In Workflow

1. CASHI Chair
2. CAS Dean
3. GEC SubCommittees
4. Final Approval

Approval Path

1. Mon, 14 Aug 2017 15:22:40 GMT
   LOUIS A FERLEGER (ferleger): Approved for CASHI Chair

New Proposal

Date Submitted: Mon, 14 Aug 2017 15:10:21 GMT

Viewing: Living in the City

Last edit: Mon, 14 Aug 2017 15:10:18 GMT

Changes proposed by: dwylie

Section One – Provenance of Proposal

Proposer Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>School/College</th>
<th>Department Name</th>
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<tbody>
<tr>
<td>DIANA WYLIE</td>
<td>Prof.</td>
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<td>CAS</td>
<td>HI</td>
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Section Two – Course or Co-Curricular Activity Identifiers

What are you proposing?
Course

College
College of Arts & Sciences

Department
HISTORY

Subject Code
CAS HI - History
Course Number
227

Course/Co-curricular Title
Living in the City

Short Title
urban history

This is:
A New Course

Did you participate in a CTL workshop for the development of this activity?

Yes

Bulletin (40-word) Course Description

Gateway to international urban history. Case studies of selected cities -- from ancient Uruk to modern Shanghai -- through scrutiny of histories and documents. Discussion of important themes for our urban future: justice, health, worship, entertainment, human rights, city planning, beauty.

Prerequisites, if any:

Co-requisites, if any:

Courses, if any, for which this course will be a prerequisite:

Courses, if any, for which this course will be a co-requisite:

Cross-Listing

Course Type (for Scheduling Purposes):
Independent (seminar or other course with no ancillary components)

Delivery Type
Face-to-Face

Credits
4
Please justify this number of credits, with reference to BU’s Policy on Credit Assignment and to the combination of required contact hours and student effort detailed in your proposed course syllabus.

Three 50-minute classes a week plus field trips and hours working outside class on individual and then group projects

Is this course repeatable for additional credit?

No

Section Three – Scheduling and Enrollment Information

Proposed first (or for existing course) next semester to be offered  
Fall 2018

Proposed Last semester to be offered:  
Offer Indefinitely

Full semester course/activity?

Yes

Course/Activity Location  
Charles River Campus

Course/Activity offering pattern  
Every Fall

What is your projected minimum capacity across all semesters and sections in an academic year?

15

What is your projected maximum capacity across all semesters and sections in an academic year?

30

Please explain the basis for anticipating this enrollment total

Because the class builds to group presentations based on individual projects, the number enrolled needs to be under 30. Each class will combine lecture and discussion.

Provide full detail if enrollment is expected to vary, for example, between Fall and Spring semesters

Does this course have capacity for more students to enroll?
Yes
Do you propose to reserve seats for specific student populations?
No

Section Four - General Education

Are you proposing (only for freshmen entering BU before September 2018 and transfer students entering before September 2020) that this course/activity fulfill current general education requirements?

No

Are you proposing this course/activity for inclusion in the BU Hub program of general education for all freshman who enter BU in or after September 2018?

Yes

1. Philosophical, Aesthetic, and Historical Interpretation

   Historical Consciousness

   Historical Outcome 1
   Students will learn to use knowledge about the past -- social, political, economic processes shaping cities -- to think creatively about urban futures: why do cities rise and fall; what does 'sustainable' really mean; how can history be used to inspire active urban citizenship? The long final project will explicitly address the last question as students work in trios to find connections and present their ideas jointly to the rest of the class.

   Historical Outcome 2
   Students will discuss short primary texts, written and pictorial -- e.g. The Epic of Gilgamesh, Engels on Manchester, a map of South African townships -- to discover what they reveal and camouflage.

   Historical Outcome 3
   Students will study subject matter ranging from poly- to mono-theistic faiths, from city-states to empires, and from pre- to -post-industrial production, learning especially how the industrial revolution led to today's significantly urban planet.

2. Scientific and Social Inquiry

3. Quantitative Reasoning

4. Diversity, Civic Engagement, and Global Citizenship

   Global Citizenship and Intercultural Literacy
Global Outcome 1
Students will become familiar with world history because all continents are covered, each by at least three classes (Europe, Asia, the Americas, Africa, and the MENA region) with more than a dozen classes treating more than one region. Because the course ranges from ancient Mesopotamia to 21st century China, it demands that students come to terms with how expectations and cultures of urban living have varied over space as well as over time. Thus, students will be able to compare the values of, for example, 20th century Johannesburg and Chicago through analyzing how these cities organized policing, access to parks, and land ownership.

Global Outcome 2
Yes

5. Communication

Intellectual Toolkit
Teamwork/Collaboration

Teamwork Outcome 1
The students will make power point presentations in trios at the end of the course. They will use visual material -- images, film clips, maps -- to argue for the adoption of a strategy to improve the quality of urban life based on lessons derived from history. They will work together to merge their individual recommendations into a seamless whole. Their audience (the other students in the class) will be asked to critique not only their ideas but also the quality of their presentation.

Teamwork Outcome 2
Each trio making a presentation will work with me over the course of the term so that I may monitor their division of labor and process of self-criticism.

How will you evaluate whether learning outcomes for the relevant area(s) have been met?

I will evaluate the clarity and effectiveness of each trio's presentation: did they make a convincing case for three different strategies for improving urban life, based on historical examples? did they mesh their three ideas into one coherent program of action? did the rest of the class react positively to the content and manner of their presentation? In addition there is a mid-term and a final examination and a 5 page mandatory summary of what the student learned in the course.

Educational Strategies

What educational strategies do you plan to use to encourage students' full engagement in the course/activity both inside and outside of class?

Starting the course by asking people to define their urban experience and plans; requiring an exploratory walking tour of the area around my Beacon Hill apartment where a group de-
briefing is then conducted; mandating group projects that suggest practical strategies, based on historical case studies, to improve the quality of urban life.

Section Five - Relationship of Proposed Course to Existing Courses/Activities in Your Program or Others

Do you have Learning Objectives for this Course in addition to BU Hub Outcomes?

No

For what major(s) and/or minor(s) and/or concentration(s) will this course/activity fulfill program requirements?

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<tr>
<th>School/College</th>
<th>Degree Name</th>
<th>HEGIS Short Translation</th>
<th>Level</th>
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<tr>
<td>CAS</td>
<td>BA</td>
<td>History</td>
<td>Major</td>
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Is this course/activity required for any major or minor program?

No

Majors and minors and general education aside, are there other student populations in relevant departments for whom this course/activity will serve as a valuable related elective?

Yes

Which student populations?
Students of architectural history, sociology, political science.

Overlap. Is there any significant overlap with courses/activities currently offered by your program or by others?

No

Sequencing. Aside from having or serving as a pre-requisite, does this course/activity build on and/or lay groundwork for others?

Yes

Please explain.

This course will serve as an introduction to urban history by being international in scope. Thus it could serve as a gateway to the seven other courses in the history department on urban history which focus on either one particular city (Boston, London, Venice, Paris, Shanghai) or a regional urban history (America, the Middle East).

Additional comments about the intended value and impact of this course/activity:
The goal is to make cities more legible as a prelude to active citizenship, specifically to shaping the cities of the future. Cities were made -- by social, political, economic, technological forces -- and they can be remade more readily if we understand those forces, how they have played out in different areas of the globe and how they have changed over time.

Section Six – Resource Needs and Sustainability

Facilities and equipment. Are any special facilities, equipment, and other resources needed to teach this course/activity?

Yes

Please detail these needs.

A projector for images

Have you ascertained that these needs can be met for the scheduled first offering of the course/activity?

Yes

Staffing. Will the staffing of this course, in terms of faculty and where relevant teaching fellows/assistants, etc., affect staffing support for other courses? For example, will other courses not be taught or be taught less frequently?

No

Budget and Cost. Will start-up and continuation of the course/activity entail costs not already discussed?

No

Sustainability. Which members of your faculty are prepared to teach this course/activity regularly or on a rotational basis? Please explain.

There are seven other courses in the history department on urban history, for which this course will serve as a gateway; each concerns one particular city (Boston, London, Venice, Paris, Shanghai) or a regional urban history (America, the Middle East). Perhaps one of those professors might one day be interested in taking over the gateway course I am proposing.

Additional Notes on any Aspect of Course/Activity
Submit this form and course/activity syllabus.

Upload Syllabus
History 227.docx

Reviewer Comments
ARIANNE J CHERNOCK (chernock) (Mon, 14 Aug 2017 11:37:17 GMT): Rollback: Hi Diana, I've now had a chance to review your fantastic syllabus - I especially appreciate how you treat the Hub learning outcomes. Carrie and I see just two (minor) problems: 1) even though this is a revision of HI 226, because we gave it a new course number it will be considered a new course not a course revision. This may change the questions you will need to fill out in the first section. 2) please add the CAS Academic Conduct Code URL to your syllabus: https://www.bu.edu/academics/cas/policies/academic-conduct/ Once you've made these small changes, please upload your proposal and syllabus again to courseleaf for final review. Thanks, and don't hesitate to contact me with any questions. All best, Arianne

Key: 320
Description: A gateway course to international urban history. Rather than a strict chronological survey, this course approaches urban history via case studies, the scrutiny of primary material, and the discussion of key themes (justice, health, worship, spectacle and entertainment, individual freedoms, city planning, and beauty).

The city provides a lens for investigating the human search for the good and the beautiful across time and space. How have people sought to achieve just societies while living in dense groups? How have their concepts of architectural beauty, for example, changed over time? We will discuss cities not only as catalysts for growth and invention, but also as generators of social problems that can lead to the absence of the good and the beautiful, or even their destruction.

The longer-term aims of the course are: to prepare you to think creatively about shaping the cities of the future; to ask how knowledge of the past may help us to make better choices on issues like the following. Do cities have environmental advantages? Are urbanization and the shrinkage of rural areas inevitable? Should cities become more dense or more sprawling? How can cities bridge social, political, cultural differences to become more inclusive and fair? The urban, as well as the natural, environment is in need of our care and attention.

Evaluation: You grade will be determined by five assessments over the course of the term: 1. a mid-term examination on XXX; 2. a 5 page summary of what you have learned from the course due XXX; 3. class participation; 4. an oral presentation (working in groups on an issue drawn from chapters in LeGates) whose group-text you will submit for grading; over the course of the term I will assign interim due dates for this project: topic, outline, evidence; argument/objectives; and 5. a final examination on XXX. Each of these assessments will constitute 20% of your grade.

Electronic devices: You may not use them in the classroom without the permission of the instructor.

Plagiarism: is dealt with according to the guidelines set out in the Boston University handbook. See https://www.bu.edu/academics/cas/policies/academic-conduct/

Books: the two required texts for this course are available for purchase at Barnes and Noble. They are the Fifth Edition of The City Reader, edited by Richard T.
LeGates and Frederic Stout (Routledge, 2011) and Andrew Lees, The City, A World History (Oxford, 2015). All other readings have been scanned so they are available through Mugar Library. Occasionally additional short documents will be distributed in class.

Note that changes may sometimes be made to the below syllabus.

INTRODUCTION

1. Welcome: how urban are you? What is your dream city and why? What is your relationship to the city?


THE PRE-MODERN CITY

3. The First Cities and the Temple (Uruk, Teotihuacan, Great Zimbabwe): V. Gordon Childe, “The Urban Revolution,” in LeGates, pp. 31-39; Lees, ch. 1; selections from The Epic of Gilgamesh


5. Rome 50-100 AD: What gave Rome cohesion?: Lees, ch. 2; Mary Beard, SPQR, chapter 9 (scanned)

6. Medieval Cities: a stage for the monarch and the church (case studies of Notre Dame and Lincoln cathedrals): Mark Girouard, Cities and People, A Social and Architectural History, chapter 3 “Church and State” (pp. 41-66, scanned); Lees, ch. 3.


8. Early Modern Cities and the birth of capitalism: Lees, ch. 4

9. Beijing in the 1600s and 1700s, Prof. Eugenio Menegon guest lecture


THE INDUSTRIAL ERA


17: The Imperial City, at home and abroad (1): Jonathan Schneer, London 1900 The Imperial Metropolis, ch 2 pp. 16-36 (scanned); Lees, ch. 6.


21: midterm


24: Field trip to West End Museum and other sites around Beacon Hill; this class will take place at another time than when our class normally meets.


27: *Does historic preservation matter?:* Guest visit by Prof. Daniel Bluestone; reading to be assigned by Prof. Bluestone.


THE FUTURE OF THE CITY


APPLICATIONS/THE FUTURE

35: Student presentations 1
36: Student presentations 2
37: Student presentations 3
38: Summing up: five page essay due (summing up what you’ve learned in this course) to discuss in class

39: Review

40: Final examination