**Purdue Northwest Curriculum Document Coversheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Document No:**  (According to [Instruction](http://faculty.pnw.edu/blog/curriculum-document-approval-procedures/)s[[1]](#footnote-1)) | CHESS 18-70 NEW COURSE HIST 3xx00 Eugenics as Racism-Bigotry | **Approval by Faculty Senate:**  (Leave Blank) | 5/3/19 |
| **Proposed Effective Date** | Fall 2019 | **Date Reviewed by Senate Curriculum**  **Committee:**  (Leave blank) | 4/12/19 |
| **Submitting Department:**  (Name of both Dept & College/School ) | Department of History and Philosophy | **Name(s) of Library Staff Consulted:**  (NA if not required) | N/A |
| **Date Reviewed by Department** | 2/27/2019 |  |  |
| **Submission Date:**  (Date sent to College/School Curr Comm after Dept Review) | 2/27/2019 | **Will New Library**  **Resources Used?** | **Yes** **No**  Double-click to check Yes / No. |
| **Date Reviewed by College/School Curriculum Committee** | 3/29/2019 | **Form 40 Needed?**  Registrar will complete Form 40 **after** Senate approval of document. | **Yes** New courses or any course change, check **YES**  **No** For **all other** curriculum matters, check **NO**. |
| **Contact Person(s):**  (Name & Title) | SAUL LERNER, Professor |  |  |

Unless marked “Leave blank” all parts of this form must be filled in **before** sending to Secretary of the Faculty Senate.

|  |
| --- |
| **Task (check all that apply and fill out sections appropriate for each change).**  Program/Concentration Change or New Program/Concentration Proposal: Complete Section I, III, & IV  Minor Change or New Minor Proposal: Complete Section I (delete sections III & IV)  Certificate Change or New Certificate Proposal: Complete Section I (delete sections III & IV)  Course Change or New Course Proposal: Complete Section II (delete sections III & IV) |
| **Program name**. |
| **Degree name(s).** (If applicable.) |

## Section I: This section is for changes in programs, minors and certificates

|  |
| --- |
| **List the major changes in each program of study, minor or certificate.**  None |
| **Impact on Students.** This course will increase the diversity of history courses offered. |
| **Impact on University Resources.** NONE. |
| **Impact on other Academic Units.**  None |

## Section II: This section is for changes in courses only

|  |
| --- |
| **Subject** Eugenics and its impact  Addition of History course at the 300-level |
| **Justification.** (Briefly list main reasons for proposed change, addition or deletion.)  Currently, we offer no formal undergraduate class on eugenics and its consequences. This class would enhance the role of the Department in addressing racism and bigotry through an analysis of the false scientific ideas of eugenics and its impact on those adversely affected. |

Use the **Current** and **Proposed** spaces below for course changes only. Otherwise, mark “N/A”

|  |  |  |
| --- | --- | --- |
| **Current:** none | | **Proposed:** **HIST 3XX00—EUGENICS AS RACISM/BIGOTRY—pattern: 3-0-3**  **“History of the eugenics movement, including its impact on the United States and the Western World, its role in fostering racism and bigotry, and its influence in forming racial policies like those of Nazi Germany**.**”** |
| **Is this course also:** | x **General Education** | **Currently Designated ExL** |

|  |
| --- |
| **Course Objectives / Learning Outcomes.** (New courses only. List main outcomes. If lengthy, attach separate page.)  **(1) students will demonstrate an understanding of the eugenics movement, its impact on the United States, and on the western world;**  **(2) students will demonstrate an understanding of the major consequences of the activities of major eugenicists and the support of the movement by powerful political, academic, and religious leaders in the United States and elsewhereits impact on the United States, and on the western world;**  **(3) students will demonstrate an understanding of the role of American eugenics, as the foremost world eugenics program prior to the 1930’s and how it became a model for Nazi eugenics and eugenics in other nations;**  **(4) students will demonstrate an understanding of research and writing about aspects of the eugenics movement; and**  **(5) students will demonstrate an understanding the terrible consequences in history of the racism and bigotry resulting from the eugenics movement.** |
| **Impact on Students.** To provide students with an understanding of the eugenics movement, its impact on the United States, and on the western world; to provide them with an understanding of the major consequences of the activities of major eugenicists and the support of the movement by powerful political, academic, and religious leaders in the United States and elsewhere; to provide them with an awareness of its impact on the United States and on the western world**;** to help them understand of the role of American eugenics, as the foremost world eugenics program prior to the 1930’s and how it became a model for Nazi eugenics and eugenics in other nations; to provide them with experience in research and writing about aspects of the eugenics movement; and to facilitate their awareness of the terrible consequences in history of the racism and bigotry resulting from the eugenics movement. |
| **Impact on University Resources.** N/A—no additional resources required |
| **Impact on other Academic Units.** (State “N/A” if proposal will not affect other units.) (Include name of person in affected area this was discussed with.)  N/A—no impact on other academic units |

(Boxes will expand and spill over onto next page to accommodate your typing.)

1. <http://faculty.pnw.edu/blog/curriculum-document-approval-procedures/> [↑](#footnote-ref-1)