

# MAKE AMERICA RELEVANT AGAIN!

## Teaching American Studies in Denmark

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**Abstract:** Danes are pro-American and generally fascinated by the United States, but university students are not flocking to American studies programs in Denmark. During the last five years, enrollment numbers have dropped in the country's only BA and MA programs in American studies at the University of Southern Denmark, and fewer courses in American topics are offered at other Danish universities. This article presents the American studies teaching landscape in Denmark and zooms in on the BA and MA programs in American studies at the University of Southern Denmark in the city of Odense to analyze the problem of enrollment numbers and suggest a remedy consisting of a greater focus on "Global America" in context, greater focus on solving real-life problems in class, and greater teaching cooperation across the Nordic countries.

**Keywords:** American studies, teaching, transatlantic, employability, usability, humanities in crisis, Nordic cooperation

Danes are generally fascinated by the United States and hold the country in high esteem. After a downturn during the years when Donald Trump occupied the White House, the number of Danes that viewed the United States as an ally with shared interests and values experienced an uptick from 35 percent in 2021 to 54 percent in 2023 according to a study from Think Tank Europa and the European Council on Foreign Relations. A further 38 percent in 2021 and 32 percent in 2023 considered the US a necessary partner.<sup>1</sup> As is the case the in the other Nordic countries, adoption of American popular culture in Denmark is pervasive, Danes have a good command of the English language, the use of American technology is second nature, and interest in American politics is widespread.

This general positive attitude to the United States and all things American, however, has not resulted in massive enrollment numbers in Danish academic American studies programs, nor has it resulted in American topics being taught in great numbers in adjacent fields. The trend actually points toward a downward trajectory, and while it is premature to declare an outright crisis, this issue calls for analysis and perhaps measures of rebalancing and partnership development. Consequently, this article attempts first, to briefly draw up the landscape of American studies teaching in Denmark. Second, it zooms in on the case of the American studies programs at the University of Southern Denmark (Odense), analyzing its make-up and current challenges. Finally, the article presents a call to action, proposing a stronger focus on America in a global context and on the usability of American studies in our teaching, as well as on further Nordic cooperation.

### **Where is “America” in Denmark?**

Denmark is home to eight universities, and education is organized following the European Bologna framework.<sup>2</sup> Two of those universities, the IT University (ITU) and the Technical University of Denmark (DTU), only offer specialized technical and IT-related degrees and hence no teaching that could fall under our current understanding of “American studies.” Two other universities, Roskilde University (RUC) and Copenhagen Business School (CBS), used to offer teaching related to the United States, but no longer do. At RUC, this was mainly done through its now defunct English program, which took in its last cohort of students in 2016.<sup>3</sup> CBS had an entire BA and MA curriculum related to American studies, dating back at least to the beginning of the 2000s, taught by faculty organized in the Center for the Study of the Americas that included both North and South America. In keeping with the university’s focus on business education, American studies was a large concentration that students could include in their BA or MA degrees in International Business Communication.<sup>4</sup> Smaller course components on American history and society were also included in the university’s degree programs in Business, Language, and Culture (BLC). Due to a re-organization of the educational portfolio, CBS closed down the American studies concentrations around 2012–14. The BLC program had its last intake of students in 2024.

At Aalborg University (AAU) in the north of Jutland, at Aarhus University (AU) in the east of Jutland, and at the University of Copenhagen (UCPH) in the Capital Region, we find the subject of “America” taught in both core and elective courses. In terms of size, UCPH is the largest in the country (approx. 36,000 students), AU is the second largest (approx. 31,000 students), and AAU is the fourth largest (approx. 18,000 students).<sup>5</sup> In the BA programs in English at AAU

and UCPH, American studies components are integrated into larger core courses focused on cultural and societal analysis during students' first four semesters of study and are frequently offered as electives in both the BA and MA programs.<sup>6</sup> In the BA and MA programs in history at UCPH, no core courses in American history are offered, but students can choose a number of electives focusing on the American West, the history of anti-communism, the American Right, and other topics.<sup>7</sup> Aarhus University's BA program in English requires students to take a 10-ECTS course in American history and society in the second semester of study, while American literature components are included in the three 10-ECTS literature courses in the first three semesters of study.<sup>8</sup> Beyond the core courses, electives are offered to both BA and MA students, and Aarhus University is also home to the research center "American Studies Center Aarhus," founded in 1996, which houses a specialized book collection in the university library.<sup>9</sup> The faculty specializing in American studies at these three universities are thus mainly located in English and history programs, and few, if any, courses are offered outside of these educational settings.

### **The Odense Hub: American Studies at the University of Southern Denmark**

Denmark's third largest city, Odense, is home to the country's third largest university (approx. 19,000 students). The University of Southern Denmark (SDU) has become the country's largest hub for teaching and research related to the United States. The American studies faculty currently consists of ten full-time members focusing on literature, culture, history, and politics. Additionally, a year-long Fulbright Scholar position brings in a rotation of eminent American scholars. The Center for American Studies, founded in 1992, provides the immediate organ-

izational unit embedded in the larger Department of Culture and Language. The University is today home to the only BA and MA programs in American studies in Denmark, launched in 2012 and 2003, respectively. A BA minor program, now defunct, was in existence for a few years from around 2020. Prior to establishing the formal programs, American studies faculty taught courses in the fields of American literature/culture and courses in American history through degree programs in history and, especially, in English language and literature, similarly to the way it was done at other universities. The University of Southern Denmark's programs in political science and media studies, among others, have also offered dedicated courses on American topics in the past.

### **The BA Program in American Studies**

The BA program in American studies consists of 135 ECTS, meaning two and one-quarter years of teaching. Added to that is a minor subject in another program for a total of 180 ECTS, or three years full time.<sup>10</sup> Students have four semesters of teaching followed by a fifth semester in which they write their BA projects while taking classes in their minor subject. All courses are 10 ECTS, classes are four hours per week, and semesters are thirteen weeks long. Students take three parallel courses each semester for a total of twelve teaching hours per week. The program has gone through several iterations and adjustments since its inception in 2012, but its main focus on history, politics, literature, and culture has remained constant. The newest curriculum, which is the one presented here, dates from 2023.

In their first semester, students take survey courses in "American History" and "American Literature and Culture" that serve as broad foundations of the constituent elements of the program and are assessed by written papers. They

also take "Introduction to American Studies," which introduces students to theoretical and methodological debates in American studies, offers a practical "how-to-guide" to research, and requires students to conduct a small research project in groups using one of the taught methodologies to create a product (podcast, SoMe-campaign, online exhibit, etc.). This course is co-taught by faculty with backgrounds in both history and literature/culture, which is the norm in most courses throughout the program.

In their second semester, students take courses in "American Politics and Government," "American Business," and "Philosophy of Science"—half of which is an epistemology course in which students are taught with cohorts from other programs, and the other half is dedicated to how knowledge is created in American studies, typically through one foundational text (in recent years the musical *Hamilton* has been used), which is analyzed through a variety of theoretical lenses. The politics course provides a historical and contemporaneous introduction to governmental structures, political culture, and the role of parties, ideology, and the media. "American Business" introduces students to American business history and the role of business in cultural texts, as well as case studies and sector analyses of select business segments, such as Silicon Valley, Hollywood, the financial sector, and the Great Recession.

The third semester consists of the core courses "America in the World" and "USA Today" in addition to an elective course. In the latter, students choose from interdisciplinary electives offered to students in the entire Faculty of the Humanities. "America in the World" situates the United States as part of the global flow of ideas and interests as students engage with the history of US foreign policy, transnational connections, and cultural perceptions about "America." "USA Today," which is co-taught with the MA course

"America Today" and one of several brand-new courses that will be taught for the first time in the fall of 2024, delves into hyper-current affairs as it looks at the 2024 presidential election, conspiracy theories, political culture, and climate change. The specific topic for this course will change every year to reflect up-to-date developments in the United States. In the fourth semester, students take courses on "Themes in American Literature and Culture," "Case Studies in American History," and "Grassroots America." The first and second courses invite students to delve into a deeper study of selected historical case studies and cultural themes. Previous examples include the history of race, democracy, and technology, and cultural themes of gender, war, and dystopias. The latter course is new and will run for the first time in the spring of 2025. It deals with social movements in the US such as abolitionism, the suffragettes, the Tea Party Movement, and Black Lives Matter from both a cultural and a historical perspective. In their fifth semester, students take courses in their minor subject as well as write a 15-ECTS BA project. The topic of this mini research paper (20–25 pages) is chosen freely by themselves, and they receive one-on-one supervision from an assigned faculty member.

### **The MA Program in American Studies**

The MA program in American studies has been in existence from 2003, and thus predates the BA program by almost a decade. It consists of 120 ECTS, or two years of full-time study, and the entry requirement is a BA degree either in American studies or in another field, with at least 60 ECTS of literature and history courses, which are deemed a necessary foundation for instruction. The curriculum of the MA program in American studies has gone through a few different versions since its inception in 2003, though the pri-

mary components—the history, politics, literature, and culture of the United States—continue to dominate. In its current incarnation, students take two semesters of core courses, each semester consisting of three parallel 10-ECTS courses and a total of eight hours of instruction per week; a third semester with internships, study abroad, or electives (in addition to one core course); and a fourth semester spent writing an MA thesis.<sup>11</sup>

When the program was launched in 2003, there was no “natural” BA program to recruit from, which meant that students came from a multitude of educational backgrounds such as English, history, journalism, anthropology, etc. And because the program was (and is) taught entirely in English, about one-third of students did come from other countries than Denmark—especially the Nordic countries and the rest of Europe, although some students also came from the United States, Asia, the Middle East, and Africa. These characteristics continue today, even though the university’s BA program in American studies provides roughly one-third of the student intake for the MA program.

The first semester of the MA program includes “Topics in American History and Society,” “Topics in American Literature and Culture,” and “Theory, Method and Research Practice in American Studies.” The first two attempt to give a relatively broad introduction to history/society and literature/culture, while still focusing on specific topics through time or space. The latter introduces students to American studies as a discipline (or, more correctly, a field), and gives them a theoretical and methodological basis for their work.

The second semester requires students to take “American Business and Society,” “Communicating American Studies,” and “Perspectives in American Studies.” The latter course has revolving “perspectives” that students delve into—such as myth, exceptionalism, immigration, and

isolationism—and is co-taught between faculty with expertise in literature/culture and history. The communicating course (also co-taught) takes on a broad topic, such as race in history and culture, and is divided between classroom teaching and students crafting their own products, in which they “translate” the topic to a communicated public. Previous examples include podcasts, board games, and T-shirts. The course in American business includes an overview of business history, analytical models, and sector analysis, and requires students to work on a business and societal analysis using empirical data from a contemporary business case, preferably obtained through interactions with a company doing business in the US.

The third semester offers the opportunity to study abroad for an entire semester, to take an internship (typically at 20 ECTS, or two-thirds of a full semester), or to take elective courses. If students are not pursuing a study-abroad semester, they take the course “America Today”—a new current affairs course co-taught with the BA course “USA Today” described above—while interning or pursuing electives. Roughly one-half of the student cohort usually do internships in businesses, organizations, public administration, or the media, while only a few students study abroad. The fourth semester is wholly dedicated to the MA thesis (60–80 pages) on a self-chosen topic written under faculty supervision.

Students progressing from the BA to the MA program in American studies will inescapably experience some overlap between the two programs in terms of subject matter. Efforts are made, however, to minimize this by requiring deeper study, more reading, and avoiding direct replication of class teaching. MA students who come from different backgrounds than American studies do tend to feel that their fellow students with a BA in American studies have a head start, at least in the first semester, when basic

knowledge and skills are honed. From the second semester onwards, however, the focus is more on analytical skills, research, and methodology, which tends to even out the differences.

### **Content and Approach: How and What We Teach**

American studies as a research field has been subject to much debate and has undergone changes and divisions throughout the twentieth and twenty-first centuries. Because of the strong ties between research and teaching, developments in the former spill over to the latter and affect classroom discussions, syllabi, and curricula. The original “Myth and Symbol” school remains a strong foundation for teaching, but America’s idiosyncratic building blocks are of course not investigated through a nationalist lens from our vantage point, given that it will always be the outsider’s view looking at the United States from afar. The influences of the “New Americanist” approach, which has dominated many American studies programs in the United States, seems to have served more as an important correction and inspiration, rather than as a guiding principle, in the sense that we ask students to critically investigate historical and cultural developments with respect to power, inequalities of race, gender and class, nationalism, and other hallmarks that have appeared in the United States. Transnational and comparative approaches function as important lenses, in the sense of a basis for classroom investigation, but also as a fact of life, inherent in the experience of both researcher, teacher, and student in an educational program far removed from the United States.<sup>12</sup>

*How*, then, are these American studies programs taught? We use a mix of traditional lectures, classroom seminars, and one-on-one supervision, as well as internships. Students are engaged in reading traditional texts (in all varieties) but are also subjected to case studies, as well as

an increasing amount of guest lectures by scholars and practitioners (such as embassy officials, NGO workers, and business professionals)—some of whom are former students. There is a certain *Americanization* of class requirements, as students at the BA level have an attendance requirement of 80 percent of class meetings (though classroom performance is not assessed), and more than half of their exams follow a portfolio model, meaning that they hand in written products during the semester instead of only at the end of the semester (which for many years was the norm in Denmark). Students in some courses—such as the BA courses “Introduction to American Studies” and “American Business” and the MA courses “American Business and Society” and “Communicating American Studies”—are asked to consider the *usability* of a given course outside of academia, but this concept might deserve, or even need, to be expanded to other courses. This aspect will be treated more fully below.

### **The Problem**

Student enrollment is down in the American studies programs at the University of Southern Denmark. In 2018, forty-one and thirty-six students matriculated in the BA and MA programs, respectively. The following year the numbers were fifty and thirty. The 2020 intake was forty-three and thirty-six—the last year that aggregate numbers exceeded seventy students. In 2021, sixty-three students in total were admitted, thirty-nine BA students and twenty-four MA students, while 2022 and 2023 have been *anni horribiles*, with meager intakes of 22/17 and 17/21 students in the BA and MA programs. While the numbers have improved in the 2024 intake, with twenty-seven BA students and eighteen MA students, the tendency remains the same.<sup>13</sup> Which factors contribute to this development? It seems

that we can mention at least four: COVID-19, geography and demography, a “humanities in crisis” narrative, and the content of the program. To some extent, these factors are interrelated, because while the pandemic contributed to a short-term decline in student intake, the other factors are indicative of a long-term challenge. The COVID-19 pandemic severely affected the years from 2020 to 2022 both in terms of student intake and the student experience. The majority of Danish public sector institutions—among them the universities—shut down at various intervals during this time, which meant that students were forced to attend classes from home, or hybrid versions, where half the class was at the university and the other half was joining online. Nobody remembers those years with fond affection. This setup was also duplicated in the rest of the educational sector, so high-school students graduating between 2020 and 2022 had already lived through this uncommon and not very beneficial or pleasant experience.

A second factor is tied to the geographical location of Odense. Young people prefer the allure of the biggest cities, i.e., Copenhagen and Aarhus, which are seeing a net influx of students. And if they live in these cities already, they do not travel in great numbers for university, even though Denmark is a very small country. Projections of demographic change tell stories of fewer young people of university age in the years to come, which tends to exacerbate the difference between Copenhagen/Aarhus and universities in other parts of the country: fewer students will come to Odense because we recruit from a smaller segment of the population on the island of Funen and the southern part of Jutland.<sup>14</sup>

A third factor revolves around the narrative of “humanities in crisis,” which has persisted in many parts of the world at least since the end of the twentieth century, or perhaps, according to Paul Reitter and Chad Wellmon, since the dawn

of the humanities themselves.<sup>15</sup> In Denmark, this debate has been focused on *usability* and *employability*, perhaps especially because Danish university education is publicly funded, and the narrative has thus centered around wasted tax “kroner” and little return on investment. Moves have been made to push young people toward STEM education programs, but recently also to nudge students to choose shorter professional degrees in nursing and primary school teaching, as well as vocational trades such as carpentry, plumbing, and the like. Legislation has been put in place to restrict student intake in the humanities based on employment numbers. Student enrollment in American studies programs, however, has for a number of years fallen short of even these restrictions.<sup>16</sup>

These debates have been accompanied by almost pervasive changes in the structures and rule sets governing the university teaching sector in Denmark over the last twenty years since the Danish University Act of 2003 applied both tighter political control and instituted appointed university leaders and an Executive Board, where the majority of the members came from outside the university. In recent years, new rules on the number of students in each program have more or less been set by the Ministry for Education and Science, and universities have been forced to ensure that students finish within the allotted time (for example, by shortening the MA thesis-writing period from six to four months, and the length of the thesis from 80–100 pages to 60–80 pages). An upcoming cut will reduce many MA programs from 120 ECTS to 75 ECTS.<sup>17</sup> While it is still not completely clear which MA programs will be forced to scale back, it is expected that the MA degree in American studies at the University of Southern Denmark will be among them.

While the first three factors mentioned are to a large extent *structural*, or at the very least *exter-*

*nal*, we must also look inward as COVID-19, geography, demography, the humanities in crisis, and changes in the university sector cannot stand alone in explaining the drop in enrollment numbers in American studies. The fourth factor relates to the nature of what the program offers its students. Program participants gain something akin to expert status (or, at least, that is the desired outcome) in many aspects of American society and culture. We must continually ask ourselves whether this deep, almost mono-focused expertise is the best way of conveying knowledge to our students and whether the American experience is exceptional enough to merit this approach. Should we provide more context? More tools to deal with global crises, all of which transcend national borders, either directly or indirectly in terms of causes, consequences, and possibilities for solution? Should we ask the students to create prescriptive solutions alongside descriptive analysis?

The fascination of all things American and the exceptionality of the United States might not hold as much allure as they once did, even if, as mentioned in the beginning of this article, the reputation of the United States in Denmark is on the rise once again. It is easy—and probably too easy—to point to Donald Trump's recent tenure in the White House, which will now be repeated following the 2024 election. But just as we suspect, though without data to support it, that there might have been an Obama effect in bolstering enrollment numbers in American studies at SDU earlier on, a Trump effect might have played a role in shrinking those numbers—with a time delay for each development. We might also consider the fact that as crises have dominated the European and Nordic agenda in the past years, and, indeed, often the same types of crises (right-wing nationalism, populism, economic downturn, war, disinformation, and climate change), students have become less interested in examining American issues.

Related to this, we should consider whether a reason for the drop in enrollment numbers is related to our inability—even if our intention is the opposite—to contextualize American culture and society, to convey to students that America is still relevant to their world, and to convince them that a research-based knowledge about dynamics involving the United States is necessary? Perhaps we should also consider whether we have provided sufficient focus on the *usability*, on students' ability to enact concrete change in the world by using American studies in practice? This latter notion is far removed from many academics' views of what research-based teaching should be, and, I will admit, it has been a foreign concept to me as well, at least in the past. I have, however, slowly come to the realization that this might be something we should focus more on, though not exclusively. In the American studies programs at SDU, we have already implemented this way of thinking in several course elements, but by no means all.

### **The Remedy**

The problem of a decline in enrollment calls for different solutions. While little can be done about structural factors, two steps might be considered in terms of content: a stronger focus on context and global American studies and a stronger focus on usability and direct applicability in the programs. I will suggest a third additional action here that can be taken, namely establishing a joint Nordic summer school at the MA level—and perhaps offered to advanced undergraduates and PhD students as well—and a Nordic network for teaching American studies.

### **Global America**

If we argue that a strict focus on American issues in teaching is a thing of the past, is the way forward, then, global studies programs instead of area studies? This has a certain ring of the 1990s



to it, when the Cold War-era area studies programs were declared dead, and a certain idealism led to the creation of global and international studies.<sup>18</sup> American studies, as Paul A. Bové reminds us, has never been an area studies program in the Cold War sense (and also predates that era), because it was not linked directly to gathering information and educating people who could influence and implement US/Western foreign policy toward more hostile areas of the world.<sup>19</sup> Nevertheless, as part of its cultural imperialism and public diplomacy, the United States *did* offer funds through the United States Information Service for American studies in Denmark (and many other countries), and both the US Embassy in Copenhagen and Fulbright Denmark were instrumental in setting up the Center for American Studies at the University of Southern Denmark, as well as supporting the educational programs.<sup>20</sup>

To Danish (and probably Nordic) students, American studies *is* an area studies program, where they can study close to everything about the United States. While students may find the US fascinating, this mono-focus is not currently sufficiently fascinating to many students interested in world affairs. But a global studies program will probably not offer sufficient depth. The answer may lie in transferring the transnational and comparative research focus to the classroom and contextualizing the American experience with Nordic, European, and global ones. This will probably necessitate a number of compromises, as the current overarching focus in both the BA and MA programs at the University of Southern Denmark is the United States within its national borders, mythology, and culture. Could we be better at comparing American history and culture at every instance with its global counterparts? We could, and probably should.

### **Usability**

American studies (at least in Odense) would probably also gain greater enrollment numbers if we, in addition to offering more context, also ask students to consider the real-life applications of their knowledge at every stage of their training. I should hasten to add that many of my colleagues already practice this approach in their teaching, but the program as such does not afford usability as great a role as it does to a reproduction of scholarly arguments, crafted in written and oral exams. Perhaps if we put equal weight on the production of a social media campaign about Black Lives Matter as we do on critical analysis about social movements, students would fill seats in our auditoriums in greater numbers. So, too, if we require students to produce podcasts about Nordic immigrants in the Civil War instead of a traditional oral exam. Or perhaps students could curate a critical online exposition about the Odense Robotics Cluster—many of its members have been bought by American companies—instead of writing a paper about US-Danish technology transfer.

There are undoubtedly countless other examples, but the main concept is usability outside academia, translating student knowledge and skills while they study instead of leaving this to students after graduation. Will we lose academic rigor? Perhaps, though not necessarily. If we manage to combine the product with a traditional analysis (written or oral), maybe we can have the best of both worlds. Will we be able to carry out such a transition of traditional academic teaching? Perhaps, but it does require additional resources and time. If we need to include external partners, my experience is that it is time-consuming but extraordinarily beneficial to students. Additionally, by combining the Global America and usability components, students could be made aware of the increased relevance of their study program. They could be trained to solve problems in a transatlantic context using their academic knowledge and bolster

their employability. If communicated correctly, this might very well be a key feature in attracting students.

### ***A Nordic Summer School and Network for Teaching***

Through our biennial NAAS conferences, national conferences, *American Studies in Scandinavia*, and other inter-Nordic networks and contacts, our *research* collaborations as Nordic American studies scholars are well established. But to my knowledge, there is little, if any, concrete collaboration on the teaching side. A yearly summer school, co-taught and interdisciplinary, might be a good first step to establish such a collaboration, perhaps supported by sessions dedicated to teaching at the NAAS conferences.

This summer school could have multiple purposes. First, we could gather a critical mass of students (we might aim at a minimum of twenty-five to thirty) and thus bolster the number of American studies students in the Nordic countries. The course should be open to students from many different educational backgrounds (i.e., not only those from American studies programs), so that we could satisfy an interest in American issues while students could still pursue other degree programs. Second, students would be able to form networks and gain new perspectives that supplement their national ones, and then be exposed to the highest level of research-oriented teaching in the Nordic countries.

The summer school should perhaps be centered on hyphenated American studies, i.e., Nordic-American studies in both a historical and a cultural context. Many Nordic American studies scholars work on immigration history, which would be a natural starting point. Research on other connections between the US and the Nordic countries, such as the reception of American

popular culture in the Nordic countries or the reception of the Nordic welfare model in the US, would also be relevant. Perhaps the export of American and Nordic products across the Atlantic could form the basis for a discussion about global capitalism, and—from my own research—perhaps an analysis of the Americanization of Nordic conspiracy theories could create interesting insights about transnational networks, the power of social media in spreading ideas, and the consequences of global political events, such as the War on Terror, the Great Recession, and the COVID-19 pandemic.

The summer school should be able to award academic credit, perhaps 10 ECTS, or one-third of a semester's course load. The duration should be roughly one week, and the school should be held in a new location every year. While some participant payment could perhaps not be completely avoided, efforts should be made to limit this by applying for funding at the national and Nordic levels. The US embassies seem a very relevant place to start.

A Nordic network for teaching American studies could not only coordinate the summer school, but it could also facilitate a much-needed exchange of ideas and teaching material. This would not only be beneficial for already established programs, but it could also serve as inspiration for nascent programs and for faculty teaching only a few courses in existing English or area study programs. The conversation started at the NAAS conference in Uppsala in 2023 needs to be continued—hopefully in Turku in 2025!

## Notes

1. Schacke-Barfoed, "Ny måling."
2. The Danish educational landscape also includes university colleges that offer professional bachelor's degree programs in teaching training, social work and the like. These institutions are not included in the present article as they offer only scant teaching in American topics. Danish educational programs apply the European Credit Transfer and Accumulation System (ECTS), where three-year bachelor's degree programs (BA) consist of 180 ECTS (60 ECTS/year), and two-year master's degree programs (MA) consist of 120 ECTS (60 ECTS/year). BA programs in the humanities must consist of two subjects, a major of 135 ECTS and a minor of 45 ECTS. See Ministry of Higher Education and Science, "Danish Higher Education System."
3. Taarnhøj, "Engelsk kæmper stadig."
4. Copenhagen Business School, "Previously offered programmes."
5. Dyvik, "Leading Universities in Denmark."
6. Aalborg University, "Bacheloruddannelse: Engelsk"; University of Copenhagen, "Bachelor i Engelsk."
7. University of Copenhagen, "Course Search."
8. Aarhus University, "Engelsk Bacheloruddannelse."
9. Aarhus University, "American Studies Center Aarhus."
10. University of Southern Denmark, "Amerikanske Studier: Bachelor."
11. University of Southern Denmark, "American Studies: Master Programme."
12. For more on these debates and approaches, see Nye, "American Studies as a Contested Crossroads"; and Nye, "American Studies in Stereo."
13. These figures are derived from the Danish Ministry for Higher Education and Science, "Uddannelsesstatistik og Analyse," <https://ufm.dk/uddannelse/statistik-og-analyser>.
14. Statistics Denmark, "Population projection."
15. Reitter and Wellmon, *Permanent Crisis*.
16. Uddannelses- og Forskningsministeriet, "Dimensionering på Universiteter."
17. Oddershede, "Danish Universities"; Nielsen, "The Government"; Thomsen, "Three Rectors Look Back."
18. Franzinetti, "The Strange Death," 835–47.
19. Bové, *A More Conservative Place*.
20. See e.g., Brøndal, "The Study of U.S.," 83–100.

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