

New Course Request

Indiana University

Indiana University East Campus

Check Appropriate Boxes:

Undergraduate credit

Graduate credit

Professional credit

1. School/Division Humanities and Social Sciences 2. Academic Subject Code HIST
3. Course Number B-306 (must be cleared with University Enrollment Services) 4. Instructor Olson, Daron
5. Course Title Modern European Race, Gender, and Identity
Recommended Abbreviation (Optional) Mod Euro Race Gender Identity
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2011

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No

9. Is variable title approval being requested? Yes No

10. Course description (not to exceed 50 words) for Bulletin publication: This course looks at how race and gender have impacted the development of modern European identity. Through extensive readings, a critical understanding of race and gender will be attained. The analysis of historical processes will show how race and gender have evolved, shaping the shifting identities of Europeans.

11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____

13. Estimated enrollment: 15 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: every 3-4 years Will this course be required for majors? Can be used for upper division.

15. Justification for new course: Course fills need for upper-division world history. Can be used by majors for upper-division electives.

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Approved by:

Date _____
Department Chairman/Division Director

Joanne Passet Date 4/27/10
Dean

Date _____
Dean of Graduate School (when required)

Lawrence D. Richards Date 5/20/10
Chancellor/Vice-President

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

IU EAST COURSE OUTLINE OF RECORD

(Submit with ECAP form)

HIST B-306 Modern European Race, Gender, and Identity

COURSE TITLE: Modern European Race, Gender, and Identity

COURSE NUMBER: HIST B-306

CREDIT HOURS: 3

SCHOOL: Humanities and Social Sciences

PROGRAM: History

COURSE CATALOG DESCRIPTION: This course looks at how race and gender have impacted the development of modern European identity. Through extensive readings, a critical understanding of race and gender will be attained. The analysis of historical processes will show how race and gender have evolved, shaping the shifting identities of Europeans.

PREREQUISITES: Must have Junior standing or consent of instructor.

ANTICIPATED CLASS FORMAT (Online, Classroom, Hybrid): Classroom, Hybrid.

CONTACT TYPE (Lecture, Lab, Other): Lecture and Discussion

TEXTBOOK(S) FOR FIRST OFFERING:

Annette Timm and Joshua Sanborn, *Gender, Sex, and the Shaping of Modern Europe* (Oxford: Berg Publishers, 2007).

Dagmar Herzog, *Sex after Fascism: Memory and Morality in Twentieth-Century Germany* (Princeton and Oxford: Princeton UP, 2005).

Victoria De Graza, ed., *The Sex of Things* (Berkeley: University of California Press, 1996).

Joseph Graves, *The Emperor's New Clothes: Biological Theories of Race at the Millennium* (New Brunswick, NJ: Rutgers UP, 2005).

Les Black and John Solomos, eds., *Theories of Race and Racism: A Reader* (London: Routledge, 2000).

TOPICS TO BE ADDRESSED: (Narrative and/or bullet points)

- History of Modern European Race and Racism
- History of Modern European Gender
- European Identity
- Sexuality
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IU EAST CAMPUS LEARNING OBJECTIVES:

Educated people should:

1. Be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.
2. Have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.
3. Be able to express themselves clearly, completely, and accurately. Effective communication entails the successful sharing through a wide variety of techniques, including reading writing, speaking and technology.
4. Be able to relate computational skills to all fields so that they are able to think with numbers. At minimum students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.
5. Have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation and creativity.
6. Develop the skills to understand, accept and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities and value systems.
7. Be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.

LIST COURSE OBJECTIVES (with a notation indicating which Campus Learning Objective is met.)

- Objective number 2: depth of knowledge. Achieved through term papers.
- Objective number 3: ability to express thoughts clearly. Achieved through class discussions and papers.
- Objective number 5: develop informed opinions. Achieved through readings, class discussions, and papers.
- Objective number 6: understanding of peoples of different backgrounds. Achieved through course readings, discussions, papers, and films.

DATE OF COURSE IMPLEMENTATION: Fall 2011

DATE OF LAST REVISION (IF ANY):

Actual Course Syllabus May Contain Additional Materials