Boston University College and Graduate School of Arts & Sciences
Undergraduate Academic Program Office
725 Commonwealth Avenue, Room 102

CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: History DATE SUBMITTED: 10/27/16

COURSE NUMBER: CAS HI 390

COURSE TITLE: Mecca to Dubai: Cities in the Middle East

INSTRUCTOR(S): Betty Anderson

TO BE FIRST OFFERED: Sem./Year: Fall /2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

Examines Middle Eastern history through the lens of its cities because cities have always been pivotal sites of governance, religious life, cultural development, architectural legacies, and political protest. Today, they are the epicenter of neoliberal globalization.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites: None

2. Explain the need for these prerequisites:

CREDITS: (check one)
☐ Half course: 2 credits  ☐ Variable: Please describe.
☐ Full course: 4 credits  ☐ Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

The class meets for a total of 180 minutes each week and it requires students to attend sessions that include lecture and discussion and analysis of films and images. It fulfills the 4th credit hour because of its demanding reading and writing schedule and expectations for regular contact with the faculty member outside of class, with a major final project required at the end of the semester in order to meet course goals.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

☐ No.
☐ Yes. If yes, please indicate which division ______________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester  ☑ Once a year, fall  ☐ Once a year, spring  ☐ Every other year
☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)
This course references my current research on the socio-economic changes taking place in Beirut, Lebanon, and Amman, Jordan, over the last 10 years. Over this period, the Lebanese and Jordanian states and private entrepreneurs have inaugurated neoliberal investment programs, expanded career options, increased private educational venues, built and rebuilt neighborhoods to facilitate the growth of artistic and entertainment venues, and shifted service provision from public to private institutions. The residents of the city have not been passive in this process but have taken advantage of the new opportunities to make the new spaces fit their own needs. At the same time, these initiatives have not come without disruption as opportunities have been unequally distributed.

In this new class, I am showing how cities are not only important to the contemporary Middle East but are vital for understanding the development of the region as a whole. By focusing on cities I am highlighting the dynamism, diversity and discourse that have defined the region since the rise of Islam 15 centuries ago.

The class connects to the History Department curriculum by analyzing how the Middle East has been a bridge connecting regions of the world for centuries. Cities were the centers of trade, education and statecraft and residents of them activated the most important relationships the Middle East developed with surrounding societies. The class serves the Middle East and North Africa track of the International Relations major, the Middle East and North Africa (MENA) major and the two Muslim Studies minors. For all of these programs, this class provides an overview of 15 centuries of Middle East history.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

10-20 undergraduate students

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

No

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   X No.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate
cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

This course will complement other courses about cities already offered in the History Department, including the History of Boston (HI190) and Cities and Cultures (HI226).

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

Currently available facilities, equipment and other resources are adequate for the proposed course.

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

This course will replace Muslim Studies: An Interdisciplinary History (AH539/AN548/HI596/IR515/RN563/TX847) which I have been teaching every fall since 2011.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

This course does not have new budgetary needs.

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

• A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Teaching & Learning website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).
• Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION: Betty Anderson, Associate Professor

DEPARTMENT CONTACT EMAIL AND PHONE: BANDERSON@BU.EDU (617-353-8302)

DEPARTMENT APPROVAL: ________________________________

Department Chair

Date

__________________________________________

Other Department Chair(s) (for cross-listed courses)

Date

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CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved  Date: ____________________________
☐ Tabled  Date: ____________________________
☐ Not Approved  Date: ____________________________

Divisional Studies Credit:
☐ Endorsed
   ☐ HU
   ☐ MCS
   ☐ NS
   ☐ SS
☐ Not endorsed

________________________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year

________________________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: ____________________________  ☐ Approved  ☐ Not Approved

________________________________________
Curriculum Administrator Signature and Date

Comments:
Mecca to Dubai: Cities in the Middle East (HI 390)

Fall 2017

Betty Anderson (banderso@bu.edu)
Location and Time
Office: Room 306, 226 Bay State Road
Telephone: (617)353-8302
Office Hours: TBA

Course Description:

This course examines Middle Eastern history through the lens of its cities, focusing on Mecca, Damascus, Jerusalem, Baghdad, Cairo, Istanbul, Tehran, Beirut, Damascus, Dubai, Abu Dhabi and Doha. In these cities, caliphs, presidents and kings have ruled; religious clerics adjudicated Islamic law; architects and artists constructed magnificent monuments; and merchants traded the world’s goods. Cities have also been the centers for literary and scientific experimentation, educational expansion, and social entertainment. Today, they are the epicenter for both political protest and neoliberal globalization. A close examination of the region’s cities provides a window on to developments in governance, religion, and culture. Classes will include historical lectures, discussions about the readings, and displays of images, music and films that illustrate the diversity of experiences to be found in Middle Eastern cities.

The students are required to complete all the readings assigned, take a mid-term examination and complete a final project. In the mid-term, the students will be tested not only on their knowledge of historical events but they must be able to analyze the different historical developments and changes taking place during the period of time covered by the course. Answers must incorporate information gleaned from the class lectures, the assigned readings, and the discussions. The final project will call on students to use the images, films and readings to analyze how cities continue to define a changing Middle East today.

The students will also write 2 five-page papers analyzing an aspect of the course covered in the readings and lectures. The papers must be turned in on the date specified below; otherwise it will lose 1/3 a grade for each day it is late. Plagiarism will be handled per the guidelines set out in the CAS Academic Conduct Code (http://www.bu.edu/academics/policies/academic-conduct-code/).

In addition to the written work, discussions will take place every week concerning the assigned readings, current events and films. On these days, the students must arrive in class prepared to analyze and contribute to the topics being discussed in order to receive full credit for participation.
Books:


*(All other readings are available on the Blackboard site for the class.)*

Requirements:

1 mid-term worth 25% of the grade
2 five-page papers worth 30% of the grade
1 final project worth 25% of the grade
Class participation worth 20% of the grade

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Week 1

**Topic:** Mecca

**Readings:**

1) Anderson, Prologue

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Week 2

**Topic:** Umayyad Damascus and Jerusalem

**Readings:**

Week 3

Topic: Abbasid Baghdad

Readings:


Week 4

Topic: Fatimid, Mamluk, and Ottoman Cairo

Readings:


Week 5

Topic: Ottoman Istanbul

Readings:

1) Anderson, Chapter 1
2) Boyar and Fleet, Chapters 2, 5, and 6

First Paper Due
Week 6

**Topic:** Safavid Isfahan and Timurid Samarqand

**Readings:**


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Week 7

**Topic:** 19th Century Istanbul

**Readings:**

1) *Anderson*, Chapter 2
2) *Boyar and Fleet*, Chapter 8

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Week 8

**Topic:** 19th Century Ottoman Beirut and Damascus

**Readings:**

1) *Anderson*, Chapters 3 and 4

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**MID-TERM EXAMINATION**
Week 9

Topic: 19th Century Cairo and Tehran

Readings:

Week 10

Topic: Urban Life under Colonialism

Readings:
1) Anderson, Chapters 5, 6 and 7
2) Samir Kassir, Beirut (University of California Press, 2010), pp. 301-326.
3) Abigail Jacobson, From Empire to Empire: Jerusalem between Ottoman and British Rule (Syracuse University Press, 2011), pp. 53-81.
Week 11

Topic: Urban Protest after Independence

Readings:

1) Anderson, Chapters 8 and 9

Second Paper Due

Week 12

Topic: The Social City

Readings:

1) Anderson, Chapter 10

Week 13

Topic: The Urbanizing Persian Gulf

Readings:

Week 14

Topic: 21st Century Urban Protest

Readings:

1) Anderson, Epilogue
2) Haddad et al, Introduction and Chapters 2-5 and 11-17

Final Project Due
Cognate Comment Request

TO: Name: William Grimes
Department: Pardee School of Global Studies

FROM: Name: Louis Ferleger
Department: History
Telephone: 617-353-8311 E-mail ferleger@bu.edu

Course Number: CAS HI 390
Course or Program Title: Mecca to Dubai: Cities in the Middle East

Our Department/Program would like to request cognate comments on this course (or program). A complete proposal is attached for your review. If you need further information, please do not hesitate to contact me.

Kindly return the signed original to me by ______________ so that I may include your comments when submitting our proposal for review and approval. Please do not send any cognate letters directly to the address above. Thank you.

COMMENTS: This looks like an excellent course that will be attractive to Pardee School students who focus on the Middle East.

Please explain fully any objections.

Signature: ____________________________ Date: Oct. 31, 2016
Title: Associate Dean for Academic Affairs
Cognate Comment Request

TO: Name: Margaret Litvin
Department: Middle East & North Africa Studies Program

FROM: Name: Louis Ferleger
Department: History
Telephone: 617-353-8311 E-mail ferleger@bu.edu

Course Number: CAS HI 390
Course or Program Title: Mecca to Dubai: Cities in the Middle East

Our Department/Program would like to request cognate comments on this course (or program). A complete proposal is attached for your review. If you need further information, please do not hesitate to contact me.

Kindly return the signed original to me by ___________ so that I may include your comments when submitting our proposal for review and approval. Please do not send any cognate letters directly to the address above. Thank you.

COMMENTS: The MENA program warmly welcomes the course HI 390. The syllabus is an interdisciplinary tour de force – it really does cover from Mecca to Dubai and manages to incorporate important perspectives from art history, social history, even literary studies, as well as political history. It draws on Prof. Anderson’s research and has the potential to spawn UROP projects and other co-curricular extensions. I believe it will serve as a wonderful “Introduction to the Region” course, and we will add it to List A in the MENA requirements as soon as it is approved.

Please explain fully any objections.

Signature: Margaret Litvin Date: 10/28/16
Title: Director, Middle East & North Africa Studies