UNIVERSITY of HAWAI'I
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Ko'olau

Religion 296, Special Topics in Religion (Viking Religion)
Fall 2024
3 Credits | 64462

Windward Community College Mission Statement

'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'akeakamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu — hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence

Instructor Information

How to Contact Your Instructor
Mason, Richard
Office: Office & Phone: TBD (for the time being, The Hub,
Office Hours: Fridays 11:30 – 1.
Email: masonrl@hawaii.edu

About
Greetings, I'm Mason! It's great to be your instructor for this course. The best way to get ahold of me is either by E-mail, or better yet if possible, just holler at me when you see me. I check my E-mail often, but with plenty of emails coming in, getting back might take me a minute. However, I promise to do so ASAP. Contact me at any time.

Alternate Contact Information
If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:
- Location: Alaka'i 121
- Phone: (808) 235-7422

Course Information

As a special Topic in religion, Students will investigate important topics in the study of religion such as Sacred Places, Religion and the Media, or Religion and Politics. A specific course description will be printed in the schedule of classes.

Description of Course:
Well-Met: This course explores the indigenous Faiths of the Norse- *Viking Religions*- as well as the modern reconstruction of the same in the form of Ásatrúar Heathenry. Students needn't have prior knowledge of any materials presented*, (but would be advised to forget about the movies & comic-books).*

Credits 3
Lecture Hours 3
Prerequisites: Students are requested to have taken Rel 150 & Rel 151 prior to this course. In addition, it is highly requested that they also take Introduction to Hawaiian Religion, or Hawaii: Center of the Pacific.

Course Format. This course is offered in a 16-week time frame. Please note that this is not a self-paced course, the class schedule is strictly followed.

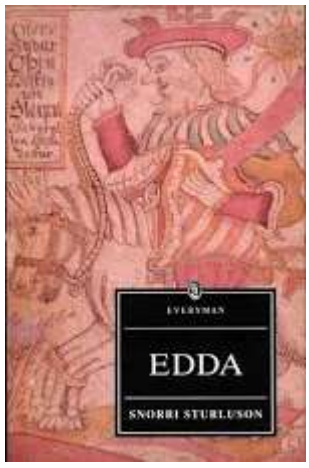
Activities Required at Scheduled Times Other than Class Times
Students will be required to read Viking texts and stories, translations of the original, as well as scholarly articles about the same. Students are also required to take personal notes on the same material.

Student Learning Outcomes
As a result of taking this course, students can expect to attain the following outcomes:
- Identify the important concepts and facts associated with Viking Religion under examination.
- Explain cause and effect relationships in connection to the Viking Religion.
- Compare and contrast various ideas of the Viking Religion as understood by practioners then, now, and as understood by practitioners and outsiders.
- Relate the Viking Religion to contemporary events (and how those events continually reshape the religion.)

"Students must adequately complete all writing assignments to pass the course with a 'D' or better Students who do not complete all writing assignments will get a D- or an F and will not earn W Focus Credit."

Required Text:
There is one text required for this unit. "The Poetic Edda (Oxford World's Classics) Second Edition by Carolyne Larrington (Trans.).

In addition, there are numerous other scholarly works required. These will be posted on Laulima in the Resources folder or handed out in person.



Why does this course matter? - Nothing exists in a Vacuum. What affects one people affects another. The Norse search for indigenous identity- through Folkways, ancestral ties, and religious reconstruction, is mirrored by cultures all around the world, including Hawaii. By broadening our breadth of knowledge, sharing Folkways, and respectfully exploring an indigenous paradigm, we can reduce ethnocentricity and perhaps see our own culture in a new light.

OTHER IMPORTANT INFORMATION-

Extra Credit: *Students will have to meet with the professor during discuss the options if they want to pursue Extra Credit.* There may be opportunities for extra credit, but these remain on a case-by-case basis. Some examples may include transcribing an interview with a local Heathen, watching an episode of "Vikings" and writing a short paper about any religious themes featured in the episode.

Attendance: Attendance will be part of the participation grade but is checked at random. Each student is allowed *TWO* unexcused absences (Sandwich Days) before deduction of Attendance Participation begins. Excused absences (those with a doctor's note or other) won't be counted as absences.

Sandwich Days- Sometimes a student needs a break, or life happens, or they just need a Sandwich. These are the reasons for Sandwich-Days. Every student is allotted two sandwich days for these moments. These aren't necessarily emergencies, but because Life. Students are encouraged to contact the Professor if a Sandwich-Day is needed and are *highly encouraged to take one* if the Sandwich-Day is serious. A presentation of a Doctor's Note transforms a Sandwich day to a sick day.

Electronics: Overmuch Usage of Personal Electronics during Class-Times is discouraged. Please silence your cell phone and all other extraneous electronic devices during class. If expecting an important call, alert the Professor ahead of time and quietly leave class to take the call. DO NOT TEXT. For Notetaking, and in-class writing (of which there is much) students *may* use a laptop or tablet.

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with Executive Policy 7.209, all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

REQUIRED WORK/GRADING:

This course is divided into three modules. The first deals with historical context and basic components of the Norse religions. The second deals with cosmology, the deities, and eschatological nature of the Norse religions. The third deals with the modern understanding of these aspects, as well as the additions of ethical frameworks, and how these were reinterpreted to recreate a modern Heathenism/new religious movement (NRM).

Journal Entries: There are no standard tests, but Students are required to keep personal thoughts and notes over the course of each module. These should be typed and checked for grammar. At the end of each Module, these notes will be collected, reviewed, and returned. This will constitute 13% of the course's final grade (Counted as Participation points). These will also serve in the creation of the three projects.

The Three Projects: There will be Three Projects throughout the course.

Project 1.
Project 1 is a role-playing group project and critical analysis both. Over the course of the first module, students will plan a trip to *Swithiod.* They will gather materials, set up individual roles and draw a map of

the known world (Students who wish to do so without the aid of a group should speak to the professor, it's harder-but it can be done.) They will then orally showcase their journey, their roles, and adventures.

This trip will require certain marked deliberations, realized over the course of the first module, and represented by your individual roles, and contextualized through a multi-cultural lens.

What will be traded?
With whom will you trade?
What is your/the role's framework for the interaction with the varied cultures?

Students need to remove personal biases for this project, as well as waylay any preconceived caricatures of the Viking Age people. This historicity will be evidenced through our reading. The first part of the presentation will be graded by peers (up to 12 %). A Rubric will be created by peers and instructor and provided prior to presentations.

The second portion of the 1st Project is an individual Critical Analysis paper, up to 5 pages, explaining individual roles in the creation of the project, and information garnered over the course of the module. This will be graded by the instructor (up to 13%).

These two grades together will constitute the overall score of the Project (25%).

Project 2.

Project 2 is to take that individual role, as explored in the individual paper created from Project 1's trip to Swithiod and showcase that role on the ground in the context of information gained from Module 2. This will manifest in a written Critical Analysis paper, no less than five pages. It will require certain marked deliberations, realized over the course of the first & second module.

How would that role identify right/wrong in that time and space paradigm?
What problems might those roles face at home?
What problems might they face abroad in the Viking Age world?
How would this Role conflict with You?

Students need to demonstrate the ability to separate their own modern interpretations of right/wrong and juxtapose them with interpretations of the same in historical practice. Students should use information gained over the course of Module two to analyze their opinions. This paper will be an additional 5 pages, and worth up to 25% of grade.

Project 3.

Project 3 is to take that same role from the previous two assignments and find their rating on the Jarnsaxa Scale (to be presented later). Through another paper, part Critical Analysis, part research paper, explore how that role might change through…

1. The Viking Age,
2. The reconstruction period of the 1940's through the 1960's, and
3. A Contemporary Asatruar religion.

Students need use modern metrics within the faith to gauge reasoning. These metrics will derive from the varied voices explored over all three modules. These include academic journal papers, practitioner offerings, and archeological findings instrumental in the recreation.

Students must also identify their own biases, as it pertains, with each period presented.
The paper should be six pages long, in Chicago format, and present a works cited page.
It too, will be worth 25% of the final score.

There will be many frameworks presented, each with their own metrics, arguments, and expressions. Students should be forewarned that many of these will contradict each other, and their own beliefs.

Evaluation Criteria:
In class discussions, feedback, and constructive dialogue will be instrumental in the lead-up to the three Projects. Examples will be provided as well. In addition, with student's input, an assessment rubric will be created. We as a Class will have in-class writing workshops, with peer reviewed & oral feedback. There will be plenty of chances for revisions as well, prior to giving final scores. All of these will be part of a continual work-in-progress, culminating in Project 3.

Attendance and Participation: Students are allowed two unexcused absences (See Sandwich days above). Attendance is important, due to the amount of material having to be covered. It will make up 6 % of the overall grade. In addition, participation is imperative; nobody can make it on their own. But there are plenty of ways to participate. If a student isn't comfortable sharing vocally, they are encouraged to speak to the professor for options. Participation counts as 7% of the final grade.

Assignment course grade	Due Date		% of
Project 1.	Óðinsdagr -2 October	Week 6	25%
Project 2.	Óðinsdagr -20 November	Week 13	25%
Project 3.	Óðinsdagr -18 December	Finals Week	25%
Journal Entries	at the End of each Module		13%
Attendance			6%
Participation (Through group edits, and in-class peer-reviews)			7%

Final grade Breakdown: A+ (97–100); A (93-96.99); A- (90–92.99); B+ (87–89.99); B (83–86.99); B- (80–82.99); C+ (77–79.99); C (73–76.99); C- (70–72.99); D+ (67–69.99); D (63–66.99); D- (60–62.99); F (under 60)

AS OF RIGHT NOW, ALL STUDENTS HAVE A 100% A+ GRADE – IT *IS UP YOU TO MAINTAIN IT*

Calendar of Events (Subject to Change)

DATE	TOPIC	READING *Readings found in the Prose Edda. Other Readings will be provided prior.	ACTIVITY
August	**Week 1- INTRODUCTIONS**		
Mánadagr- 26	Syllabus	Syllabus: -Beowulf Chapter 1	WYRD and NAMING
Óðinsdagr–28	Introductions	-the Grimnisimal:	WYRD and NAMING
	Kennings	-the Alvíssmál	WYRD and NAMING
September	**Week 2 - MODULE 1: CONTEXT & HISTORY**		
Mánadagr-2	TraditionalText Sturluson & Christianity	**No Reading:** First Project Assigned	**Oral Traditions-** Tell a story that matters
Óðinsdagr-4	Bowdlerization	Thor Gets Pregnant-	Oral Traditions
	Week 3		
Mánadagr-9	Caricatures	Increased Affluence Explains the Emergence of Ascetic Wisdoms and Moralizing Religions- *Baumard, Hya, and Boyer*	Discourse of Authenticity, Selling an idea…
Óðinsdagr -11	Bear Shirts Mendicants Asceticism,	Yogic Powers and the Ramananda Sampraday - Chapter 15 Vigil in the Havamal	*Be prepared to have compared* The Allfather
	Week 4		
Mánadagr- 16	Poetry and Sagas and Flatulence	Blood of Kvasir The Heliand- Chapter 4	A return to bowdlerization. Christian Scriptures
Óðinsdagr – 18	Toothbrushes	Viking Medicine & Religion - *Robertson, David.* Sigrdrifumal	On the Ground- Elder Futhark-
	Week 5		
Mánadagr-23	Seiðr & Galdr Toothbrushes	Gender Roles and Ergi: ***Trigger Warnings***	*Danegeld &* *Oath-Breaking*
Óðinsdagr -25	Going-a-Viking **Swithiod?**	The Daily Life of the Vikings (Excerpts) *Kirsten Wolf* Ynglinga Saga-Chapter 1	**Exploration** Important in-class Jam Session-
	Week 6		
Mánadagr- 30	**Exploration** Continued	The Risala of Ibn al Fadlan) The Rígsþula	**Cartography** Draw a Map of your trip to Swithiod

October			
Óðinsdagr -2	Taking the Trip-	*Journal Entries from 1st Module due.* **1st Paper due**	Discussion second project; Individual roles?
		The 13th Warrior	2nd Project Assigned

Week 7: MODULE 2: MYTHOLOGY & GREEN RELIGIONS			
Mánadagr- 7	**Cosmology** Excerpts from Kumulipo	Gylfaginning In the Beginning Was the Scream: *Henning Kure,*	***9 -worlds Genealogy*** **Compare Cosmos**
Óðinsdagr – 9	**Genealogy**Ymir	*Rígsþula with Genealogy in mind*	***Jötnar and the Æsir***
Week 8			
Mánadagr- 14	*A Green Religion?*	Mourning the Land: *Dr. Marie Alohalani Brown*	***Æsir & the Vanir***
Óðinsdagr - 16	4-fold parts of the Human Soul	The Road to Hel: *Hilda Ellis Roderick Davidson* Völuspá (Section)	***Disir*** Women, Norns & Wælcyrie
Week 9			
Mánadagr-21	Disblut WYRD	Krákumál - Death song of Ragnar Lothbrok	***Yggdrasil*** *Hell vs. Hel*
Óðinsdagr - 23	Hela	The Road to Hel: *Hilda Ellis Roderick Davidson*	Choice of Afterlife Precursors to the End
Week 10			
Mánadagr- 28	Thor	Hárbarðsljóð The Alvissimal	Oatmeal
Óðinsdagr -30	Samhain	GUT ALFINDER	How many Halloweens?
November	**Week 11**		
Mánadagr- 4	Baldur	Völuspá –	The King under the Hill
Óðinsdagr - 6	Mourning	Lokasenna The Flyting of Loki -	Precursors to the End
Week 12			
Mánadagr- 11		**HOLIDAY**	
Óðinsdagr – 27	Epic rap battles Loki's family Tree	What is Rokkatru? *RavenKaldera* Scandinavian Folktales.- *Jaqueline Simpson*	*Monsters* Rökkr
Week 13			
Mánadagr-18	**Ragnarök**	The Völuspá & the Hauksbók	**Cyclical or Linear?**
Óðinsdagr -20	**Golden Tables Roosters**	*Second Module Journal Entries due* **2nd Paper Due**	Checkers & Fingernails Discussion of Final Project.

Week 14 MODULE 3: RECONSRUCTION			
Mánadagr-25	**Introduction** Ásatrúar	Calico (Section)	Origins
Óðinsdagr -27	*Material Culture Jarnsaxa Scale*	Calico (Section) Read the Jarnsaxa Scale in full.	Authenticity Reconstruction
December -	**Week 15**		
Mánadagr- 2	**Voices**	Contested Fields – *Stephanie Von Shnurbein* Reconsidering Heathenry- *Jennifer Snook*	*Trigger Warning There are some voices here guaranteed to raise blood pressure and leave a bad taste in the mouth.*
Óðinsdagr -4	VOLKISH TRIIBALIST	*Ásatrú Alliance:Stephan A, McNallen*	The Three Orientations Exploring Jarnsaxa Scale
Week 16 – Last Week of Class			
Mánadagr- 9	UNIVERSALIST Authenticity. Who's a Viking?	11 things to know about the present-day practice of Ásatrú, the ancient religion of the Vikings-	*Fanboy Ásatrú? The Future*
Óðinsdagr -11		*Wrapping it all up.*	
Week 17 – Finals Week			
Mánadagr- 16th		*Journal entries for Module 3 Due*	
Óðinsdagr -18th		**Final Paper Due**	Carrots for Sleipnir

Academic Integrity

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating, or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

Windward CC Student Conduct Information

UH System Student Conduct Policy EO 7.208

Include an AI Statement (is it ok in your class? if so, when/how?) Here are some UH Guidelines and AI Recommendations. Instructors should refrain from sharing or inputting student work into online AI tools, including AI detection tools, without obtaining student consent. Uploading student work has potential FERPA implications as well as potential copyright concerns. Additionally, the uploaded content could be used as data for training of the AI, without the student's consent.

Student Responsibilities

RESPECT:

The material presented is sacred to millions of people around the world. It is vital that it is presented with the decorum and magnanimity it so richly deserves. Though a student may disagree with it, even disapprove of it, they must still approach the subject matter with all the respect that they would show their own beliefs.

This goes doubly so for others in the classroom. The Golden Rule was presented by a myriad of Faiths, and it is just as true in each. Students who cannot abide by this simple tenet will be asked to leave the room, lose all participation points for the day, and *risk failing the course*.

-THE CLASSROOM WILL BE A SAFE-SPACE AT ALL TIMES-

And safe enough to explore precarious ideas.

TRIGGER WARNINGS:

This course will explore morally difficult themes.

- *There are subjects concerning human sexuality and gender norms prominent in some of the discussions and readings that may prove challenging.*
- *Certain ugly elements of racial intolerance are a necessary reality for covering the modern period*
- *Violence was, and is, a universal aspect of the human condition. Warfare and bloodshed play a role in some of the readings and viewed materials of this unit.*

A certain level of maturity is needed to deal with these facets of the religion. If for any reason a student feels uncomfortable about any material, it is imperative that they speak with the professor. There are counselors available, if the student feels uncomfortable approaching the professor.

How to Seek Academic or Technical Support

Academic Support

- Windward Community College Library
- Library eResources
- Ka Piko Writing Lab
- Ka Piko Speech Lab
- Ka Piko Math Lab
- Evening and Online Learning at Windward Community College
- STAR Balance

Technical Support

- UH ITS Help Desk – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for Laulima and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support - email winhelp@hawaii.edu, call 808-235-7437, or stop by in person at Hale La'akea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Laulima – Click on the Request Assistance link at the bottom of any Laulima Page to fill out and submit a question and get your answer via email.
- Information Security for Students

College Policies & Support Services

Disabilities Accommodations Statement
The Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, wccdsso@hawaii.edu, or stop by the office (Hale Kako'o 105) for more information.

Basic Needs
Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the UH System Basic Needs website.

Mental Health Counseling
Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at the WCC Mental Health & Wellness website.

UH Alerts
The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit UH Alerts website for more information.

Financial Aid
If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or email them at wccfao@hawaii.edu to discuss the impact this decision may have on your financial aid eligibility.

Student Conduct Code
Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or online.

Title IX - Sex Discrimination And Gender-Based Violence Resources

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Leslie Cabingabang, UH System Confidential Advocate
Phone/Text: (808) 348-0432 or (808) 341-4952
Email: advocate@hawaii.edu
Office: Hale Kākoʻo 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator
Phone: (808) 235-7468
Email: mozoa@hawaii.edu
Office: Hale Kākoʻo 109

Desrae Kahale, Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kākoʻo 101

Karen Cho, Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ʻAlakaʻi 120

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources, and the University's Policy, Interim EP 1.204, go to https://www.hawaii.edu/titleix/