøe Museum
- Indigenous Peoples' Rights (10stp) Faculty of Law
- The Sami Nation (10stp) Institute of History, Faculty of Social Sciences

The program consists of mandatory and elective courses, and master thesis, totaling 120 stp. The master thesis counts 50 stp. In addition to courses listed above, students are offered elective courses (on Health issues and other topics), Course support seminars, Master seminars and Excursions.

All courses listed may also be taken separately and/or combined with other programmes at the University of Tromsø.

The Master program in Indigenous Studies is primarily directed at students with former basic training in the social sciences, but students from law studies and humanities may also be admitted. Applicants to the program as well as separate courses must document three years of study at university level, equivalent to a Bachelor/Cand.Mag degree.

#### APPLICATION FORMS AND PROCEDURES

For application forms and information on application procedures, please contact Opptakskontoret, Studieavdelingen, Universitetet i Tromsø, 9037 Tromsø, Norway  
<http://ws.uit.no/websim2/index.php?SiteId=47&PageId=none>

Foreign students are asked to contact the International Student Office for additional information:  
E-mail: [int.stud@adm.uit.no](mailto:int.stud@adm.uit.no)  
Web: <http://www.adm.uit.no/studie/foreign/>

#### MORE INFORMATION ABOUT THE PROGRAM

<http://www.uit.no/ssweb/master/indexen.htm>

Welcome to the University of Tromsø!

### *News*

#### **Norwegian American Foundation Expands**

At the Foundation's Board meeting at the Royal Norwegian Embassy in Washington on September 13, 2002, the Chair of the Norwegian American Foundation announced several bold initiatives to further expand the mission and reach of the Foundation. Foundation Chair Gary Gandrud, announced the formation of several new committees. Gandrud said, "We are pleased with the growth in Foundation revenues and mindful of the commitment to the Norwegian American community to strengthen the ties that have formed the

special relationship between Norway and the United States."

The Board of Directors approved the formation of a special committee to discuss and recommend an appropriate recognition of the 100<sup>th</sup> anniversary of Norway's national sovereignty after its 1905 dissolution of the union with Sweden. The Committee will be chaired by former Vice President Walter Mondale and will hold its first meeting in Washington in November. Ten additional members of the Committee will be named at that time.

While noting the 225 percent increase in Foundation donations over last year, the Board established a Corporate Council to keep a sustainable financial base for the Foundation's goals and mission. Board member Kjell Bergh, Chairman of the Board of Bergh International Holdings stated, "Finances are the lifeblood of any Foundation's mission. We want all Americans, who through ancestry or interest in Norway to benefit from activities authorized by the Foundation." Bergh International's generous donation, pledged at the Board Meeting has allowed the publication of a Directory of the 900 Norwegian American Organizations in North America.

The Norwegian American Foundation published the Directory of Norwegian-American Organizations in October 2002. This spiral-bound volume lists 868 organizations by state and province, and provides indexes by name of organization and type of organization. For each group, the Directory lists an address, contact person, phone and fax number, e-mail, and URL, where this information is available. Each North American organization listed was sent a complimentary copy of the directory in November, 2002. Additional copies can be ordered from the Foundation.  
7505 Metro Blvd  
Suite 310  
Minneapolis, MN 55439

USA Copies cost \$3.95 each (with \$2.00 shipping and handling added).

You may download the order form (in Word format) from this link. <http://nor-am.org/directory-order.doc>

The Norwegian-American Foundation also maintains a calendar of events at <http://nor-am.org/calendar2.html> and a free email newsletter, to which you can subscribe, at <http://nor-am.org/submit-newsletter.html>

Recognizing the important cooperation between the Foundation and the Royal Norwegian government, at their fall meeting the board named Norway's Ambassador to the United States, Knut Vollebæk, and the Norwegian Consul General in Minneapolis, Thor Johansen as Honorary Members of the Board of the Foundation. At their most recent board meeting in Seattle Kim Nesselquist was appointed Executive Director of the Foundation. Hans Mauritzen is the new Chair of the Board.

Additional information on the Foundation can be found at <http://www.nor-am.org>

### **Report from ISS Språkseminar**

I am pleased to report on my three-week stay at the International Summer School in Oslo this past summer. Through the generous support of UD and the ISS, I was able to participate in two three-week classes. C-16 is specially designed for Norwegian teachers abroad. The seminar's focus changes from year to year depending on the course leader. I also audited a Modern Norwegian Literature class (C-21).

The format of C-16 allows for a lot of flexibility and this year the course leader, Finn Aarsæther, asked for our input in the planning stages. The lectures on dialects and language politics were of greatest interest to me. Six outside lecturers gave us insight into research taking place in the

Norwegian language in various institutions in Oslo. For example, Professor Rut Vatvedt Fjeld, lectured on "Nye ord i norsk avisspråk." Several lectures focused on grammar topics that even advanced speakers of Norwegian find problematic. Kirsti Mac Donald gave a practical lecture on "Leddsetninger og infinitivkonstruksjoner."

Participants in C-16 are required to write a paper focused on a topic in the course. (In past years students have taken a comprehensive exam.) I found it challenging to write a long paper in Norway within the short time period. However, it allowed me to explore a topic I was interested in which was using the beginning Norwegian text "På Vei" (Ellingsen, Mac Donald) in the American classroom.

C-21 (Modern Norwegian Literature) is not intended for Norwegian teachers. However, many C-16 participants also attended the literature course. I found it valuable to discuss familiar texts with a wide variety of students from different cultures and levels. We also read several recent texts (*Halvbroren*/Lars Saabye Christensen, *Kjærlighet* /Hanne Ørstavik) and *Trist som faen*/Ari Behn.

One of the biggest benefits of attending the program is spending time with Norwegian teachers from other countries. Participants came from Poland, Russia, Rumania, Bulgaria, Belgium, Germany, US, Canada and Georgia. This turned out to be the highlight for me. Most of us were housed at Kringsjø and we were able to enjoy the long summer evenings walking around Sognsvann and sharing our teaching experiences. I certainly learned a lot from my colleagues in other countries.

ISS is supremely well organized and I was grateful that the red-tape was taken out of the practical arrangements and freed up time for study and/or research. However, the days at summer school are intense, especially if one takes two classes. There is not a lot of time for research. Those who

participate only in C-16 would have several additional hours a day to spend in the library. However, the library closes at 3:00 every day except one afternoon and is closed on weekends. We all know what happens during 'fellesferie' in Norway and this is certainly the only disadvantage of being in Oslo in late July/early August. One can not expect to have a lot of access to libraries or public offices. However, if one's goal is to brush up on language skills, have time to collect materials and immerse oneself in Norwegian culture, the opportunity to participate in this program shouldn't be missed.

Some things have not changed in Oslo, including high prices and unpredictable weather. Fortunately, Nordmarka has not changed. The city and university have witnessed a tremendous building boom. Blindern's new UB (University Library) is exquisite. I lived in Oslo for four years, and knew the city well. However, I have not found it easy to stay in Oslo now for an extended period of time. My visits the past ten years have been brief, and a longer stay this summer provided me with the opportunity to become reacquainted with the city, improve language skills and strengthen my knowledge of contemporary Norwegian culture. In a time when many of our universities are experiencing budget problems, the Language Seminar for Norwegian Teachers is an extraordinary opportunity for professional development.

*Peggy Hager*  
*University of Wisconsin-Madison*

### ***Congratulations!***

....to Terje Leiren on his promotion to full professor at the University of Washington.

....to Monika Zagar who has been promoted to Associate Professor at the University of Minnesota

.... to Tanya Thresher, University of Wisconsin, and husband Rashid Ouenniche,

on the birth of their son, Samir on March 4, 2003. Samir joins big sister, Sophia.

.... to Marte Hult on the publication of *Framing a National Narrative: The Legend Collections of Peter Christen Asbjørnsen*. (see publication announcement on p. xx)

.... to Roger Greenwald for being awarded first prize in the Travel Literature category of the 2003 CBC Literary Awards, for "Dents in the Laurentians", published in the March 2003 enRoute magazine. The story is posted on the magazine's website at <http://www.enroutemag.com> and has been broadcast nationally on CBC radio.

....to Micheline van Riemsdijk, (Colorado) Lori Lahlum, (VCSU, North Dakota) Milda Ostraukaite, (Madison) and Laura Ziukaite (Berkeley) for being awarded travel stipends from the Royal Norwegian Foreign Ministry, and to Kari Lie, (St. Olaf) and Milda Ostraukaite for stipends to attend the *Språkseminar* at ISS.

*Please let us know about your accomplishments, awards, and activities for future issues of the NORTANA Newsletter!*

— ed

### ***Conferences and Summer Courses***

#### **SASS 2003**

The Center for Scandinavian Studies and the Department of German, Scandinavian and Dutch are pleased to announce SASS 2003! The Conference will take place from May 1-3, 2003. Please see the SASS 2003 website for more details about the conference. <http://www.cla.umn.edu/scanctr/sass2003.html>

#### **Association for the Advancement of Scandinavian Studies in Canada Conference**

The twenty-second annual meeting of the AASSC/AAESC will be held at

Dalhousie University and University of King's College in Halifax, Nova Scotia, 29-31 May 2003, in conjunction with the meetings of the Humanities and Social Science Federation of Canada/Fédération canadienne des sciences humaines et sociales. This year's HSSFC/FCSHS Federation themes are "Conflict and Cooperation: Local / National / Global". There will be some panels organized around those themes as they relate to Scandinavian-related topics. Membership inquiries for AASSC/AAESC can be made to Birgitta Wallace at: [birwallace@hfx.eastlink.ca](mailto:birwallace@hfx.eastlink.ca) or [birwallace@hfx.eastlink.ca](mailto:birwallace@hfx.eastlink.ca)

### **10<sup>th</sup> International Ibsen Conference**

This conference is organized by The Ibsen Society of America and LIU under the auspices of The International Ibsen Committee. It will be held at Long Island University, Brooklyn, NY from June 1-7, 2003.

For more information:  
<http://www.ibsensociety.liu.edu/conference.htm>

### **NISSS**

This summer's National Institute for Summer Scandinavian Studies (NISSS) will be hosted at the University of Minnesota. Course offerings will include, "Images in Scandinavia in Art, Film, and Literature", "Special Topics in Second Languages and Cultures Education: Teaching Nordic Languages", an on-line course in "Scandinavian for Reading Knowledge: (see p. xx for more information), a course in "Modern Icelandic" which meets for three weeks at the University of Minnesota, followed by three weeks at the University of Iceland, and a course in "Intensive Beginning Swedish". More information about NISS is available at <http://cla.umn.edu/scantre/niss.html>

or by e-mail at [scan@umn.edu](mailto:scan@umn.edu).

### **Norgesseminaret**

The 2003 Norway Seminar will take place on October 16-18 in Alberta, Canada. Host institutions are the University of Alberta and Augustana University College, Camrose.

### ***New Positions & Opportunities***

#### **Assistant Professor of Norwegian and Scandinavian Studies- Languages & Literatures, Pacific Lutheran University**

NOTICE DATE: July 1, 2002

CLOSING DATE: To be determined

POSITION AVAILABLE:

September 2003

RESPONSIBILITIES:

1. Teach Norwegian language, Nordic literature, and cultural history at all undergraduate levels.
2. Serve the Scandinavian Area Studies program, including involvement in collaborative programs with Scandinavian institutions (e.g. Nordic Approaches to Democracy & Development with Hedmark College).

REQUIRED QUALIFICATIONS:

1. Ph.D. required.
2. Native/near-native proficiency in Norwegian.
3. Record of excellent teaching.
4. Evidence of scholarly promise.
5. Ability to teach in interdisciplinary programs (e.g. International Core, Honors, Global Studies, First-Year Experience).
6. The final candidate for the position must satisfactorily complete a pre-employment background check.

APPLICATION PROCEDURE:

Send letter of interest, CV, dossier including three letters of recommendation, evidence of teaching effectiveness, and sample syllabi to:

Professor Audun Toven  
Search Committee Chair  
Department of Languages & Literatures

Pacific Lutheran University  
Tacoma, WA 98447-0003  
E-mail: tovenat@plu.edu

#### ABOUT PLU:

Pacific Lutheran University (PLU) is a comprehensive institution with an enrollment of approximately 3500, including international students from two dozen countries. Located on the Pacific Rim in a uniquely scenic region, the university's campus is 40 miles south of Seattle in suburban Tacoma, Washington. As a "New American College," PLU accents integration between its liberal arts program and professional degrees in the arts, business, education, nursing, and physical education, and embraces its primary mission of educating students for lives of thoughtful inquiry, service, leadership, and care. PLU enjoys a healthy and progressive relationship with the Evangelical Lutheran Church in America (ELCA). The University is committed to diversity, endorses the goals of equal opportunity and affirmative action, and actively seeks applications from women and persons of color.

#### Village Charter School

A K-8<sup>th</sup> grade charter school in Anchorage, Alaska, is seeking a fluent speaker of Norwegian to coordinate their Norwegian Language Program.

Fluency in Norwegian, experience working with children, and knowledge of Norwegian folk songs, culture and history is required. Position is available in August, 2003.

Village Charter School has 180 students, all of whom learn Norwegian as an enrichment to the regular, academic curriculum. They learn the language, 10 different folks songs annually, and the games and traditions that Norwegian children would learn. Compensation is similar to that of other teachers in Anchorage.

Interested teachers please send a resume and cover letter to Linda Sharp, Principal,

Village Charter School, 2710 West 34<sup>th</sup>  
Avenue, Anchorage, AK 99517  
E-mail: lsharp@alaska.net

#### 5th District Sons of Norway Heritage Camp

We are searching for staff (and volunteers) for both our adult retreat and youth camp, held at the Eau Claire County Youth Camp, just outside Fall Creek in Wisconsin.

Youth camp July 11-26, 2003

Youth camp is a two-week, overnight camp for approximately 60 9-15 year-olds. Camp is packed with activities and action; we promise to wear you out.

To be eligible to be on staff, you must be at least 18 years old (and young enough to work with 18 year olds). All staff are required to be on site for all of orientation and camp. Staff responsibilities include

- working closely with a small staff,
- acting as a role model to and supervising children,
- living in a cabin with 10-13 youth,
- teaching a Norwegian language class of approximately 6 children,
- working with other staff to plan and lead camp-wide evening programs, and
- teaching other activities as assigned.

Volunteers are appreciated. We will work with you to come up with responsibilities that you are comfortable with and that fit within your schedule.

Adult retreat July 27-August 1, 2003

Adult camp is a more laid back experience than youth camp, with lots of coffee breaks and good food, and usually about 20 campers. Staff members spend time interacting with the 22 to 88-year-old campers. Directorial and teaching staff are needed. Staff responsibilities include:

- teach language classes of approximately 10 adults
- plan and lead activities and evening programs
- ensure camp runs smoothly

For more information or an application, contact Mary Klockeman at klockem@rconnect.com 507-645-5875 2989 140 St. East Dundas, MN 55019

**Travel Grants from the Ministry of Foreign Affairs and Norwegian Information Service in the United States**

**1. Type of grant**

The Norwegian Ministry of Foreign Affairs and the Norwegian Information Service in the United States are offering travel grants to members of NORTANA. The awards are meant as a financial assistance for researchers, teachers and graduate students visiting Norway for study and research purposes. Within these general limitations the awards may be used in accordance with personal preferences.

**2. Amount of grant**

\$ 750 - \$ 1,500

**3. Who is eligible?**

Citizens and residents of the United States who are members of NORTANA. They must be university or college teachers of Norwegian or other courses in Norwegian culture or society, or graduate students who have passed their preliminary examinations in these fields.

**4. Application form**

To receive an application form, please email cg.newyork@mfa.no

**5. Applications should be sent to**

The Norwegian Information Service in the United States  
825 Third Avenue, 38th floor  
New York, N.Y. 10022-7584  
cg.newyork@mfa.no

**6. Application deadline**

15 February 2003

**7. For further information, please contact**

The Norwegian Information Service in the United States  
825 Third Avenue, 38th floor  
New York, N.Y. 10022-7584  
Tel. (212) 421-7333  
cg.newyork@mfa.no

***Reviews, Projects & Publications***

*Norse Mythology: A Guide to the Gods, Heroes, Rituals, and Beliefs.* John Lindow, Oxford University Press, 2001. ISBN 0-19-515382-0 365 pp. \$18.95

In *Norse Mythology* John Lindow has succeeded in producing a book that is scholarly and entertaining, useful and humorous, detailed and yet clear even to the non-specialist. This *Guide* can be used on many levels and for many purposes. It is an invaluable tool for the teacher, and will also make an excellent course text.

The *Guide* begins with an Introduction that sketches first the Nordic historical background, followed by the Indo-European background, then describes cult, worship and sacrifice, and concludes by explaining the importance of Scandinavian mythology in a broader context. This introductory chapter alone is worth the price of the book. It is clear, concise, and complete. Lindow explains difficult words and concepts in brackets, making this suitable for an introductory undergraduate audience, while still providing the depth that will prove valuable to the knowledgeable scholar as well.

The second chapter explains the nature of mythic time, describing the mythic past, present and future, cyclical time, space and time and then concludes with sections on the relationship of myth to narrative and language and myth and history.

The third section of the book consists of encyclopedic entries that give in-depth explanations of mythic terms. The terms include not only deities and other mythological characters, but also themes and concepts in mythology. This section will prove very useful as a look-up tool. The entries are clear, concise, and well written.

Finally, Lindow concludes the *Guide* with a very useful chapter on print and non-print resources. This annotated bibliography is arranged for maximum usefulness, with sections for example on topics such as "The Conversion of Iceland" and "Women and Gender". I found Lindow's descriptions and evaluations of both primary and secondary texts invaluable when planning a course on mythology, and I plan to require that students read parts of this chapter as well, to give them a sense of the scholarship as well as how to look critically at both secondary and primary sources (particularly translations).

I have adopted this book for an introductory undergraduate course. I will be interested in seeing how the students react to a text that I personally found very appealing, not least for the sly sense of humor that creeps in here and there.

Highly recommended.

*Solveig Zempel*  
*St. Olaf College*

*Generous Betrayal. Politics of Culture in the New Europe.* Unni Wikan. University of Chicago Press, 2002. ISBN 0-226-89685-4 \$20.00

Unni Wikan, an anthropologist at the University of Oslo with a record of research and writing about Islamic culture and immigration, weaves together contemporary social, political, and philosophical conflicts generating tragic experiences for the children of certain immigrants to Norway. The title, "Generous Betrayal," summarizes her critique that Norwegian policy and law,

assumed to be economically supportive and culturally sensitive toward immigrant families, have instead been counterproductive. They have discouraged immigrants' integration in Norwegian society and prevented the child welfare bureaucracy from equitably protecting children's rights.

The book opens dramatically with cases in which adolescent Moslem girls growing up in Norway, have been abused and forced toward early marriage by fathers intent on bringing other men into Norway through family reunification provisions in immigration law. Rather than acting on the girls' behalf, too often Norwegian authorities have appeared impotent. Wikan's anger and argument, however, reach beyond these cases — some of which ended in the disappearance and death of girls.

Her attention is on Norway, and though she draws on research from beyond the country, the book does not quite succeed in describing the "New Europe" promised in the book's title. Nor does she always clarify when she is focusing on Moslem immigrants versus immigrants as a whole. However, many of her assertions about immigrants, social policy and social relations are provocative and she lives up to the controversial reputations she proudly claims to have achieved in earlier research. North Americans will surely profit by considering their own countries' debates over the issues she raises.

She points to Norwegians' fear of being called racist, which tips into a romanticized tolerance for abuse, and to the imbalance of authority in immigrant families owing to gender and age, to the clash of rural traditions and leadership models brought into an urban setting, and the impact of illiteracy on immigrants' social participation. Wikan works to differentiate Western "individualism" from what she identifies as universal "individual rights" which must extend to children as much as to adults. And she explores the important

question of what constitutes “citizenship”. What does Norway, or any nation, have the right to expect from immigrants? Is it more than economic engagement or simply being an economic recipient—as is possible in a social welfare state with long term support for the unemployed? What is the appropriate “social contract” among citizens, and what role does shared language play in it?

“Culture,” asserts Wikan, is a questionable anthropological concept, misunderstood and greatly overused by well-meaning individuals and governments showing deference to “cultural” differences to avoid the snare of racism. Why is the perceived culture of immigrant parents, transported from somewhere else in the world, more respected by Norwegian authorities than the new customs being forged by immigrant children melding their Norwegian citizenship and experiences with traditions maintained in their homes? Don’t children have a voice in defining what child welfare authorities determine as their “best interest”?

The book’s argument is broad and sometimes wanders. The author points her finger in many directions: at cowardly politicians, at hesitant social workers, and at immigrant fathers who are sometimes manipulative, sometimes lazy, and sometimes cruel. She also indicts the public which talks glibly about a multicultural society and is naïve in wanting things simply to work out well without conflict. Wikan’s specific remedies are narrower than her analysis of the problem. She proposes that Norwegian immigrant family reunification policy be modified, and more funds be invested in literacy training. Most dramatically, she argues for Norwegian literacy as a condition for receiving social welfare benefits. With this recommendation, she surely assaults fundamental assumptions about Norwegian social security. She also ignores the fact of Norway’s long-standing debates over language. Some readers may quickly disagree with assertions that cowardice and naivité drive

contemporary Norwegian policy, or that policy is out of touch with the changing world, or that a handful of publicized cases constitute a national reality. But because her criticism of Norwegian behavior and principles is relentless, many sections of this book should stimulate discussion in the classroom. Norway’s social welfare principles and practice are applauded not only by the United Nations, but appear as a model to be emulated in social work/social welfare literature. Where does Wikan’s criticism fit in? Is the devil in the detail?

Given the wide range of issues the book touches, students might identify topics to research further about contemporary Norway. For example, trends in gender relations, language diversity, social expectations, child abuse and protection, immigration and citizenship laws, the role of Norwegian embassies, adolescent behavior, adolescent crime, stratification in employment, media as a social watchdog, racial profiling.

All of these issues lend themselves to cross-national comparisons that students could explore. That is, what aspects of Wikan’s story are accurate, or inaccurate about the USA or Canada? How useful or transferable are her solutions? Are there any similarities between the past experiences of Scandinavian immigrants to North America and immigrants to Scandinavia now?

Students might also reconstruct the relationships and issues Wikan raises by applying the social science concepts of structural versus individual explanations for problems or analyzing Norway’s experience with immigrants through the “system” lens. How do changes in one function have multiple repercussions for the whole society?

This is not a book to be rushed through. It is also not a book easily forgotten.

*Beverly Stadum,*

St. Cloud State University/Program  
Director, HECUA Scandinavian Urban  
Studies Terms, Fall 2002

*Framing a National Narrative:  
The Legend Collections of Peter Christen  
Asbjørnsen*, Marte Hvam Hult  
Wayne State University Press,  
April 2003, 208 pages  
ISBN 0-8143-3006-1, cloth: \$34.95

This book is the first in-depth analysis of the work of Norwegian folklorist Peter Christen Asbjørnsen, and provides a unique look at Norwegian identity formation.

When Peter Christen Asbjørnsen (1812-1885) published his collection of legends, which became a classic of Norway's romantic period, his accomplishment went far beyond the folklorist's goal of documenting fascinating stories from various regions of his country. His *Norske huldreeventyr og folkesagn* was not only a work of literature but also a codification of certain assumptions for the readers of its time. It reflected cultural and intellectual currents in microcosm and helped to create a worldview that is still relevant in Norway today. In this long overdue analysis of Asbjørnsen's collection, Hult establishes him as a major force in the development of Norwegian national identity and argues that his work should assume a more prominent place in the Norwegian literary canon.

#### **New American edition of *Constance Ring***

Northwestern University Press has reissued *Constance Ring*. Teachers who wish a desk copy can order on line at the following website: <[www.nupress.northwestern.edu](http://www.nupress.northwestern.edu)> Click on "contact us" and then select "desk copies". The ISBN is 0-8101-1967-6, and it is reasonably priced at \$19.95 in an attractive trade paperback edition.

#### **New Book on Ole Bull**

In the wake of a highly successful Ole Bull Colony Sesquicentennial Celebration last summer at Ole Bull State Park, Knox Books is now offering first edition, autographed copies of the book "Oleana: The Ole Bull Colony," at a reduced rate. The \$12.95 cover price has been reduced by 50 percent to \$6.50. These books will probably end up having some value as collector's items.

During the Sesquicentennial Celebration on the grounds of the famous "Oleana" colony in northcentral Pennsylvania, this book by author Paul W. Heimel was cited as the authoritative source on the founding, operation and dissolution of that legendary development of the famous Norwegian violinist, Ole Bull. Details can be found at the following link from the Pittsburgh Tribune-Review.

<[http://www.pittsburghlive.com/x/search/s\\_87261.html](http://www.pittsburghlive.com/x/search/s_87261.html)>[http://www.pittsburghlive.com/x/search/s\\_87261.html](http://www.pittsburghlive.com/x/search/s_87261.html)

The Sesquicentennial Celebration was also highlighted by the Royal Norwegian Embassy at its website:

<<http://www.norway.org/news/norway/news.cfm?id=456>><http://www.norway.org/news/norway/news.cfm?id=456>

Author Heimel welcomes the opportunity to answer questions about Oleana and can be reached by email at

<<mailto:pheimel@adelphia.net>>pheimel@adelphia.net, or through the publisher, Knox Books. Book orders (enclose \$2.00 for shipping/handling) or inquiries should be sent to:

Knox Books  
407 Mill Street  
Coudersport PA 16915  
Phone: 814-274-6329

*Norwegian Grammar: Self-Learning*,  
Lloyd Hustvedt.

*Norwegian Grammar: Self-Learning* was first published by the St. Olaf College Press in 1977. The Grammar incorporates features that characterize Programmed Learning. The book is designed to supplement —not to replace— texts already in use for the various levels of Norwegian language instruction. The self-learning feature of the Grammar should help to reduce the amount of classroom time normally given to explaining language structure and thereby gain additional time for oral drill where an instructor's skill is more needed. Ultimately, the instructors must determine how the workbook will best advance the goals of their instructional program.

Those learning Norwegian without the help of a classroom instructor should have some basic knowledge of Norwegian vocabulary before starting on the grammar. The workbook may, to a limited degree, serve as a general grammar reference. In the main it is designed to serve students who range from beginning to middle levels of advanced language study.

This second and revised edition has undergone many minor revisions and a few major ones, and is now available through the St. Olaf College Bookstore, on-line at [www.collegebookstore.org](http://www.collegebookstore.org) or toll-free 888-232-6523. Cost will be \$14.00 plus shipping and handling.

*Sett i gang: An Introductory Norwegian Language Curriculum*

If you are interested in learning more about the new textbook, workbook, and cd-rom curriculum package that Nancy Aarsvold and Kari Lie presented during Norway Seminar, make sure to attend their session at SASS or visit their website: [www.norwords.com](http://www.norwords.com).

*Sett i gang* will be available for fall 2003. The textbook and workbook are

professionally designed and visually attractive, but will be printed in black and white format for the 2003-2004 academic year. The full color version of *Sett i gang I* will be available spring 2004 and *Sett i gang II* summer 2004.

Instructors using the curriculum package during the 2003-2004 will receive a complimentary copy of all materials in return for instructor and student feedback. For more information, contact: [info@norwords.com](mailto:info@norwords.com).

*Nancy Aarsvold and Kari Lie,*  
*St. Olaf College*

**Forthcoming Festschrift  
in honor of Gerd Manne**

Louis Janus and Margaret Hayford O'Leary have written an article, "Norwegian in North America" which will appear in a festschrift in honor of Gerd Manne, ed. by Jon Erik Hagen, University of Bergen. The festschrift will be published by Forlaget Fag og Kultur in Summer 2003. The article discusses the state of Norwegian teaching in North America in 2002. In addition to the statistics on colleges and universities where students can take Norwegian, a summary of enrollments is provided. Information on non-university courses (adult education and summer camps for youth) is also included. We describe the methods and materials that are commonly used in America. Finally, we attempt to answer the question of the students' interest and motivation in studying Norwegian.

***Looking for new teaching ideas?***

The Cambridge University Press' "New Ways in Teaching" series now boasts over 16 titles including the following topics: *New Ways in Teaching Reading*, *New Ways of Using Communication Games in Language Teaching*, *New Ways in Teaching Culture*, *New Ways of Classroom Assessment*, and *New Ways of Using Computers in Language Teaching*.

Although the books are intended for ESL teachers, most of the ideas can be adapted for use in teaching other languages. What I find most valuable with this series is that the practical is combined with sound pedagogical research. Each title is edited by an expert in that area. These titles are available at [www.tesol.org/pubs/catalog/newways.html](http://www.tesol.org/pubs/catalog/newways.html) and range between \$25-\$30. I have found that our university library has been receptive to ordering them, as all language teachers can use them.

*Peggy Hager  
UW-Madison*

### **On-Line Course in Reading Scandinavian Languages**

This online course teaches advanced undergraduate or graduate students to read texts written in the closely related Scandinavian languages (Danish, Norwegian and Swedish). Prior knowledge of a Scandinavian language is not required, but students are expected to have had a minimum of one year of any foreign language at the college level. A variety of texts covering topics in the Humanities and Social Sciences will provide students an opportunity to develop comprehension and increase their vocabulary. Participants will document their work through on-line discussions with other students about the assigned texts, maintaining on-going journals describing independent readings, a midterm and final exam consisting of answering questions about short reading passages. The class is open to all who have internet access. The instructor will have both In-person and virtual office hours during the term.

Instructor: Louis Janus

Dates: 6/16/03-7/25/03

Meeting times: This is an online course.

Registration is through College of Continuing Education, 612/625-3333 (no online registration) at the University of

Minnesota. Cost is \$208.45 / per credit -- the course is 3 credits

Students over 62 pay \$9.00 per credit.

### ***In Memoriam***



**William E. Mishler, Jr., PhD**, 62, prize-winning translator, noted author, Fulbright scholar, and retired professor from the Department of German, Scandinavian, and Dutch at the University of Minnesota in Minneapolis died on December 9, 2002, following a brief illness at his new home in Amherst, Mass. He was an a noted scholar of major publications of Ibsen Studies, Comparative Drama, and Anthropeotics. Bill was a scholar's scholar and promoted his love of reading to all. "Whatchya reading kid?" was a favorite remark to family members, friends, and students. He read constantly. He had a special smile for all. He was gentle. Bill was born in Cleveland, Ohio, graduated from St. Ignatius High School and Holy Cross College of Worcester, Mass. He received his doctorate in Scandinavian Studies from the University of Minnesota where he was a professor until his retirement in 2001.

His father William E. Mishler, M.D., chief surgeon Erie-Lackawana Railroad, mother, Arva Cowgill Mishler, and sister, Barbara Mishler Drain died several years ago. He is survived by his wife Marie Hubonette Mishler of Amherst, Mass., daughters, Kristin Mishler, Lara Mishler, stepdaughter, Lisa Anderson (Peter), son Jesse Mishler (Priscilla) and two treasured granddaughters, Olivia and Audrey. He was the beloved brother of Ann Hutzel (Donald) Tiffin, Ohio, Joan Reifman (Dr. Seymour) Sagamore Hills, Ohio, and Martha Reiss

(Thomas) Hilton Head Island, South Carolina.

Uncle Bill's good humor and quick wit were treasured by his nieces who survive him: Priscilla Reiss, Alice Kompar (Michael), Margaret Griffin, Sarah Ryan, Emily Bruce (Duncan), Kathleen Drain and his nephews Nathaniel Reiss (Sharon), Donald Hutzel, Jr., William Hutzel, PhD (Colette), David Hutzel, M.D. (Carol), Peter Hutzel James T. Griffin, III (Dana), Patrick Drain and James Drain. He touched the lives of thousands worldwide –family, friends, students and associates – and he will be immortalized through his writings.

A memorial Mass of Christian burial was held at the Gesu Church 2470

Miramar Blvd, University Heights, Ohio at 1:00pm on Saturday, December 14<sup>th</sup> in the Marian Chapel. In lieu of flowers the family requests donations be sent to the **Cradle Society** 2049 Ridge Avenue, Evanston, Illinois 60201 (847) 475-5800 for children and the joys of reading a good book..

A memorial service for Bill Mishler in Minnesota will be held on Sunday May 4th at the Calhoun Beach Club in Minneapolis. Members of Bill's family will be present from 1:30 to 5:00 pm and a service will begin at 2:00 pm followed by refreshments.

### **NORTANA Membership**

Membership in NORTANA costs \$10.00 for one year, or \$25.00 for three years. If your mailing label indicates 2003 or later, you do not owe dues at this time. The membership year runs from November 1 to November 1.

If you have let your membership lapse, now is the time to renew, as well as to encourage colleagues to join NORTANA.

Send dues to:

Terje Leiren, Treasurer

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