



Last updated 15-05-2024

Syllabus¹

Course title: **Art and History**

Emnefag B – 1500-1900

Department of Cultural and Social History

Class Meeting Time: **Monday and Thursday, 13.00-16.00**

Course Duration: 75 hours

Exam: Fri hjemmeopgave

10-12 pages written assignment (assessment period: 3 weeks)

Practice Assignments: 1 oral presentation and various short written assignments

Marking: external. ECTS-points: 20

Kandidatuddannelsen, Inuiaat piorsarsimassusaat oqaluttuarisaanerlu (Kultur- og Samfundshistorie), Kulturimik, Oqaatsinik Oqaluttuarisaanermillu Ilisimatusarfik Institut for Kultur, Sprog & Historie, **Emnefag B (1500-1900)**: Gennem læsning og diskussion af oversigtslitteratur, hovedværker (evt. dele heraf), artikler og anmeldelser studeres en emnekreds, der i et synkront og/eller diakront perspektiv belyser kultur- og samfundsudvikling i perioden 1500-1900. Valget af emne skal respektere de i afsnit 6.9 anførte spredningskrav. Penum: normalt 2000 s.

Through reading and discussion of overview literature, major works (or parts thereof), articles and reviews, a subject area is studied which, in a synchronous and/or diachronic perspective, sheds light on cultural and social development in the period 1500-1900. The choice of topic must respect the distribution requirements stated in section 6.9. Penum: normally 2000 pages.

(text from Studieordning, Kandidat, see <https://da.uni.gl/uddannelse/kultur-samfundshistorie/>)

Course Description and Goals

Art and history are closely intertwined and have influenced each other throughout the ages. Studying the art of a particular period or artist can provide valuable insights into the historical context, cultural values, and social dynamics of that time. Similarly, understanding historical events can deepen our appreciation and interpretation of artworks created during those periods. This course will explore the interconnectedness of art and history through the works of Kalaaleq (Greenlandic Inuit) artists. Students will learn about a range of approaches that link historical research with art history, cultural studies and critical heritage studies.

Contact Information

Tutor: Silke Reeploeg, lektor/associate professor, PhD

Email address: sire@uni.gl

Syllabus/Curriculum:

The topics for this semester are selected by students using a method called “creating collaborative syllabus” at the beginning of the course (usually during the first week). The penum will then follow what students have selected.

¹ Syllabus adapted from the Inclusive Teaching and Learning Fellows (2017), The Teaching Centre, Washington University, St Louis by SR August 2019. Available at: <https://teachingcenter.wustl.edu/resources/course-design/syllabus-template/>

Course Structure

The course is taught through formal lectures, seminars and site visits/workshops. The lectures and seminars will be taught by Ilisimatusarfik staff, with the addition of guest speakers who have specialist knowledge and expertise on current projects and issues. Students are expected to participate actively in the seminars and will be required to undertake a considerable amount of self-directed learning. Seminars have weekly, with *essential readings* noted on the course schedule (timetable). Students will be expected to have done the reading, to be able fully to follow and actively to contribute to discussion and workshops.

Every week will consist of a traditional taught element (lecture/seminar/reading) – usually the first session of the week, and a collaborative workshop (in the second session), where we will apply the knowledge learned on specific topics via oral presentations, discussions and writing sessions. None of these will be officially assessed, but will help you practice new research methods and skills such as reading strategically, writing academically and presenting your work.

Learning Objectives and Outcomes

A central objective of the course is study art and history as intertwined, with students learning to appreciate the interpretation of artworks from both a historical and aesthetic angle. Eurocentric ideas and practices continue to dominate art/history theory and practice. The course will therefore explore the contemporary 'politics of recognition' which is bound up in articulating new, alternative or 'parallel' characterisations of Indigenous art. Students will learn about past and present debates and contestations by focusing in on issues such as: authenticity, identity, ideology, ownership and commodification; culture and conflict; trauma and memorialisation; hybridity and cosmopolitan flows. By the end of the course students should be capable of thinking critically about mainstream art and history concepts, as well as apply new categories and perspectives in a written assignment.

Required reading

There is no fixed reading list. Once the collaborative syllabus has been set by the students, during the first week, reading will be available in pdf format on lectio. Additional links to online material is provided in the Course Schedule. Please make sure you check the relevant lectio folder ('Reading') for additional material every week.

Exam and Grading

Eksamen afvikles ved at den studerende i det udvalgte emneområde udarbejder en hjemmeopgave på 10-12 A-4 s. Det valgte emnes nærmere tematiskeafgrænsning og titel aftales mellem den studerende og eksaminator. Når titlen er aftalt har den studerende en frist på **3 uger** inden opgaven skal afleveres.

The exam takes the form of a written, take-home assignment. The 10-12 page assignment should have a focus on the time period 1500-1900, on a topic selected by the student. It is submitted as either a word document or pdf at the end of the course. You will have **3 weeks** to complete and submit the assignment. The exam is assessed externally.

Exam Language

Submissions for this course can be in Greenlandic, Danish or English, but you must notify the University which language you are planning to use for any specific exam **in advance**. Please see below for procedure (text from the Ilisimatusarfik Studiehåndbog):

Ilisimatusarfik *Grønlands Universitet* **University of Greenland**

Manutooq 1 | 3905 Nuussuaq | P.O. box 1061 | 3900 Nuuk
www.uni.gl | mail@uni.gl | phone +299 38 56 00



As by paragraph §25 of the Home Rule Government's order no. 27 of 1 September 1995 on education and exams at Ilisimatusarfik, students can apply to be examined in another language. If you wish to have the exam taken in **Greenlandic or Danish**, you should write to the eksemenskontor@uni.gl **no later than 7 days after the publication of the list of examiners** (i.e. 8 November or 8 April for each semester).

If you wish to have the exam taken in **English**, you should write to the eksamenskontor@uni.gl **as soon as you are registered for the exam** (i.e. no later than 8 November or 8 April for each semester).

For re-exams, the deadlines for applying for preferred exam language are 15 March, 31 July and 15 November.

Please check the Student Håndbog (<https://da.uni.gl/studerende/studiehaandbog/>) for further details on exams and re-exams.

Attendance, Participation, and Classroom Climate

Discussion and participation are a major emphasis in this course. This means that it is your responsibility to come to class regularly and be prepared and motivated to take part in group knowledge building.

Each weekly class consists of a combination of lecture, discussion and practical ‘hands on’ exercises or classroom activities. To maximise your learning, make sure you are able to access all the reading material in advance, take notes during lectures and make time to complete your reading and any written homework (see **Course Schedule**).

We make the most out of the University’s language policy. During class discussions, feel free to work across all your languages to learn and experiment with new concepts and ideas. This is called ‘translingual practice’ and increases your vocabulary and understanding across (trans) your whole cultural and linguistic repertoire. It is also great fun, as we can compare different perspectives that the languages themselves bring to the topic. Written exercises should be submitted or presented in Danish or English.

To make your learning effective and enjoyable, please let me know over the course of the semester if you have any concerns about classroom dynamics and/or University climate. You can raise this directly with myself, with the department chair, or your student mentors/advisors. This applies to any type of disrespectful behavior or harassment, both on- and offline, or other environmental factors that cause you anxiety or physical discomfort.

Suggested Reading

Arke, P. (1995). *Etnoæstetik (Ethno-aesthetics)*. Aarhus: Kunsttidsskrift ARK. Available in Danish and English at: Nuuk Art Museum Shop or Ilisimatusarfik Library.

Arke, P. (2006) *Ethno-aesthetics. Rethinking Nordic Colonialism. A post-colonial exhibition project in five acts: Act 5*. <http://www.rethinking-nordic-colonialism.org/files/index.htm> .

Bianco, N. (2019). Colonial heritage and the inferiority complex. Foreword: from victim to victor. In Zaika, Y.V. & Kelman, I. (Eds.). *Arctic Triumph: Northern Innovation and Persistence*. V-Vii. Available at Ilisimatusarfik Library.

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Cusicanqui, Sylvia Rivera. (2012). Ch'ixinakax utxiwa: A Reflection on the Practices and Discourses of Decolonisation. *South Atlantic Quarterly*, 111(1), 95-109. <https://doi.org/10.1215/00382876-1472612>

Jensen Hansen, Tukummeq. (2022). Inuit Tattoos in Greenland Today: A Marker of Cultural Identity. *Scandinavian-Canadian Studies*, 29, 1-19. <https://doi.org/10.29173/scancan216>

Lennert Jensen, Laura, Vold, Vivi, Chahine, A. (2022). Co-Creating Pluriversal Worlds: Reflections on the Virtual Exhibition Decolonial Movements in Kalaallit Nunaat (Greenland). *KULT 17 - Greenland - 301 Years Later*, 1-28. <http://postkolonial.dk/wp-content/uploads/2022/06/6-Jensen-Chahine-and-Vold.pdf>.

Møller, Kirstine E., McLisky, C. (2021). The Uses of History in Greenland. In McGrath, A. & Russell, L. (Eds.). *The Routledge Companion to Global Indigenous History*. Routledge. 690-721. <https://www.routledgehandbooks.com/doi/10.4324/9781315181929-37>

Petersen, Robert. (1995a). Colonialism as seen from a former colonised area. *Arctic Anthropology*, 32(2), 118-126. <https://alaskaindigenous.files.wordpress.com/2012/07/robert-petersen-19951.pdf>.

Websites and Internet Resources

Global Social Theory, <https://globalsocialtheory.org/>

KULT Publications (postcolonial Denmark), <http://postkolonial.dk/>

Rethinking Nordic Colonialism, <https://www.rethinking-nordic-colonialism.org/>

Worst Case Scenario, <https://lundskonsthall.se/en/exhibitions/2021/worst-case-scenario.-four-artists-from-greenland>