

CALL FOR PAPERS:

“Teaching American Studies in the Nordic Countries”

Special Issue of *American Studies in Scandinavia*
Editors, Jenny Bonnevier and Adam Hjorthén

This special issue will survey and explore the teaching of American Studies in the Nordic countries, with the aim of developing a cross-national conversation about teaching, pedagogy, and curriculum in the field. We are seeking short (1,500-3,000 word) texts and thought pieces in a wide variety of styles and genres, to be part of the first published volume devoted specifically to teaching American Studies in the Nordic context.

American Studies as a subject in higher education differs depending on the national context. In Europe, there are substantial national differences in what, where, and how courses in American Studies are taught. On the one hand, some countries—such as Germany and England—have several American Studies institutes that teach BA, MA, and PhD programs. On the other, in many countries American Studies is either a minor subject area, or not a recognized subject at all. This variation is also present in the Nordic countries. Although broad and interdisciplinary American Studies courses are offered in, for example, Helsinki, Odense, Oslo, and Uppsala, much teaching about North American history, politics, society, and culture today take place in other fields and disciplines in the humanities and social sciences. Together, the teaching both within and outside the subject proper make up the current landscape of American Studies teaching in the Nordic countries. It is a landscape where we as teachers navigate the expectations of a heterogeneous body of students through our own diverse education, personal background, and relation to evolving American Studies scholarship.

This special issue will extend the conversations that we have as *scholars* of international American Studies to the realm of education. As a *teacher*, what is your relation to the field of American Studies? What role does “(North) America” play in your teaching? What do you consider to be important facets of North American history, society, and culture when teaching “America” to your students, and how do you and your home institution work with that in developing courses and curricula? What changes, challenges, or developments do you currently find particularly significant?

The special issue seeks to explore these questions, and more, through a variety of shorter, free-form contributions from American Studies teachers from Denmark, Finland, Norway, and Sweden. Authors may address the following areas:

- Curriculum development (*How have you worked with curriculum development? What do you see as necessary for your own teaching, and the development of the subject?*)
- Perspectives on student groups (*What do students want, need, or look for?*)
- Didactic questions (*What teaching methods, designs, and materials do you use, and why? What have you found to be effective? What are central challenges?*)
- Historical reflections (*How has American Studies teaching changed over time?*)
- Institutional contexts (*What factors affect American Studies teaching at your specific department/university?*)
- Inter-disciplinary perspectives (*What role does disciplinarity and interdisciplinarity play in your American Studies teaching?*)
- International perspectives (*How are ideas about American Studies teaching affected by educational and national backgrounds?*)
- Personal reflections (*Why are you a teacher of American Studies?*)

Texts may be written in all styles and genres—reflective, essayistic, or analytical. They may take the form of traditional academic articles (footnoted and referenced, following the style of the journal, which is MLA), or offer personal reflections based on individual experiences. We invite authors with experience of teaching American Studies/North America, broadly defined, at an institution of higher education in Denmark, Finland, Norway, or Sweden.

If you are interested in contributing to the specially issue, please send an abstract of 200–300 words to both editors at adam.hjorthen@engelska.uu.se and jenny.bonnevier@oru.se. Provide a title and specify what kind of text that you wish to write. **The deadline for abstracts is January 15, 2024.** Contributors will be notified of acceptance by February 15, 2024.

Final manuscripts should be 1,500–3,000 words long, to be submitted to the editors by May 15, 2024.