"Forget the familiar view of the world with the great land masses of Asia, American, Europe, and Africa dominating the map. Instead, take hold of a globe and look straight down on it from above the North Pole." - Alun Anderson, *After the Ice: Life, Death, and Geopolitics in the New Arctic*

**Course Description:** GBL 271 explores ideas, which will prepare us to visit Iceland with keen awareness and cultural connection during Thanksgiving week. The eight-stave runic compass is called *Veggvisir* in Iceland. It’s motto is: “*If this sign is carried, one will never lose one's way in storms or bad weather, even when the way is not known.*” That is a good promise for students embarking on an excursion to Iceland.

Europeans, and, more recently, Americans, have Iceland in their peripheral vision. It’s a canvas for painting their varied hopes and expectations: stark wilderness, primitive simplicity, hell on Earth, sturdy Viking outpost, a mosaic of movie landscapes, or a kind of nether Europe. Americans arrived in World War II and brought Iceland into the modern world. Now Iceland is a booming tourist destination. GBL 271 is about your Iceland assumptions and your Iceland curiosity.

A. Like past voyagers, you might project your assumptions, expectations, along with cultural hopes and dreams, upon exotic-but-accessible little Iceland. Tourists over the centuries visited the Land of Fire and Ice, seeking a version of “authentic Iceland.” In novels and films depict Iceland’s volatile landscape. But his nation is NOT a theme park. People live and work here. Let’s stop projecting fantasies.

B. Genuine curiosity and desire to meet people and learn from them is great. But be willing to understand new lessons which Icelanders and Iceland itself show us about humanity’s past, present, and future saga in a world of melting ice.

This course is about how to belong in new and unpredictable places. We will explore what authentic belonging requires, and how Iceland contributes to preparing the world, by example and inspiration, to live in a new world of unstable and unpredictable climate with resilience and confidence.
This course explores the adventure of how two peoples become human – and a single enduring society - in the fire and ice of isolation and authenticity. Americans and Icelanders both faced isolation and hardship to establish their nations. Each culture sees itself as independent and exceptional. Begin the adventure by appreciating social, economic, historical, and environmental value shaping national identity and cross-national community. We will argue about social welfare, environmentalism, and political autonomy, but we also experience these social and cultural values on the ground in Iceland, whether hiking inside a glacier or arguing with Icelandic students during a 9-day excursion in Thanksgiving break. What’s an authentic future for your nation?

Objectives: This course has three objectives:

1. Ethical Reasoning. Introduce students to social commentary, current events and issues in Iceland, and historical stories, which deal with questions about ethics, environmental stewardship, individual responsibility and communal welfare.

2. Global citizenship. Focus study on how Iceland has endeavored to answer these questions by embarking on a structured journey through Iceland.

3. Personal and Social Responsibility. Align student work with issues of value and political theory with their hands-on study abroad experience in Iceland to ignite new insights into the philosophy of authenticity, and how two modern nations keep pace with a rapidly changing environment.

Course Goals. Students have three goals in this short-term study abroad course:

1. Recognize and take ownership of our bias that important world events and history have only happened – and can only happen - in the world’s temperate zones. (Yes, history was also made north of the Arctic Circle….). Understand Iceland and the Arctic with new cultural and historical insight and respect. Europeans and Americans pictured the Arctic as a challenge to conquer or as booty to plunder. But the Arctic and Iceland have contributed to the overall saga of human endurance, progress, and our philosophy of life, and those are treasures too.

2. Interact with Icelanders about issues which America and Iceland share: (a) how to develop yet preserve a unique environment, (b) how to understand sovereignty and leadership (with the world’s largest military or else with no military at all), and (c) how to emerge from isolation into leadership among other nations. America now competes in a world where Asia is no longer dormant. Iceland must stand fast as larger nations (such as China and particularly Russia) look upon thawing and newly accessible Arctic resources with covetous eyes.

3. Return from Iceland to revisit the issues of bias and authenticity, and sustainable environments with new insight and perspective. You will be an American in Iceland for nine days, but how will you be an honorary Icelander in America?
Historical Bias Revisited: The Vikings who colonized uninhabited Iceland in the 10th century conquered no one. (Well, not exactly – they brought Scottish and Irish slaves). No native animals were killed, for Iceland had virtually none. (However, the Vikings cut down almost every tree on the island, under the impression that trees would simply grow back, as they did in Norway). No revolution against Europe was necessary. Iceland was mostly isolated from the world until World War II. British and American soldiers pre-emptively liberated Iceland from the Nazis. They built airports, and made the island a base of military operations.

Icelanders have made their country prosperous despite the financial meltdown of 2008-2009 and lead the world in geo-thermal power. We choose Iceland because this island nation-state is fascinating and exciting. But you’ll also find comparisons between little Iceland and colossal America, which are striking and unexpectedly instructive. Both nations want to sustain their culture and control their future.

Iceland is first world, broadband, credit card-friendly, and Icelanders often speak both English and Danish. BUT Icelandic is an old insular Norse language, virtually unchanged for a thousand years. Iceland's standard of living is comparable to yours, BUT a their history is a story of subsistence economy in harsh weather. In a sense Icelanders have more: enjoy universal health care (They are healthier and live longer than Americans and most people), free education, and virtually no gun violence (though domestic violence is a problem). Iceland has problems, but its people are happier and more satisfied with their lives than are Americans. As American students, should you envy Iceland?

Environmentalism Revisited: Nature Politics on Thin Ice: This semester, we will hold a “virtual conference” with Icelanders to consider the importance of the thawing Arctic to both Iceland and the United States. Canada and the United States are newly vulnerable on their northern frontier, no longer protected by ice. Russia, China, and other foreign investors are staking claims in arctic oil, natural gas, and mineral wealth. Global warming has hit the arctic much harder than the rest of Earth – 2 degrees warmer in Iceland means that Icelanders can now PLANT TREES! (Old joke: if you get lost in an Icelandic forest, stand up.) Vikings deforested the island. Only now are Icelanders able to practice forestry, inviting biodiversity that forests can attract and sustain. In the 18th century, the Kingdom of Denmark experimented on Iceland to “improve” the island by importing reindeer. Icelanders got more reindeer than they could handle, but after 200
years, the animals are honorary residents. Their famous little horses are imports from long ago but have become “truly” Icelandic. Iceland now must choose about its unique volatile and captivating landscape. Likewise, Americans have the immense Alaskan Natural Wildlife Reserve. President Obama wants 12 million acres of that reserve off-limits to oil drilling. What should Iceland do with the largest natural park in Europe?

**Authenticity Revisited.** *The Ethics of Authenticity* by Charles Taylor (1992) and Andrew Potter’s *The Authenticity Hoax: Why the ‘Real’ Things we Seek Don’t Make us Happy* (2011) apply to both America and to Iceland, yearning for national authenticity in a changing world. With the most studied genome on Earth, Icelanders are a self-contained and historically continuous culture. But how much does self-contained authenticity matter when nations’ shared commitment matters more than going it alone? Does doing the right thing require figuring out authenticity, or is that a distraction?

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**Social Skills for this Class**

**The Minute of Silence.** We begin each class with a full minute of silence. It is a time for doing nothing before the classwork begins. Because we all have complex and active minds, we need time and permission to “get ourselves together” before focusing with purpose and effectiveness together. As a shared discipline, this minute also conveys respect and consideration for our shared time and encounter. If you arrive late, do not take your seat until that minute of silence is completed. It is impolite and inconsiderate to cross the room while the class practices silence.

**Accept Responsibility in an Academic Community:** When you or I make a mistake in action or judgment, we accept responsibility gracefully. We won’t say, “It’s not my fault.” Yes, printers don’t work, all parking spots may be taken, or we oversleep. But ducking responsibility or trying to pass blame to others makes us appear to be persons of poor character. For example, when you notice my mistake about an assignment or I entered your grade incorrectly, let me know promptly and politely. I owe you an apology.

**Grading.** The assignments are varied and consist of writing, dialogue, and presentations. A typical assignment counts 10 pts. Your work includes your reflections upon how Iceland informs your understanding of sustainable environmental stewardship, pluralism, and political and personal authenticity. Students will have opportunities to share their experience with students at Elon and with students in Iceland. All written work is graded on three criteria: *Is the writing coherent? Does the paper have substantial content about something that matters? Does the paper show your depth of insight?*

The instructions for all papers are in the BOOK OF ASSIGNMENTS tab on our course Moodle website. The rubric and standards for philosophy papers are provided at the end of this syllabus. You will see the rubric and guidelines for these three papers in your BOOK of ASSIGNMENTS on the class Moodle website.
## ASSIGNMENTS IN GBL 271 – FALL 2016 - Put these dates on your Google calendar or other app, to keep you on schedule for the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Details</th>
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<tr>
<td><strong>Homework</strong>. Submit 10 homework assignments on the class Moodle website</td>
<td>30 Points</td>
<td>Due before 11:55 pm on Wednesdays. The instructions for each assignment are in your BOOK of ASSIGNMENTS on the class Moodle website. This is to ensure that you have the benefit of Monday class discussion and Wednesday exercises before doing homework on the assigned reading. Homework assignments are posted in your BOOK of ASSIGNMENTS on our class Moodle website. Late homework receives no credit.</td>
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<tr>
<td><strong>Iceland Quiz</strong> This is based on Iceland FAQ distributed to the class during the first week. It is the basis for the Iceland quiz. Your Iceland Test (5 points) contains two parts.</td>
<td>5 points</td>
<td>MULTIPLE-CHOICE QUIZ (5 points) based on the Iceland FAQ posted on the course Moodle News Forum. Know that information! . 2.ESSAY PORTION: (150 words) You will write about: 1. What you think Iceland is like. What are you expecting it to look like? What will the people be like? What is the culture like? 2. Write about how you think traveling to Iceland will challenge you personally. Write about how you expect this course and travel to change how you live in the world. You didn’t sign up for a “classroom” based course. How will being in Iceland, experiencing the landscape and culture, influence your life? (Think of the big picture). What kind of “intercultural competence” do you want to develop? (See <a href="http://www.nafsa.org">www.nafsa.org</a>). 3. What do you intend to learn about the literature, culture, and philosophy of this nation that helps you grow as a person? How do you plan to be “competent” about your world in ways you weren’t before this course?</td>
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<tr>
<td><strong>First Paper.</strong> Your first paper is a 1,200-word essay. This is due on Moodle before 11:55 pm on Friday, September 9, 2016. This paper is graded on its coherence, content, and depth. (See the rubric in the syllabus for details.) Write succinctly and write more than one draft The instructions are in your BOOK OF ASSIGNMENTS on the class Moodle website.</td>
<td>10 points</td>
<td>Due before 11:55 pm on Friday, September 9, 2016</td>
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<tr>
<td><strong>Class Participation</strong> – This grade covers your attendance and participation in class as well as your interaction with Icelandic students. Each day of class is a “due date.” You participate in many different ways.</td>
<td>10 points</td>
<td>Icelandic Students: 1st report due Wed. Sept. 14, 2016 2nd report due Wed. Oct. 5, 2016 3rd report due Wed. Nov. 9, 2016. NOTE: This is part of class participation for this course.</td>
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<tr>
<td><strong>Dialogue with University of Iceland students and faculty.</strong> The instructor has contacted faculty and graduate students in the department. They will be waiting to hear from you. Contact someone and say “hello.” Find shared areas of interest, which you can follow up with them in person in Iceland, if you wish. You are ambassadors for this pilot course that is the first of its kind at Elon. You’ll turn in three (3) 100-word reports on your interaction with Icelanders: 1st report (3 pts.) before 11:55 pm on Fri. Sept. 16, 2nd report (3 pts.) before 11:55 pm on Wed. Oct. 5, 2016; 3rd report (4 pts.) before 11:55 pm on Wed. Nov. 9, 2016.</td>
<td>10 points</td>
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**Second Paper.** Your second paper is a 1,200-word essay. This is due on Moodle before 11:55 p.m. on Friday, September 30, 2016. The instructions are in your BOOK OF ASSIGNMENTS on the class Moodle website. Your second paper will be about the Future of Ice and Iceland Imagined. Instructor will provide the second paper topic and questions after discussion with all of our seminar members in our GLB 271 class.

Due before 11:55 pm on Friday. 
September 30, 2016  
**10 points**

**Third paper** Your third paper is a 1500 word essay due before 11:55 pm on Monday October 10, 2016. This essay will require that you reflect what the philosophers we have read have presented on authenticity and sustainable ecology, and apply your evaluations and judgments to how we think about Iceland.

**10 points**

**Iceland Excursion Journal.** You’ll receive a blank journal when you depart for Iceland. In November evenings in Iceland, write in your excursion journal, Start on the airplane going to Iceland if you like. Record your impressions, what you experience, what you notice and observe, and prepare to be surprised. You’ll share this journal IN CLASS on Mon. Nov. 28 after our return from Iceland.

Your journal will include not only your observations and experiences in Iceland but also your sketches of the new landscape you see – whether you think of yourself as an artist or not.

Submit your journal in class on Monday, November 28, 2016.  
**10 points**

**Music and Sports Pecha Kucha Project.** In November, you and your work group will complete a cultural project that you will present in class. Sigur Ros, Gus Gus, Mum, and Bjork are not the only musical talent in Iceland. The nation’s popular music output is phenomenal and has held a worldwide audience for decades. Be prepared to present music to the class, which you think is best. We’ll listen and discuss your explanation of why it’s great. See [http://www.icelandmusic.is/music/artists/](http://www.icelandmusic.is/music/artists/) If you don’t already have a favorite. The category of music is up to you. OR research sports and outdoor activities in Iceland: [http://www.roughguides.com/destinations/europe/iceland/sports-outdoor-activities/](http://www.roughguides.com/destinations/europe/iceland/sports-outdoor-activities/) Iceland is not just for standing and gawking. Research outdoors activities, which are interesting and report on why they matter or would be great to do. How does your choice reflect your hopes and interest in Iceland? Would you vote to do this on our trip? A new band sets forth to conquer the world every year. Tremble! See [http://www.icelandmusic.is/music/artists/](http://www.icelandmusic.is/music/artists/) If you don’t already have a favorite. The category of music is up to you. OR you may research sports and outdoor activities in Iceland:  
[http://www.roughguides.com/destinations/europe/iceland/sports-outdoor-activities/](http://www.roughguides.com/destinations/europe/iceland/sports-outdoor-activities/) Iceland is not just for standing and gawking. Research outdoors activities, which are interesting and report on why they matter or would be great to do. How does your choice reflect your philosophy of life? Would you vote to do this on our trip? With your group, consider: what does the music and activities tell you about nature and culture in Iceland?

The presentations will be in the Japanese pecha kucha style – 20 slides presented for 20 seconds each (for a total of 6 minutes and 40 seconds). Every slide contains an idea and appropriate graphic. The slides are on a timer rather than being advanced manually by the student, so the presenter(s) must rehearse carefully to keep the presentation on track with the slide. Three Fridays in November will be dedicated to each group’s pecha kucha presentations about music and sports.

Your team’s pecha kucha proposal is due before 11:55 pm on Mon. Oct. 31, 2016.  
**5 points**

Your team will present to the class on one of these dates:  
Wed. Nov. 2  
Wed. Nov. 9  
**5 points**

pecha kucha total: 10 pts.
kucha (5 points). You are also graded on the 6 minute 40 seconds presentation of your group’s pecha kucha and how well you facilitate discussion afterwards. (5 points)

Everyone in your group will be in class for its presentation, but preparing the presentation, rehearsing, and leading small group discussion may be your contribution. = You will have a form for self-evaluation of your presentation as a group. A rubric and guideline to show you what is expected from your group for a great pecha kucha presentation is provided at the end of this syllabus. Be in class for other groups’ presentation – that’s class participation credit.

Final Exam Your final paper is a take-home final exam of at least 1500 words in which you will integrate and reflect upon what you have learned about Iceland in class and through travel. It is due before 11:55 pm on Wed. Dec. 7, 2016. You will bring together and synthesize your journal experiences, your papers about Iceland and the Arctic, and your interactions with people and landscape of Iceland.

1. MEANING OF ICELAND: This exam question deals with the nature, culture, and authenticity as issues for Iceland and America in a pluralistic and rapidly changing world. Iceland, as one of the geologically youngest places on Earth (only 60 million years old, above water) still churns with geological dynamism shaping Iceland as the North Atlantic “middleman” between North America and Europe. Volatility is part of how Icelanders live, use energy, and understand their history. In your judgment, what description and explanation of current Iceland is most “authentic” to what you believe is the best interpretation of this society and landscape? Of course, there are many competing visions and different interpretations of the “real” Iceland, but, which account rings true for you, not just from your tourist excursion, but because Iceland has become a part of who you are and your own life? How does “authentic Iceland” (as you understand that) change how you now view yourself and your own country?

II, REFLECTION ESSAY You wrote an essay at the beginning of this course about the nature, custody, and history of Iceland. That essay was informed by your motives for taking this class and visiting Iceland. After returning from Iceland, re-read that first essay. THEN, write a 1200 word reflective essay about how the meaning of Iceland’s nature, culture, and history has changed (for you) in the classroom, your studies, and visiting Iceland:

(A) Did the experience change or transform you? How you will use these experiences going forward? For example, how did this carefully prepared travel change your view of the world and your place in the world? Could you have the same understanding of Iceland by studying Iceland all semester at Elon with no travel? Bring your first essay and your final exam essay with you to the final exam session.

(B) What surprised you (delightfully or not) or even shocked you about Icelandic values and outlooks on the world? Give some examples that were most striking for you.

(C) What did you learn about your own values and outlooks (delightful or not), which surprised you? Give some examples, which were most striking for you. Did you see these values and outlooks mirrored in your fellow Elon students?

(D) When you think about environmental stability and sustainability, you might consider Iceland a prudent role model, years ahead of other countries in going “green.” Or is Iceland a shaky table wobbling atop several dozen active volcanoes and the ongoing split of the Mid-
Atlantic Ridge beneath the Island? Does Iceland show how to live well with nature as a modern society? Or is Iceland an environmental model, which is impossible to export?

(E) When you learned how Iceland went virtually bankrupt in financial collapse of credit in 2008 – part of the larger world financial crisis – what lessons do you draw?

(F) Iceland debates whether to join the European Union but is not sure that it would be more secure in the EU. After all, Britain has just voted to leave the EU. What do you think? Is Iceland too distant and different as a nation to function in the EU?

(G) If you conclude that you and your classmates did not change or learn very much from the excursion to Iceland, what kept learning and change from happening?

Note: Be prepared to share your reflection essay with your fellow students during the three-hour final exam period. Your final paper is a take-home final exam in which you will integrate and reflect upon what you have learned about Iceland in class and through travel.

<table>
<thead>
<tr>
<th>Required Texts.</th>
<th>Save money on texts by ordering a used copy of a paperback online or an e-book version to download onto your laptop or iPhone. The Elon bookstore is a Barnes and Noble outlet and might not have enough copies of the texts at the beginning of the semester. You are responsible for obtaining and reading texts as scheduled on the course calendar. Make it happen. Online ordering via amazon.com or other e-bookstores is simple and can save you money.</th>
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<tbody>
<tr>
<td></td>
<td>• <em>A Small Place</em> by Jamaica Kinkaid (MacMillan, 2000) <strong>ASIN:</strong> B009WVJSBU</td>
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Elon presentation and narration: Each student in our seminar who is on campus and available in January 2017 and/or Spring 2017 may participate in a presentation about the Iceland course and excursion. January 2017 / spring 2017 TBA
Course Calendar for Fall 2016

Week 1 – Craving the Cold and Crying for the Crumbling Cryosphere
Wednesday August 30, 2016

Introduction to Adventure in Iceland Class
Reading for the week: The Future of Ice
Introduction and Prelude
Watch this video:
https://www.youtube.com/watch?v=BZovCxfIAY
The massive cryosphere is part of Earth’s surface that we have taken for granted, until now. Will you miss the ice when it is gone?

Before Next Monday Read: The Future of Ice Part One: Winter in summer
The Future of Ice Part Two: The White Day
Read: Iceland Imagined: Imagining Iceland, Narrating the North (pp. 3-29)

THE MEANING OF ICE: What does it mean to be human if you age into a world in which there is no longer any ice – anywhere? Does the loss of frigid cold condemn not only arctic ecosystems but also a part of our own humanity?

Homework no. 1 is due on Moodle before 11:55 pm on Friday, September 2, 2016.

Week 2 – Like No Other Place on Earth
Monday September 5, 2016
Before Class Read: Iceland Imagined - Icelandic Landscapes: Natural Histories and National Histories (pp. 30-61)

HUMOR: Watch “The Saga of Carl” from THE SIMPSONS: https://www.youtube.com/watch?v=RS522CUNIHU

Wednesday September 7, 2016
Before Class Read: The Future of Ice Part 3: The Unfashioned – On the Spanish River
ICELAND ISSUE: Iceland as the world’s greatest Genomic Laboratory

Homework No. 2 is due on Moodle before 11:55 pm on Wednesday September 7, 2016. Your first paper is a 1,200-word essay and is due on Moodle before 11:55 pm on Friday, September 9, 2016.
Week 3 – All Creatures Great, Small, and imported
Monday, September 12, 2016
Before Class Read: Iceland Imagined – Nordic by Nature: Classifying and Controlling Flora and Fauna in Iceland pp. 61-81
Before Class Read: The Future of Ice Part 4: How Memory Begins and Ends
ICELAND ISSUE: Will Iceland become the “Switzerland of Data?”

Wednesday, September 14, 2016
Before Class Read: The Future of Ice Part 5: A Thousand-Mile Sailing Trip to Spitsbergen
ICELAND ISSUE: male domestic violence against women in Iceland – a hidden arctic tragedy

Homework No. 3 is due on Moodle before 11:55 pm on Wednesday, September 14, 2016. (3 points)

Week 4 – Real Iceland and Genuine America – What’s Authenticity?
Monday September 19, 2016
Before Class Read: The Ethics of Authenticity, Three Malaises, The Inarticulate Debate (pp. 1-23) - loss of meaning, loss of ends, and loss of freedom – but great potential for self-responsibility.

Before Class Read The Future of Ice Part 6: On Cold Cliff

Wednesday September 21, 2016:
ICELAND ISSUE: The absence of gun violence in Iceland – different values on the nature of guns in public in a country with a tradition of hunting.

Homework No. 4 is due on Moodle before 11:55 pm on Wednesday, September 21, 2016.
Horizons (pp. 24-41) is there one best way to be human or can you have your own unique way of being human? When tourists outnumber Icelanders 2 to 1 or 3 to 1 in the summer, do tourists see “authentic Iceland?” Where would you send a foreign tourist to the USA who wants to see the “real America?”

Before Class Read: The Ethics of Authenticity, The Need for Recognition, The Slide to Subjectivism (pp. 42-69) “Authenticity involves creation and construction, as well as discovery, originality, and frequently opposition to the rules of society and even potentially to what we recognize as morality. BUT authenticity also requires openness to horizons of significance (for otherwise the creation loses the background that saves it from insignificance) and a self-definition in dialogue.” (p. 66)

Wednesday, September 28, 2016
ICELAND ISSUE: Europe’s refugee crisis – what’s Iceland’s emigration responsibility?
Before Class Read: The Ethics of Authenticity, La Lotta Continua, Subtler Languages (pp.76-92) “The struggle goes on – in fact forever.”

Homework No. 5 is due on Moodle before 11:55 pm on Wednesday, September 28, 2016.

Second Paper. Your second paper is a 1,200-word essay. This is due on Moodle before 11:55 p.m. on Friday, September 30, 2016.

Week 6 - Is that Diet Coke or Zero Coke a Real Coke? And does ice help?

Monday October 3, 2016
Before Class Read: The Ethics of Authenticity, An Iron Cage?, Against Fragmentation (pp. 93-121)

Wednesday October 5, 2016
Homework No. 6 is due on Moodle before 11:55 pm on Wednesday, October 5, 2016.
ICELAND ISSUE: Iceland’s rapidly changing natural environment
Who are the real Vikings and natives of the Arctic?

Monday October 10, 2016.

**Third paper** Your third paper is a 1500 word essay due before 11:55 pm on Monday October 10, 2016.

Wednesday, October 12, 2016

**READ:** selections from *White Lies About the Inuit* by John Steckley (University of Toronto Press, 20007) – See Class Google doc. Are Vikings bloodthirsty vandals? Do Eskimos put their elderly on ice floes to die? Do Americans demand annual blood sacrifices of thousands of lives to appease the god of the gun?

Homework no. 7 is due on Moodle before 11:55 pm on Wednesday, October 12, 2016.

**WEEK 8**

**FALL BREAK**

Starts after afternoon classes on Fri. Oct. 14, 2016
And ends at 8:00 a.m. on Wed. October 19, 2016
**Week 9 –**

**(very) quaint White Lies about the Inuit, Vikings, and Arctic Natives**

**Before Class Read:** *A Small Place (Beginning)* the post-colonial island of Antigua is not like the non-colonial island of Iceland. And yet, do tourists treat Antigua and Iceland in similar ways? What do you think?

Wednesday October 19, 2016  
ICELAND ISSUE: Transpolar shipping – opportunity from climate change?  
http://www.pressherald.com/2013/04/23/iceland-president-to-visit-maine/

**Before Class Read:** *A Small Place (Finish reading the text)*

**Homework No. 8 - Due on Moodle before 11:55 pm on Wednesday, October 19, 2016**

**Week 10**  
**Principles of Morality – Frozen in Time?**

Monday October 24, 2016  
**Before Class Read:** *After the Ice, Adrift on the Ice* (Chapter 4)

Wednesday October 26, 2016  
ICELAND ISSUE: Volcanoes as historical and cultural game-changers- Iceland and the world, and the history of **Laki** – 1783 killer of 7 million people. Why did you not learn about Laki in world history? It caused food shortages across Europe – and perhaps food riots on the eve of the French Revolution.
Week 11 Slicing the Ice – Justice and Community in the Far North

Monday October 31, 2016
Your team’s pecha kucha proposal is due on Mon. Oct. 31, 2016 by 11:55 pm.

Before Class Read: After the Ice, Who Owns the Arctic? (Chapter 7)

ICELAND ISSUE: Report on Iceland Skype exchanges with Icelandic students

Submit your Pecha Kucha Team presentation proposals before 11:55 pm on Monday, October 31, 2016.

Wednesday November 2, 2016 - Pecha Kucha Presentations

Homework no. 9 is due before 11:55 pm on November 2, 2016.

Week 12 – Gold Rush and Staking Claims

Monday November 7, 2016
Before Class Read: After the Ice, Ch. 14: Too Many Ships, Too Soon

Financial analysis of Iceland’s financial meltdown in 2008:
http://grapevine.is/mag/articles/2013/10/09/total-banking-collapse-a-timeline/

Wednesday November 9, 2016 – ICELAND ISSUE: How did Iceland recover from its financial meltdown in 2008? Can other countries learn from this experience?
Pecha Kucha presentations today

Homework No. 10 due before 11:55 pm on Wed. Nov. 9, 2016
Friday, November 18, 2016: travel by coach bus from Elon to International Airport. Our Icelandic Air flight Leaves at 7:45 pm., arriving in Reykjavik at 6:30 am on Saturday, November 19, 2016.

Iceland air Fl 644

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<thead>
<tr>
<th>Departure</th>
<th>Nov 18, 2016, 07:45P</th>
<th>Dulles/Wash, (Dulles Intl)</th>
<th>Terminal:</th>
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<td>Nov 19, 2016, 06:30A</td>
<td>Reykjavik, (Keflavik Intl)</td>
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<td>Boeing 757-200</td>
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Our return from Iceland: Sunday, November 27, 2016

Accommodations
While in Iceland, we will stay at the bright red Hotel Hafnarfjordur, [http://www.hotelhafnarfjordur.is/](http://www.hotelhafnarfjordur.is/) a few miles outside Reykjavik. This will be our base of operations. The bay town of Hafnarfjordur is on the local bus route to Reykjavik. Note:
there is only 6-7 hours of daylight in Iceland during our excursion. Evening meals will be together at the Hotel. Take an hour for discussion and writing in journals about the experiences that day. You can eat most of your meals at the Hotel and save money. They will pack meals for day excursions. For breakfast, try their sweet yogurt – skyr. It may become addictive. Lodging is single, double, or multi-bed rooms in the hotel.

Possible Galleries to visit: ________________________________________________________________

**Proposed Daytime itinerary (subject to change, based on weather)**

FRI. NOV. 18  Bus Trip and Airline journey to ICELAND

SAT. NOV. 19 Arrive in Iceland (early Saturday morning)

SUN. NOV. 20 possible excursions inside a glacier today!

MON. NOV 21 we will take a Golden Circle Glacier day tour, in 2 Big Mercedes Ice Trucks (or a bus) with driver guides; price 20.000 ISK per person including lunch.

________________________________________________________

Course objective: **Personal and Social Responsibility.**

TUES. NOV. 22nd Eyjafjallajökull Glacier day tour, in 2 Big Mercedes Ice Trucks with driver guides, price 20.000 ISK per person including lunch.

________________________________________________________

Alternative: hike between tectonic plates of Earth’s crust in **Pingvellir National park**

Course objective: **Global citizenship**

WED. NOV. 23rd HOW ICELAND WORKS on the CUTTING EDGE: Visit Geo-
thermal energy facility OR visit

________________________________________________________

Meets course objective: **Ethical Reasoning.** Introduce students to social commentary, current events and issues in Iceland, and historical stories which deal with questions about ethics, THURS. NOV. 24 Spend time together on Thanksgiving and reflect on
experiences in Iceland. Time can be spent in Reykjavik, which has many galleries and sites, NOT closed for American Thanksgiving. INTO THE GLACIER EXCURSION – Spend time within an Icelandic glacier.
Meets course objective: Personal and Social Responsibility. Hands-on study abroad experience in subterranean Iceland to ignite new insights into the philosophy of authenticity, and how this place relates to a rapidly changing environment

FRI. NOV. 25 Visit with Icelandic students prior to departure. Compare notes and share a meal together. This meets course objective: Ethical Reasoning. Introduce students to social commentary, current events and issues in Iceland, and historical stories which deal with questions about ethics, We will also have time to visit Reykjavik or spend time with the Icelandic students.

Note: The weather in Iceland during Thanksgiving week is cold, but no colder than New York or Boston. We will have about 7 hours of daylight each day for excursions. Our class will work with Mountain Taxi of Iceland - an Icelandic touring service which organizes excursions based upon the safety and accessibility of sites for students from day to day. Students should be prepared for changes in itinerary during their excursion. This is a very good time of year for seeing the Northern Lights (Aurora Borealis).

Students may hike and learn the landscape and history of Iceland in the west, southern shores, and northern extremes of the island. We will be near glaciers several times and will (with a guide) walk on a glacier and between Earth’s tectonic plates, and to sites important to the history of Iceland.

SAT. NOV. 26 Dinner at the Hotel Viking in Hafnarfjordur –a genuine Viking dining experience! Possible visit to the Blue Lagoon or with University of Iceland students.

SUN, NOV. 27 – return flight to USA / Iceland air takes us to Dulles Airport in Washington, D.C. We then take a coach bus the rest of the way home to Elon.

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This week, we gather to talk about “intercultural competence,” a term that is gaining traction because it deals with the whole person, not one aspect [such as language]. This will help you to see the diversity of experiences you had abroad. So even if you went to research environmental science, what did you learn of the literature, culture, philosophy that helps you to grow as a person? How are you “competent” about your world in ways you weren’t before this experience? This will also help you to prepare for your final exam. You will bring your completed exam to the final exam period to share with the rest of the class.

You will begin work on your reflection essays. Our last week will be sharing what you learned about Iceland—expectations, surprises, and transformations in how you see the world; what you most enjoyed, what unsettled you the most, and what you expect to remember for a long time. What did you encounter that all your studies could not prepare you for? How did your studies help you to be aware of the dynamics of Iceland’s culture, climate, and values?

**Wednesday December 1, 2016** - Work on Reflective Essays.

**Week 16 – Homeland and Belonging**

**Monday December 5, 2016.**
Listen to Sigur Rós - HEIMA

**Wednesday December 7, 2016** – last day of class
Take stock of your excursion to the land of fire and ice.

**Final Exam**: Thursday, December 15, 2016 (8:30 pm – 11:30 pm)

SHARE FINAL EXAM REFLECTION ESSAYS IN CLASS

**Final Exam**  Your final paper is a take-home final exam of at least 1500 words in which you will integrate and reflect upon what you have learned about Iceland in class and through travel. It is due on Moodle before 11:55 pm on Wed. Dec. 7, 2016.

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*Suggested additional readings for research and reflection on Iceland and the Arctic*

*Promising Genomics: Iceland and deCODE Genetics in a World of Speculation* by Michael A. Fortun (University of California Press, 2008)

“Part detective story, part exposé, and part travelogue, Promising Genomics investigates one of the signature biotech stories of our time and, in so doing, opens a window onto the high-speed, high-tech, and high-finance world of genome science. In a luminous account, Mike Fortun investigates how deCODE Genetics, in Iceland, became one of the wealthiest companies of its kind, as well as one of the most scandalous, with its plan to use the genes and medical records of the entire Icelandic population for scientific research.”

*Iceland, Inc.? On the ethics of commercial population genomics* by J.F. Merz, G.E. McGee, and P. Sankar - article from Social Science & Medicine

*Wasteland with Words: A Social History of Iceland* by Sigurur Gylfi Magnusson (Reaktion Books, 2012)

“Iceland is an enigmatic island country marked by contradiction: it’s a part of Europe, yet separated from it by the Atlantic Ocean; it’s seemingly inhospitable, yet home to more than 300,000. Wasteland with Words explores these paradoxes to uncover the mystery of Iceland. In Wasteland with Words Sigurdur Gylfi Magnússon presents a wide-ranging and detailed analysis of the island’s history that examines the evolution and transformation of Icelandic culture while investigating the literary and historical factors that created the rich cultural heritage enjoyed by Icelanders today.”

*Cold Front: Conflict Ahead in Arctic Waters* by David Fairhall (Counterpoint, 2011)“The Arctic. Land of ice and the six-month day, irresistible goal for explorers and adventurers, enduring source of romance and mystery, and now also a poignant and unavoidable indicator of the impact of climate change.

As the ice cap shrinks, the geography of the entire Arctic region changes—clear shipping channels replace immovable ice and inaccessible oil resources become available. What will be the long-term consequences of these cataclysmic changes, not only
environmentally but also socially and politically? How will the lives of the many individuals who depend upon the natural resources of the Arctic be changed? And how will the global powers that wish to exploit the region’s many assets respond?

*Cold Front* is not just another attempt to predict the outcome of global warming. It offers a clear-sighted and penetrating investigation of the Arctic’s pivotal role in international relations, placing the polar region in its historical, political, and legal context. The thawing of the ice cap creates huge opportunities for trade and transport—and therefore also for conflict between Arctic nations. This beautifully written investigation provides insight, answers, and hope for the future of the region.”


“With a population of just 329,000 (barely more than Nottingham), Iceland is the most thinly-populated country in Europe, and 80% of it is uninhabited. Despite this, in the 1100 years since humans first settled there, the Icelanders have built a remarkably resourceful, diverse and robust community — and they have never had to go to war. In fact, in 2013 the United Nations ranked Iceland the 13th most developed country in the world. Professor Gisli Thorsteinsson is a Professor of Education in Reykjavik, while Dr David Whittaker is a retired academic specializing in geopolitics. The two authors have written this book to record and explain Iceland’s history and its many achievements and to introduce readers who may not be familiar with the country to the range and vitality of Icelandic thinking and achievement.”

**The Future History of the Arctic** by Charles Emerson (Public Affairs, 2010)

“Long at the margins of global affairs and at the edge of our mental map of the world, the Arctic has found its way to the center of the issues which will challenge and define our world in the twenty-first century: energy security and the struggle for natural resources, climate change and its uncertain speed and consequences, the return of great power competition, the remaking of global trade patterns…

In *The Future History of the Arctic*, geopolitics expert Charles Emerson weaves together the history of the region with reportage and reflection, revealing a vast and complex area of the globe, loaded with opportunity and rich in challenges. He defines the forces, which have shaped the Arctic’s history, and introduces the players in politics, business, science and society who are struggling to mold its future. The Arctic is coming of age. This engrossing book tells the story of how that is happening and how it might happen—through the stories of those who live there, those who study it, and those who will determine its destiny.”

**The Scramble for the Arctic: Ownership, Exploitation and Conflict in the Far North**
by Richard Sale and Eugene Potapov (Frances Lincoln, 2009)

“In August 2007, the world reacted with consternation as Russia planted a flag beneath the ice of the North Pole, symbolizing the Kremlin's claim to the Arctic with its vast mineral resources, and firing the starting gun on the world's last colonial scramble. *The Scramble for the Arctic*, which includes color and black-and-white photographs, examines the history of the region and its exploration, the current state of ownership, the
likely outcomes of today's power plays, and what is at stake both politically and ecologically. With the map literally being redrawn by global warming, the ownership of the Arctic will be one of the defining issues of the next decade. Amid much propaganda and obfuscation, this informed and clear-sighted account of the competing interests of nations, corporations, and indeed species will prove an invaluable resource.”

Tales of Iceland: Running with the Huldufólk in the Permanent Daylight (2013)
by Stephen Markley and Sigga Rún
This is a very funny but also a very vulgar tourist story of three American guys in Iceland.