

**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-444/544 (must be cleared with University Enrollment Services) 4. Instructor Olson, Daron

5. Course Title The Scandinavian Model

Recommended Abbreviation (Optional) \_\_\_\_\_  
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2012

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 explores Scandinavia from the beginning of the Viking Age to the present through a transnational perspective. By examining the historical forces that have shaped this region, the course will address the question of whether there is a Scandinavian Sonderweg, or a unique Scandinavian model in world history.

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: 12 of which 10 percent are expected to be graduate students.

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

15. Justification for new course: The course fulfills the need for upper-division history courses. Can fulfill upper-division elective for majors.

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

Jeanne 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**  
**HIST B-444/B-544 The Scandinavian Model**

**COURSE TITLE:** The Scandinavian Model

**COURSE NUMBER:** HIST B-444/B-544

**CREDIT HOURS:** 3

**SCHOOL:** Humanities and Social Sciences

**PROGRAM:** History

**COURSE CATALOG DESCRIPTION:** This course explores Scandinavia from the beginning of the Viking Age to the present through a transnational perspective. By examining the historical forces that have shaped this region, the course will address the question of whether there is a Scandinavian *Sonderweg*, or a unique Scandinavian model in world history.

**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:**

T. K. Derry, *A History of Scandinavia* (Minneapolis and London: University of Minnesota Press, 1979)

Kevin Crossley-Holland, *The Norse Myths* (New York: Pantheon Books, 1980)

Kathleen Stokker, *Folklore Fights the Nazis: Humor in Occupied Norway, 1940-1945* (Madison: University of Wisconsin Press, 1997)

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

- The Scandinavian Model
- Scandinavian Identity
- Scandinavian History
- Scandinavian Culture

The customized option will be determined by the professor and the student. The student will be required to do two additional assignments aligned with their particular needs and interests.

The customized option will be outlined within the first two weeks of the semester in a contract between the professor and the student and signed and dated by each.

**STATEMENT OF EXPECTATIONS FOR STUDENTS**

**TAKING HIST B-544 (The Scandinavian Model) COURSE FOR GRADUATE CREDIT**

Students taking this course for graduate credit will fulfill their obligation through two of the following options:

1. The assigned papers will be five pages longer with focus on application to career objectives.
2. Writing an extra paper.
3. A presentation to the class.
4. Writing a historiography essay.
5. Working with primary documents and writing an original research paper.
6. Creating a curricular unit for an AP class if appropriate.
7. Lead a class discussion and write a reflection.
8. Develop an in-depth timeline of Scandinavian history to be shared with the class.
9. Develop a geography tutorial on Scandinavia.

**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 communicate clearly. Achieved through class discussions and papers.
- Objective number 5: develop informed opinions. Achieved through readings, class discussions, and papers.
- Objective number 6: ability to relate to people of different backgrounds. Achieved through course readings, discussions, papers, and films.

**DATE OF COURSE IMPLEMENTATION: Fall 2012**