

# BIOL 3905: Beyond the Nobel Prize: Examining the Evolution of Swedish Innovation

## Course Syllabus Spring 2019

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Course Day/Time: Wednesdays, 1:25-3:25 PM, Bruininks 420A  
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### Sweden Travel Dates:

Spring Break 2019, March 15-24, 2019

The Stockholm itinerary\* will be distributed closer to the departure date. (as with all things, it's subject to change)

### Course Description:

This course is open to undergraduates from all disciplines and will appeal to students with a broad interest in the creative process and understanding innovation of the past and present. Students will examine innovation across a variety of disciplines and consider how solutions to problems facing society require creativity, collaboration, and new ways of thinking. In particular, we will explore personal creativity, as well as how environments can foster innovation, particularly in the Swedish context by traveling to Stockholm over spring break. We examine the reasons behind Sweden's ranking (#2 in 2017) on the Global Innovation Index, as well as the Nobel Prize, international awards bestowed by Swedish institutions that recognize significant academic, cultural and scientific advances. In addition, as a learning abroad seminar, students will learn about their own level of and strategies to increase their intercultural competence, and engage in a practical experience of navigating another culture in an intentional and reflective way.

An important part of this course is immersing within Swedish culture to better understand its role facilitating an innovative environment in a Scandinavian context. In addition, Swedish innovation and culture will be explored across disciplines, such as the arts, education, science and technology, through readings, lectures and experiences in-country to various sites, including the Vasa Museum, Nobel Museum, Swedish History Museum, and business visits. Through examining creativity through the Swedish lens and across disciplines, students will emerge with an understanding about how business and government practices to foster creativity in a country beyond the United States.

### Liberal Education:

\*This course is approved by the University of Minnesota to meet the Global Perspectives Liberal Education requirement. Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings (Association of American Colleges & Universities).

This focus of seminar is designed to allow you opportunities to examine:

- the role of creativity and innovation in addressing societal challenges and how organizational environments and locations can foster space for creative thinking and problem-solving
- the social, economic, cultural, historical, and political conditions which have led to the recognition of Sweden as a global leader in innovation
- the history of the Nobel Prize, as well as particular examples of academic, cultural and scientific advances
- similarities and differences between the United States and Sweden in their approach to fostering innovative and creative practices within their societies
- your own level of intercultural competence and strategies to increase your level of intercultural competence

### Course Readings:

For this course, we'll be using the following learning resources:

Robinowitz, C. J. & Carr, L. W. (2001). *Modern-day Vikings: A practical guide to interacting with the Swedes*. Boston: Intercultural Press. Additional course readings will available via Canvas.

Recommended supplemental reading:

DeWill, C. J. (2006). *Sweden - culture smart! The essential guide to customs & culture*. London: Kuperard.

### Expectations:

You are expected to exhibit courtesy and respect toward your instructor and fellow students. It is important to seek to understand different viewpoints, values, and opinions in order to create a positive learning environment for everyone. Please keep in mind the following expectations and values during class discussions:

- We are all teachers and learners
- Each of us brings valuable contributions to this course
- We grow and move forward based on our interactions as a class
- What we learn in this course is determined by our mutual contributions, interactions, and relationships
- Our space is a place where you are free to change your mind, ask real questions, and have fun
- Each of us may have different creative processes and our experiences may take many shapes, but we are all creative in very important ways

In this course, you will have opportunities to reflect upon and critically evaluate information and perspectives related to creativity and innovation in Sweden. You are expected to express your opinions through written communication, small and large group discussion, and through in-class experiential learning activities. You will not just read about Swedish innovation, but will engage in exercises that are designed to stretch yourself and enhance your own creative process. As a result of this course, you will be better able to contribute your talents within your field of study and beyond your college experience.

You can expect me to do our best to answer your questions, provide assistance, challenge you, and respect your opinions. I will do my best to make sure I am accessible to you throughout the class and consider your feedback and goals when making plans for our time together. Feel free to contact me at any time if you think there are opportunities to improve the course.

### University of Minnesota Course Outcomes:

Within this course, the following University of Minnesota Student Learning Outcomes are emphasized:

- Can locate and critically evaluate information
- Understand diverse philosophies and cultures within and across societies
- Can communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Have acquired skills for effective citizenship and life-long learning

These learning outcomes will be evaluated through the assignments as noted below. Within the course content and our abroad experience to Sweden, students will also have opportunity to grow along the University's Student Development Outcomes: responsibility and accountability, independence and interdependence, self-awareness, resilience, appreciation of differences and tolerate ambiguity.

### Attendance & Participation:

All members share responsibility for the success of this course. As such, you are expected to participate actively in each class session. Doing so requires you to attend every class session for the full period, having prepared by reviewing the learning materials prior to coming to class. I want you to share your thoughts, reflections, criticisms, and half-formulated ideas in a way that is open to possibilities and helps us contemplate together. You will be asked to make thoughtful contributions in large and small group discussions and share your informed reactions to readings, materials, and general class discussions.

If you don't attend class, you will lose the chance to discuss the material and learn from your peers, and your peers will lose the chance to learn from you. If you need to miss class, you must contact me prior to class and receive consent to have an excused absence from class. You may be asked to provide documentation for your absence. Excused absences are likely to include illnesses and emergencies. Each unexcused or unapproved absence will deduct 10 points from your final point total.

### Course Requirements, Assignments & Grading:

This course is graded A-F. The grading scale will be posted on the Canvas site. Assignments due dates are noted on the Canvas site.

Points can be earned as follows:

#### **Innovation & Creativity Across Disciplines Summary (10 points), due February 5<sup>th</sup> @ 11:59 PM**

In this one-page thematic summary, you will explore innovation and creativity in the context of professionals in various fields. How does innovation and creativity play a role in their work? Analyze the responses for themes and distinct points. Submit your summary via Canvas and bring a copy to class for an extended discussion.

#### **Sweden Presentation (30 points), due dates vary**

You will work with a partner/group to develop a 20-minute presentation about an aspect of Swedish culture. Topics include religion, social policy, politics, famous Swedes, music, literature, customs, etc.

**Writing Assignment #1 – Why Sweden? Paper (30 points),** due February 20<sup>th</sup> @ 11:59 PM

Identify three different aspects of Sweden that make it an appropriate location to explore in the context of creativity and innovation. These aspects are not limited to, but are expected to be related to Swedish culture, politics, education, religion, social context or history. This paper should be 3-4 pages in length, typed in 12-point font, and double-spaced with one-inch margins. You must use appropriate resources to provide supporting evidence for the arguments/claims that you make in your analysis and cite these sources appropriately (APA style preferred). Submit your paper via the Canvas website. You will share the three aspects you've used to frame your paper in an in-class discussion.

**Writing Assignment #2 – Nobel Laureate Paper (30 points),** due March 5<sup>th</sup> @ 11:59 PM

Choose a significant contribution in your field or another area that the Nobel Prize is designed to recognize and prepare a nomination letter for an individual or team. Your letter should include a summary of the contributions of nominee(s) for an informed-but-lay-audience (not too many technical terms!) and a convincing rationale for why this work is significant for society and the field. This paper should be 3 pages in length, typed in 12-point font, and double-spaced with one-inch margins. You must reference and cite the nominee's published work, as well as any appropriate supporting evidence for the significance of the work's impact (APA style preferred). Submit your papers via the Canvas website. *You will also share your nomination in an informal 5-minute overview presentation in-class on March 6<sup>th</sup>.*

**Intercultural Development Inventory (10 points)**

You will take the IDI (Intercultural Development Inventory) assessment online by February 10<sup>th</sup> and the class will have an overview of the model on February 20<sup>th</sup>. You will also schedule a time to meet one-on-one with Molly Micheels (Learning Abroad Center staff) for an individual interpretation. This one-on-one appointment must be completed by March 13<sup>th</sup> (before we depart for Stockholm). In addition, you will complete a post-IDI assessment by April 4<sup>th</sup>. You must complete all of these requirements to earn 10 points for the assignment (partial points will not be given).

**Sweden Experiential Journal (40 points),** due in-class on March 27<sup>th</sup>

When we travel to Stockholm, you will have many observations and an opportunity to deepen your understanding of Stockholm, Sweden, and the course topics. In order to document, reflect, and synthesize your understanding, you will be given a daily journal for the Stockholm portion of the course. The journaling requirement is designed for you to make meaning of the experience in a structured way and will include daily reflections and prompts, in-class writing assignments, and exploratory analysis for the various learning opportunities presented in Stockholm. It is expected that you will spend time each day responding to the journal prompts. The journal will be collected once during the on-site portion of the Stockholm experience and you will receive written feedback. Students must turn in this journal upon completion of the Stockholm experience and will receive a grade for the quality of the writing and assignments completed. The experiential journal also provides content and analysis that can serve as a foundation from which to draw for the Digital Story Assignment.

**Digital Story Final Project (50 points; 10 points for draft and 40 points for project),** script is due on April 9<sup>th</sup> @ 11:59 PM; final project is due April 15<sup>th</sup> @ 11:59 PM

The final project is a synthesis of the ideas discussed throughout the semester and a formal articulation of your learning about your own creative process and/or how Sweden fosters innovation and creativity through the creation of a digital story. *A draft of your script is due on April 9<sup>th</sup>* and we'll spend that class storyboarding so that you can receive peer feedback about your project. Your digital story should be no longer than 3 minutes and will be viewed by the entire class during the final class period. You can either upload your digital story to Canvas or include a link where it is available.

Class Policies:**Late Work:**

1. **Grace period for one assignment.** I realize that personal, medical, and miscellaneous events that prohibit students from turning work in on time do arise, and since this class is comprised of responsible adults, I have no desire to closely monitor reasons for late work. A 48-hour grace period will be granted once per semester to any student needing to take advantage of this policy. You are under no obligation to explain the circumstances to me, and the grace period *can only be utilized once* during the course of the semester.

2. Late work beyond the grace period will have 15 percentage points deducted from the total score per day, unless you have contacted me before the due date and made prior arrangements.

The earlier you can talk to me about late assignments, the better. I understand that "life happens," and that sometimes it is hard to meet all your deadlines. Please *come and see me*, and we can discuss your options for doing your best to complete the work in a timely fashion. If you do need to request an extension, I will ask that you write us an email so that I have a record of what your new deadline is. *Please note: Missing a class session does not excuse you from completing any future assignments on time.*

**Schedule of Classes:** The schedule of classes is included on the Canvas site and materials for each week in the "Module" view. Please remember this syllabus is a working document to guide us during the semester. There may be times we decide to pursue

different subjects than what are directly stated in the syllabus. There may be additional readings and assessments distributed by the instructor. Therefore, this document is subject to change.

### University Policies:

#### **Student Conduct Code:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

#### **Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

#### **Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

#### **Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

#### **Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

#### **Sexual Harassment:**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

#### **Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender

identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations:**

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus ([612.626.1333](tel:612.626.1333)) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: [diversity.umn.edu/disability](http://diversity.umn.edu/disability) or e-mail [drc@umn.edu](mailto:drc@umn.edu) with questions.

### **Mental Health and Stress Management:**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

### **Academic Freedom and Responsibility:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

\* *Language adapted from the American Association of University Professors' "Joint Statement on Rights and Freedoms of Students"*

