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 Susan Jackson (617-353-2410; sjackson@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Religion
COURSE NUMBER: RN 249

COURSE TITLE: Islamophobia and Antisemitism
INSTRUCTOR(S): Kecia Ali and Adam Seligman

TO BE FIRST OFFERED: Sem./Year: Spring/2018

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.

| I | S | L | A | M | O | P | H | O | B | I | A |

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.

Exploration of historical and contemporary manifestations of Islamophobia and Anti-Semitism. Students will use various theoretical approaches to examine a wide range of relevant texts (written and visual) from late antiquity to modern America. This course includes active learning and fieldwork.

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: N/A

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

This class meets for the required number of minutes and carries an appropriate amount of reading, writing, and site visitations/fieldwork outside of course hours.

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

☐ No.
☒ Yes. If yes, please indicate which division ____HU____________________ 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.

In addition to meeting the basic aims of the humanities divisional requirements, the course meets our Religion-department criteria for the expanded divisional list for humanities credit. It involves substantial sustained, reflective, polished writing and careful attention to critical evaluation of sources.

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.)

The course, while not required for majors/minors in our department or other departments, will be of interest to our majors and minors as well as to students minoring in Muslim Studies (Humanities Track) and to students of American Studies and Jewish Studies. Religion students, and those currently taking courses in religion, have expressed particular interest in those portions of courses addressing Muslims in America. Moreover, this course will appeal to those undergraduate students throughout the university looking to better understand our current political and social climate.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?
We anticipate somewhere between 20 and 50 students for the initial offering of this course.

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.

N/A

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   
   ☑ No.
   
   ☐ Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.

   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

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.)

Although there is thematic overlap with Prof. Seligman’s course on Religious Tolerance, that course is aimed at advanced undergraduates and graduate students. There is also a small amount of overlap with Prof. Ali’s Muslims in America course (RN 342, offered for the first time in Summer 2017) and with her Islam and the West (RN 345) course. Both of these courses include more advanced undergraduates and the latter also includes graduate students. A student could profitably take any combination of these courses. This course differs from these other courses in terms of its overall theoretical orientation and in its sustained comparison between Islamophobia and Antisemitism.

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.)

None.

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 be co-taught during its initial and second offerings. In Spring 2018, it will stand in place of Prof. Ali’s Islam and the West offering. However, that will continue to figure in our course rotation.

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.)

None.

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.

N/A

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 Excellence & Innovation in Teaching 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 Susan Jackson (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION: Wendy Czik, administrator

DEPARTMENT CONTACT EMAIL AND PHONE: WLCZIK@BU.EDU 617-353-2635

DEPARTMENT APPROVAL: ___________________________ 3/3/17
Department Chair

Other Department Chair(s) (for cross-listed courses) ___________________________ Date
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:
Course will explore historical and contemporary manifestations of Islamophobia and Anti-Semitism. Students will be exposed to a wide range of relevant texts (written and visual) as well as theoretical approaches. Course will include active learning component and field-work by students.

**Course description**

*NOTE: As matters are changing rapidly, we will update this description closer to our start date.*

Both the FBI and the Southern Poverty Law Center have recorded a marked increase in hate crimes, especially of an anti-Muslim and anti-Semitic nature in the year leading up to the 2016 American presidential election. Incidents range from painting swastikas on dorm room doors in New York City, to letters addressed to observant Muslim teachers in George to “hang themselves” with their headscarves, as well threatening letters sent to mosques and Islamic centers in multiple states of the Union.

We are, moreover, all aware of the calls made by President Trump during his presidential campaign to register Muslims in the USA as well has his remarks that “Islam hates us.” Beyond our borders: continuing furor over the “burkinis” on French beaches, minarets in Switzerland, the full face veil in Germany as well as the role of nativist, anti-Muslim and anti-Semitic rhetoric in the rise of right-wing parties in Western Europe have become part of our daily life. Political orientations many believed to have been exorcised at the end of the Second World War, are, it seems, alive and well and as much a part of social and political life as they were in the 1930’s here and in Europe.

This course is designed to introduce the undergraduate student to some of the salient issues as well as historical background of the current upsurge in Islamophobia and anti-Semitism both here and abroad. Course readings will range over texts in history, theology, current events, law and the social sciences to aid students in gaining a greater understanding of these phenomena. More specifically course goals are:

a. to increase knowledge of the history, character and current state of anti-Semitic and anti-Islamic attitudes in Western European and North American societies,

b. to understand the nature of these orientations, their connection to issues of identity, group boundaries, prejudice in general and the role of the ‘other’ in any process of self-definition

c. to learn what responses are possible to such orientations and actions in the world today.
The course will deal not only with Christian and secular forms of Islamophobia and anti-Semitism, but also with Muslim anti-Semitism and Jewish Islamophobia. It will, further address such issues as Jewish and Muslim attitudes towards their own minorities (Ahmadiyya or Bahai in Islam, ultra-Orthodox Jewish attitudes towards Reform Judaism and so on). It will also address the freighted and highly contested link (or lack thereof) between anti-Semitism and anti-Zionism.

Assignments and grading:

Grades will be based on attendance/participation (10%), ten reading responses (20%), a midterm (20%), an eight-to-ten-page paper (30%), and a project/presentation (20%).

Attendance at all class sessions is necessary, because lectures will cover materials not in the class readings. Course texts have been chosen largely because of their thought-provoking nature; this means, however, that a good deal of historical and background information will be conveyed in lectures. Come prepared to take good notes. Some classes will be mostly lecture while others will be discussion-based and still others will be devoted to small group work. Participation in discussions and occasional in-class exercises is also an important element in this course. Together, attendance and participation will account for 10% of your grade, although if you miss a substantial number of classes your grade is subject to further deduction. Even if you miss a class session for a valid reason you will still be responsible for any material covered or announcements given. We encourage you to exchange contact information with one or more of your classmates so that you can borrow notes or ask for course updates if you are absent. We will usually post relevant updates or announcements to Blackboard, with emails sent to your official BU addresses. Check your email and/or the Blackboard site regularly.

Reading responses: Ten one-page, single-spaced response papers commenting on, analyzing, or questioning (not merely summarizing) the week’s readings are due over the course of the semester. You may choose which weeks to hand in papers. It is your responsibility to keep track of how many papers you have handed in and how many more weeks are left in the semester. They are due at the first class of the week. They will not be accepted late nor on other days even if you have a legitimate excuse for your absence from Tuesday’s class. (If you are going to be absent for, e.g., a religious holiday, you can give a classmate your paper or turn it in in advance.) They will not be accepted electronically. Response papers will neither be extensively commented-upon nor given letter grades. Rather, they will be marked (check), for solid, good work; (check -) for acceptable work; or (0) for work that does not meet the basic criteria. These papers together are worth 20% of your grade. If you get less than full credit (check) on any paper, you may submit another. I will take the ten highest marks.

Midterm: 20% of your grade, held on 3/1.

Paper, based on field-work (30%): Students will work with either Prof. Ali or Seligman to develop a field-work project that will involve multiple site-visits to local Islamic and Jewish organizations as well as to mosques or synagogues. The purpose of the field-work will be to familiarize the student with the lives and current challenges of members of these communities and reflect on the significance of such for their own lives and roles as students and citizens. Students will consult with professors both before and
during their field-work experiences. Student papers of 8-10 pages will be based on these community meetings.

Project/presentation (20%) We will arrange multiple venues for paper presentation and dissemination of results of field-work: from the class room itself to presentations at student organizations, at the GSU or the Howard Thurman Center. Final venues to be determined

**Policies on religious accommodations, missed exams, late work, and incompletes**

Religious holidays may fall on scheduled class days this term. If you need accommodations for a religious observance, please notify us as soon as possible, preferably by email, so that we can make appropriate arrangements.

*Midterm and presentations.* If you require alternate arrangements for a legitimate reason, please contact us in writing at least two weeks in advance. **Missing the midterm without adequate prior notice due to anything other than a documented medical emergency or something equally urgent and unforeseeable will result in a grade of zero for the test. The same rules apply for scheduled presentations.**

We will allow a grace period of two days for the paper, no questions asked; just let one of us know—preferably by email—by the time the original paper is due that you are taking this extra time. If you require more than two additional days, you will need to meet with one of us in person to discuss the paper and how you will complete it. As noted above, *late weekly response papers will not be accepted for credit.*

*Course incompletes are never desirable but sometimes necessary.* Speak to us as early as possible if you think you may need to take an incomplete.

**Disabilities:**

In accordance with University policy (see [http://www.bu.edu/disability/policies/index.html](http://www.bu.edu/disability/policies/index.html)), a student who requires accommodation for a documented disability of any type should meet with one of us as soon as possible to discuss appropriate modifications to course requirements or procedures. We strive to make my classroom disability-friendly and accessible. The more clearly we understand what will be helpful, the better we can do that.

If you do not have a documented disability but know that some approaches to learning work well, or poorly, for you, please feel free to discuss with us in person, by email, or over the phone. There may be easy, reasonable modifications to activities or requirements that will enhance both your learning and the class’s overall shape.

*Note: If you wish to use a laptop to take notes during class, please see one of us to discuss it.*

**Academic Integrity:**

Every student is expected to be familiar with and comply with the BU policy on academic integrity, which can be found at: [http://www.bu.edu/cas/undergraduate/conductcode.html](http://www.bu.edu/cas/undergraduate/conductcode.html). We will refer any suspected case of academic misconduct to the Dean’s Office. Please note that
posting work for this class to “sharing” sites violates BU policy. We will discuss plagiarism and independent work in class.

In addition to BU resources on writing and plagiarism, helpful resources about proper use of sources can be found elsewhere. About using sources responsibly (and avoiding plagiarism), see the “Harvard Guide to Using Sources” (http://usingsources.fas.harvard.edu/icb/icb.do) and Dartmouth’s RWIT page (http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth). The Purdue University Online Writing Lab (https://owl.english.purdue.edu/owl/), contains excellent advice on research and citation but also on broader topics including “Conducting Research” (https://owl.english.purdue.edu/owl/section/2/8/).

Contact details and office hour policies

As this course is co-taught, we will evaluate your work jointly. You may come to either or both of our office hours, or reach out to either or both of us with queries or concerns. We encourage you to attend office hours.

Prof. Seligman: 145 Bay State Rd #102; phone: 617-358-0262; email: seligman@bu.edu

Prof. Ali: 145 Bay State Rd #402; phone: 617-353-4465; email: ka@bu.edu

Email is generally the best way to reach us outside of class. We will typically respond within 24-48 hours. Before emailing with a question:

1) check the syllabus and course website to see if the information is already there
2) consult Laura Portwood-Stacer’s basic guide “How to email your professor”
3) for significant substantive queries, plan to come to office hours

Office hours TBD

TBD office hours are first-come, first served. They are suitable for general queries and short discussions. If you think you will require more than fifteen minutes, please make an appointment.

TBD office-hour appointments must be requested by 3 pm the previous Friday, but can be scheduled weeks in advance. There is no appointment until you have received confirmation. Please indicate how long you think you will need. Phone appointments can be scheduled just like in-person appointments.

If you cannot make either of our regular office hour times, we can find another mutually agreeable time.

Office accessibility: Prof. Seligman’s first floor office can be reached through a few steps from the entrance at 145 Bay State Rd. Prof. Ali’s fourth-floor office can be reached via three flights of steps from the entrance at 145 Bay State Rd. or via a small non-wheelchair accessible elevator from 147 Bay State Rd (147 Bay State Rd has a few steps at the entrance and getting between
145/147 BSR requires navigating a few stairs. If you require mobility accommodations, please let us know.

**Classroom accessibility:** TBD

**Readings**

*It is vital that you come to class having read the assigned texts, as classroom lectures and discussions will build on this material, not repeat it. Readings will be available on Blackboard. For weeks when we have a relevant news article, we will share the link via email to the class.*

**Course schedule**

**Coexistence and conflict**

1/18 – December 2016 letter sent to mosques in USA

[http://www.expo98.msu.edu/people/kallen.htm](http://www.expo98.msu.edu/people/kallen.htm)

**Late Antiquity**


**Medieval European World**


**Modern World**


Contemporary US


3/1 MIDTERM

The Problem of Tolerance and Social Boundaries


Religion in Post-Secular World


3/22 Muslim minorities outside the West: Myanmar’s genocide of Muslim minority Rohynga. Reading TBD.


Discomfort and Difference


4/3 Seligman, Wasserfall and Montgomery, *Living with Difference*, Chapter Four and Conclusion

Legal Windows

4/5 – Unni Wikan, “Citizenship on Trial,” *Daedalus*, Fall 2,000 Volume 29, no.4, pp.55-76.


Student Presentations/TBD

4/17

4/19

4/24

4/26

Summing Up

5/1