Britain and Scandinavia
c. 1800 to Present
Comparisons, Contrasts, Inspirations

XAK278E; XAK280N (5 cr.)

Session 1: 13 Jan. 2015
Andrew G. Newby Department of World Cultures / Academy of Finland
(andrew.newby@helsinki.fi)
Britain and Scandinavia:
Welcome!

Late Registration? sarri.vuorisalo-tiitinen@helsinki.fi

Tuesday 12:15-13.45
(Metsätalo U40 s.13)

Thursday 12:15-13:45
(Metsätalo U40 s.8)
Britain and Scandinavia: Welcome!

Late Registration? sarri.vuorisalo-tiitinen@helsinki.fi

Firstly, it aims to enhance knowledge of the geopolitics and history of the Nordic region, by challenging the mental geography of the students and demonstrating that Scandinavia has often played an important strategic role in international power politics.

Secondly, the course examines aspects of both British / Irish history, politics, culture and society in direct comparison with / contrast to the Nordic region. It is hoped that this will allow students to see certain issues in British and Irish history in a broader context than is usually the case: this will encompass historical issues such as the rise of romantic nationalism and demands for home rule in the nineteenth century, the growth of organised labour, and contemporary questions such as the future of the welfare state, attitudes to Europe, and the idea of ‘neutrality’ in post-Soviet Europe.
Britain and Scandinavia:
Course Structure
(may be subject to amendment depending on final numbers taking the course)

REVISED TIMETABLE: January 2015 (i)

13 Jan. 2015 Introduction 1: Course & Assessment Outline.
15 Jan. 2015 Introduction 2: Defining Britain and Scandinavia – Historical, Cultural and Geographical Perspectives.

[20 Jan. 2015: DEADLINE FOR LIST OF 5 POTENTIAL TRAVEL BOOKS FOR REVIEW]

22 Jan. 2015 Lecture 2: Language, Nationalism and Identity: Connections, Comparisons and Contrasts in the Nineteenth Century (Scotland-Norway; Ireland-Finland)

27 Jan. 2015 Lecture 3: Race, Hope and Charity: British reactions to famine in Ireland, Sweden and Finland, c. 1845-1870

5 Feb. 2015 Lecture 6: Britain, Scandinavia and War, c. 1854-1945
Britain and Scandinavia:
Course Structure
(may be subject to amendment depending on final numbers taking the course)

REVISED TIMETABLE: January 2015 (ii)

12 Feb. 2015  Seminar: Travel Writing Discussion & Drafts
17 Feb. 2015  Independent Study Week
19 Feb. 2015  Independent Study Week

[22 Feb. 2015: DEADLINE for TRAVEL WRITING ASSIGNMENT]
24 Feb. 2015  Lecture 8: *Norden* and the Scottish Parliament
26 Feb. 2015  Lecture 9: Modern Britain and the Scandinavian Ideal (inc. 1959 Sweden doc)

[29 Mar. 2015: DEADLINE for FINAL ESSAY]
Britain and Scandinavia: Assessment

~12 x 2 hr classes
~(not formal classes in week 8 (17.2 & 19.2))
~5 credits based on: (i) attendance; (ii) book review; (iii) essay.
~Assignment 1 DUE 22 Feb. 2015 (16:00)
~Assignment 2 DUE 29 Mar. 2015 (16:00)
~Both assignments in .12 Times New Roman, 1.5 spaced, in English, Finnish or Swedish), due by email before 16:00 on the dates given above.
~Late submissions will not be considered.
Britain and Scandinavia:
Course Aims and Objectives

Relatively little in the way of “secondary literature” for British / Scandinavian connections in this period. Plenty for the medieval / early modern period (up to 1707?)

Research-led. Lots of the themes we are exploring stem from my own research, but this is not always the case – often more like untangling threads going off in different directions.

We focus on various types of “connection”:

1. “Comparisons”
2. “Contrasts”
3. “Inspirations”
Britain and Scandinavia:
Course Aims and Objectives

“1&2 Comparisons & Contrasts”
Britain and Scandinavia: Course Aims and Objectives

“3 Inspirations”

![Image of map and people]

![Graph showing four lowest Gini indices: Finland, Iceland, Norway, Sweden from 1999 to 2011]

![Images of people in group photo]

![Images of a billboard and a man driving]

Source: World Bank and UN, Statistics Division
"Transnational" themes which touch 1-3.
What is “Britain and Scandinavia”?
Defining “Britain and Scandinavia”

• For the purposes of this course, we will be taking an inclusive view of “Scandinavia” as “Norden” or “Pohjola”.

• This, therefore, includes the countries which have formed the Nordic Council since 1956: Norway, Sweden, Denmark, Finland, Iceland (– and also the Faeroe Islands, Åland and Greenland – associate members).

• No so much on the Baltic as a region – in some ways this research complements the (currently very strong) Baltic-Norden discourse.
Similarly, “Britain” is an incorrect term, as we will be discussing the whole “North Atlantic Archipelago”… including Ireland.

Be aware of differences between “Britain”, “Great Britain”, “United Kingdom”, and “British Isles”.

*Over: Euler diagram from Wikipedia*
“Hard” and “Soft” Norden?
Britain and Scandinavia:
Course Aims and Objectives

~Thus, your own input is greatly appreciated – different perspectives (regional, national, disciplinary... personal) are welcome.

~We examine “direct” relations between the two areas, or between individual states / regions within these areas.

~We can observe how apparently similar processes have taken place, or why apparently similar social / political events or circumstances have led to different outcomes – hopefully this leads to a deeper understanding of both areas.

~Take a trasnational turn – think differently? Challenge your mental geography!
Our ‘imagined’ personal and concentric identities…
region, nation, discipline, gender… etc.
Therefore, without making grand claims (!), this is a *slightly* different kind of history class than the usual book-led course.

I’ll put some relevant articles on moodle.

There is much to be done, but there is much that can be done – instead of being “told” history, I’d like to think that you are helping its production process.
- There are a lot of printed primary sources – we’ll examine some Nordic newspapers online, and I’ll put other contemporary articles onto moodle. Travel literature is also vital – we’ll deal with it specifically, but you’ll notice that it is a consistent theme throughout the course.

- Please feel free to speak up and ask questions. I have a feeling that there might be different things which need to be explained to this class as opposed to my similar classes e.g. in Ireland or Scotland.
Britain and Scandinavia:
Course Aims and Objectives

What is
Åbo? Helsingfors? Aaland?
Lappland? Wernamo?
Gottenberg? Gothenburgh?

How did the capital of Finland move?

Do IKEA make weapons of mass destruction?

Speak up!
It’s boring to lecture for 90 minutes!
Britain and Scandinavia:
Moodle

https://moodle.helsinki.fi/course/view.php?id=8971
Britain and Scandinavia:
Britain and Scandinavia: Assessment 1 – Guidelines (i)

Preparation / Reading:

• Take an account of either (i) a British / Irish traveller in Scandinavia / Finland 1800-2000; or (ii) a Scandinavian / Finnish traveller in Britain / Ireland 1800-2000. Plenty of “classics” in the library, along with those waiting to be found!

• Alternatively, there are now plenty of works readily available via google books – search 19th C, travels, and country or region, city names.

• Finnish newspapers online (in Finnish and Swedish) – serialised travels in newspapers.  
  see eg [http://digi.nationallibrary.fi/sanomalehti/directory/2368](http://digi.nationallibrary.fi/sanomalehti/directory/2368)

• 20 Jan 2015 (next Tuesday) – list of FIVE works for consideration to be sent via email to andrew.newby@helsinki.fi
• Write a three-four page summary of the work chosen, showing critical engagement with the text and exploring the following themes (where relevant). DEADLINE 22 FEB 2015 andrew.newby@helsinki.fi

• Who was the author (nationality, class, background, prejudices, etc.)

• What was their reason for visiting Scandinavia / Britain? Leisure, “scientific inquiry”, military, etc.

• Is there any evidence of expectations before the journey – were these fulfilled?

• Is there any comparative framework (landscape, people, etc.)

• Is there a didactic element to the work (agricultural methods, social structure, imagined kinship etc.)
Britain and Scandinavia: Assessment 1 – Guidelines (iii)

Background Reading:
L. Pärssinen (ed.), *Matka Suomessa* (1990)
James Finlayson 1771-1852
TO MANUFACTURERS, &c.

An opening now presents itself to any enterprising individual or company, for carrying on a large manufacturing concern in Tammerfors, about 90 miles north-east from Abo, the capital of Finland.

Extensive works, at present employed in Cotton Spinning, are already erected, and capable of being considerably extended; and the advertiser is convinced that were the situation known, with the established increasing business, and the immense field for export, it would be eagerly embraced by some of the houses in the manufacturing towns of England or Scotland.

Every inducement is given by the Russian Government to encourage the extension of manufactures, &c. in this place. Free importation of the raw material is allowed. The goods manufactured there are admitted duty free into St. Petersburg—the proprietor and work people exempted from all taxes or public burdens whatsoever. Provision and wages are in general extremely low, and there are a great number of poor children in the neighbourhood, who are willing and anxious to assist for very trifling wages.
Household Servants are steady, and wages low; they frequently remain in their places for 6, 8, 12 years, or more; the highest wages for a woman does not exceed 30s. annually, and 50s. to 60s. for a man. The Swedish language is easily acquired, and is understood by most of the inhabitants of Finland.

The town of Tammerfors contains about 2000 inhabitants; 12 merchant's shops, 11 master dyers, several brick works, a saw mill, 3 grain mills, paper mill, extensive works, and apothecary establishment. There are also four large fairs annually, attended by a large concourse of people, where much money is circulated.

The situation is well adapted for a Fine Linen Business, as there is a ready demand for this article, and an abundant supply of flax. It is also very suitable for the manufacture of Fustians, as there is a great demand for this article for the use of the peasantry. It would be difficult to enumerate all the advantages of this opening in the compass of an advertisement, but enough has been already mentioned to shew its capabilities. The present proprietor, who has been actively employed for several years, now requires repose, and if a bargain is concluded, will give every facility in his power to any company or individual who may be inclined to embark in this thriving concern.

Persons disposed to purchase the works, would of course go out and inspect them; but if farther information is wished in writing, application may be made to Mr James Finlayson, Tammerfors, by Abo, Finland.
JAMES FINLAYSON
INDUSTRIALIST AND PHILANTHROPIST
BORN PENICUIK 1772 DIED 1852
IN THE PART OF THIS PROPERTY THAT WAS THEN NUMBER EIGHT NICOLSON SQUARE.
AROUND HIS GREAT TEXTILE MANUFACTURING ENTERPRISE IN FINLAND, GREW THAT COUNTRY'S SECOND CITY OF TAMPERE.
HIS SPIRITUAL QUALITIES AND HIS LOVE OF MANKIND HAVE SEEN TO HIS NAME BEING ONE DEEPLY RESPECTED IN FINLANDS INDUSTRIAL AND NATIONAL HISTORY.