Near Eastern Languages and Civilizations

Department Website: http://nelc.uchicago.edu

PROGRAM OF STUDY

Majors in Near Eastern Languages and Civilizations (NELC) at the University of Chicago pursue rigorous knowledge about a region of the world that is known as “the cradle of civilization” and the home of several important religious and cultural traditions, as well as one of the most important geopolitical areas of our contemporary world. NELC majors acquire languages; learn how archaeologists, economists, historians, linguists, literary scholars, and careful readers of legal, religious, economic, and other kinds of texts critically evaluate evidence; and acquire, largely in small class settings, analytical writing, thinking, and research skills that will help prepare them for a variety of careers.

Geographically centered on the Nile to Oxus and Danube to Indus region, NELC also embraces North Africa and Islamic Spain, as well as Central Asia and the Balkans in its ambit, from the early Bronze Age to the recent era of revolutions. Students can gain expertise in a wide variety of languages, including the living spoken tongues of the modern Middle East and Central Asia (Arabic, Armenian, modern Hebrew, Kazakh, Persian, Turkish, and Uzbek) or languages that open gateways onto the ancient past (Aramaic, Babylonian, Biblical Hebrew, Coptic, Egyptian Hieroglyphics, Elamite, Ge'ez, Hittite, Middle and Old Persian, Ottoman, Syriac, Ugaritic, etc.).

In an interdisciplinary area studies department like NELC, majors learn about the region through primary sources (material, oral, or textual) and scholarly analysis, structuring their curriculum around various disciplines and methodologies, including stratigraphy and paleobotany; comparative literature, cultural and civilizational studies, economics and numismatics, gender studies, history (economic, political, religious, and social), human rights, public policy, and digital humanities approaches.

Areas of specialization within NELC include:

• Arabic Studies
• Armenian Studies
• Archaeology and Art of the Ancient Near East
• Classical Hebrew Language and Civilization
• Cuneiform Studies (including Assyriology, Hittitology, and Sumerology)
• Egyptian Languages and Civilization
• History (Ancient Near East, Islamic History, Modern Middle Eastern History)
• Islamic Thought (including Law, Sufism)
• Israeli and Jewish Studies (including Biblical and Modern Hebrew, Aramaic, Syriac)
• Persian and Iranian Studies (Culture, Language, Literature, History, Religion)
• Semitic Languages and Literatures (Comparative Semitics, Northwest Semitics)
• Turkish and Ottoman Studies (Culture, History, Languages, Literatures)

Students who major in NELC who are interested in learning one or more of the primary native languages as a means of access to the cultures of the ancient Near East and/or the modern Middle East can do so in the Language and Culture Track of the NELC major, while students who are more interested in developing their knowledge of the material cultures of the Near East and of the concepts and techniques of archaeology can do so in the Archaeology Track of the NELC major. In consultation with the Director of Undergraduate Studies, each student chooses an area of specialization and devises a program of study that provides a sound basis for graduate work in that area or for a career in business, education, government, journalism, law, museology, public policy, public service, or a variety of other disciplines and professions.

MAJOR REQUIREMENTS

Requirements for the NELC major vary quite substantially between the Language and Culture Track on the one hand, and the Archaeology Track on the other hand. Specific requirements for each track are described below. The Director of Undergraduate Studies and the Department Administrator are available to answer questions, discuss programs of study, and support students as they make their way through the major in NELC. Students are encouraged to track their progress through requirements by using our major worksheet (available on the NELC website (http://nelc.uchicago.edu/undergraduate//)). NELC strongly encourages students to study abroad if they are able. Civilization sequences offered in the Study Abroad programs at Rabat, Istanbul (Granada), Cairo, and Jerusalem (300 units in one quarter) fulfill the requirements of the NELC major in terms of civilization courses. Language courses taken abroad can also be counted towards the major, after evaluation by the NELC coordinator for the language and approval by the Director of Undergraduate Studies.
Students should consult the website of the Study Abroad program study-abroad.uchicago.edu (https://study-abroad.uchicago.edu/) for further details.

Thirteen courses and a Research Project are required for a NELC major.

**SUMMARY OF REQUIREMENTS: LANGUAGE AND CULTURE TRACK**

Two or three quarters of one of the following civilization sequences: *

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NEHC 20004-20005-20006</td>
<td>Ancient Near Eastern Thought and Literature I-II-III</td>
</tr>
<tr>
<td>NEHC 20011-20012-20013</td>
<td>Ancient Empires I-II-III</td>
</tr>
<tr>
<td>NEHC 20201-20202-20203</td>
<td>Islamicate Civilization I-II-III</td>
</tr>
<tr>
<td>NEHC 20501-20502-20503</td>
<td>Islamic History and Society I-II-III</td>
</tr>
<tr>
<td>NEHC 20601-20602-20603</td>
<td>Islamic Thought and Literature I-II-III</td>
</tr>
<tr>
<td>JWSC 12000-12001-12003</td>
<td>Jewish Civilization I-II-III</td>
</tr>
</tbody>
</table>

Six courses in one, or three courses each in two of the Near Eastern languages (e.g., Arabic, Armenian, Babylonian, Egyptian, Hebrew, Kazakh, Persian, Turkish, Uzbek) **

Three or four elective courses in the student’s area of specialization **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NEHC 29899</td>
<td>Research Colloquium</td>
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</tbody>
</table>

Total Units in the Major 1300

* Note that the course sequence on “Islamicate Civilization” does not fulfill the general education requirement in civilization studies. All of the other NELC civilization sequences do fulfill the general education requirement. ‘Islamic History and Society’ will not be offered in 2020–21. If a Near Eastern civilization sequence is used to meet the College general education requirement, a second Near Eastern civilization sequence is required for the NELC major. Students who took NEHC 20001-20002-20003 Ancient Near Eastern History and Society I-II-III prior to 2020–21 may continue to apply these courses toward NELC requirements. Students who took NEAA 20001-20002-20006 Ancient Near Eastern History and Society I-II-III-VI prior to 2020–21 may continue to apply these courses toward the Language and Culture Track.

+ Students who began taking Jewish Civilization courses prior to Autumn 2018 may continue to use the courses that previously satisfied the civilization studies requirement. See the Jewish Studies (http://collegecatalog.uchicago.edu/thecollege/jewishstudies/#jewishcivilizationsequence) page for details.

++ These may consist of any NELC courses, including additional language courses, an additional civilization sequence, or NELC courses in areas such as archaeology, art, literature in translation, history, and religion. NEHC 29995 Research Project may be counted towards the elective requirement. Contact the NELC Director of Undergraduate Studies for questions about course requirements.

**SUMMARY OF REQUIREMENTS: ARCHAEOLOGY TRACK**

One archaeological methods course 100

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<tr>
<th>Course Code</th>
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<tr>
<td>NEAA 20100</td>
<td>Archaeological Methods and Interpretations</td>
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One course in geographic information science 100

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NEAA 20061 or GEOG 28202</td>
<td>Ancient Landscapes I or Geographic Information Science I</td>
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Three methodologically oriented courses, chosen from among the following: *

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NEAA 10020</td>
<td>Ceramic Analysis in Archaeology</td>
</tr>
<tr>
<td>NEAA 20027</td>
<td>New Approaches to Old Stones: Chipped &amp; Ground Stone Analysis</td>
</tr>
<tr>
<td>NEAA 20035</td>
<td>Introduction to Zooarchaeology</td>
</tr>
<tr>
<td>NEAA 20062</td>
<td>Ancient Landscapes II</td>
</tr>
<tr>
<td>GEOG 28402 &amp; GEOG 28602</td>
<td>Geographic Information Science II and Geographic Information Science III</td>
</tr>
<tr>
<td>ANTH 26900</td>
<td>Archaeological Data Sets</td>
</tr>
<tr>
<td>ANTH 28400</td>
<td>Bioarchaeology and the Human Skeleton</td>
</tr>
<tr>
<td>BIOS 22265</td>
<td>Human Origins: Milestones in Human Evolution and the Fossil Record</td>
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</table>

Three courses in the archaeology, history, or culture of the region(s) of interest offered by NELC or another department, for example: ~
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NEAA 20001-20002-20003-20006</td>
<td>Archaeology of the Ancient Near East I-II-V-VI</td>
</tr>
<tr>
<td>NEAA 20501</td>
<td>Introduction to Islamic Archaeology</td>
</tr>
<tr>
<td>HIST 16700-16800-16900</td>
<td>Ancient Mediterranean World I-II-III</td>
</tr>
<tr>
<td>EALC 28010</td>
<td>Archaeology of Anyang: Bronzes, Inscriptions, and World Heritage</td>
</tr>
<tr>
<td>EALC 28015</td>
<td>Archaeology of Bronze Age China</td>
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Two courses in a relevant foreign language, ancient or modern, chosen in consultation with the NELC Director of Undergraduate Studies.  

One course in statistical methods  

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications **</td>
</tr>
<tr>
<td>or DIGS 20002</td>
<td>Basic Mathematics and Statistics for the Humanities</td>
</tr>
<tr>
<td>NEAA 20091</td>
<td>Field Archaeology ++</td>
</tr>
<tr>
<td>NEHC 29899</td>
<td>Research Colloquium</td>
</tr>
</tbody>
</table>

Total Units 1300  

* Students can also choose other approved undergraduate courses in archaeological methods or in the application of social theory in archaeological interpretation that may be offered in NELC or another department (e.g., archaeobotany, archaeometallurgy, archaeological conservation, ancient DNA, epigraphic methods, etc.)  

+ This list is purely indicative. Students should discuss with the Director of Undergraduate Studies to establish a coherent list of electives in their areas and periods of interest.  

** Students who have taken statistics to fulfill other requirements may substitute an approved elective.  

++ This course entails participation in archaeological fieldwork with a University of Chicago faculty member or in an approved field school sponsored by another university. The fieldwork requirement for the major will often be fulfilled during the Summer Session for course credit from the University of Chicago or for transfer credit from another school. If the fieldwork is done without earning course credit, the student will substitute an additional elective chosen among the methodologically oriented courses or the courses in the archaeology, history, or culture of the region(s) of interest quoted above, or an additional language course. In any case, the student must engage in approved archaeological fieldwork as a requirement of the major.  

**GRADING**  

All courses used to meet requirements in the major must be taken for quality grades with the exception of the NEHC 29899 Research Colloquium, which is taken for P/F grading.  

**ADVISING**  

As soon as they declare their major in NELC, students must consult the Director of Undergraduate Studies to plan their programs of study. In Autumn Quarter of their fourth year, all NELC students must see the Director of Undergraduate Studies with an updated degree program and transcript.  

**BA RESEARCH PROJECT**  

NELC majors are required to elaborate a substantial Research Project during their fourth year. In most cases, students choose to write a BA thesis, in the form of an original academic essay of approximately 30 to 50 pages. Upon agreement with instructors and the Director of Undergraduate Studies, the NELC major Research Project also allows for less traditional forms of knowledge production, such as (but not exclusively limited to) artistic expressions supported by a research question, various forms of research-oriented endeavors using computational methods (including geographic information systems), etc.  

The timeline below assumes a Spring Quarter graduation. Students who expect to graduate in other quarters should consult the Director of Undergraduate Studies.  

**Year 3: Spring Quarter**  

NELC majors in their third year should discuss possible topics for their Research Project with NELC faculty members with whom they have worked or who have expertise in their topic. This may grow out of a paper written from a course or may be an entirely new project.  

After choosing a topic and narrowing down its focus, students are responsible to request a member of the NELC faculty to serve as their research adviser, who will help them further conceive the scope and aims of the project and provide guidance about methods and sources for carrying out their research. Students must formally file their proposed Research Project topic with their faculty adviser’s signature in the NELC department office before the end of their third year (by Monday of tenth week of Spring Quarter). Forms to register the topic are available on our website (http://nelc.uchicago.edu/undergraduate/).  

**Year 4: Autumn Quarter**
Students are required to register for NEHC 29899 Research Colloquium in Autumn Quarter of their fourth year on a P/F basis. NEHC 29899 is a workshop course designed to survey the fields represented by NELC and to assist students in researching and finalizing their Research Projects. The course is run by a BA preceptor, typically an advanced PhD student in NELC. Preceptors work closely with students and their faculty advisers to assist in all aspects of conceiving, researching, and writing. A passing grade (P) for NEHC 29899 depends on full attendance and participation throughout the quarter.

**Year 4: Winter Quarter**

NELC majors are strongly encouraged to register for an optional one-quarter independent study course NEHC 29995 Research Project with their BA preceptor that will allow time in their schedules over Winter Quarter to work on and revise their projects under the guidance of their BA preceptor. Students will receive a quality grade for this course, equivalent to the final Research Project grade, reported in the Spring Quarter.

**Year 4: Spring Quarter**

The completed Research Project must be submitted to the Department Administrator by Monday of third week in Spring Quarter. For theses, students should submit two bound hard copies and one pdf of the paper; for digital projects and other non-traditional projects, students are responsible for discussing in advance with their faculty adviser and the Department Administrator the format under which their work should be submitted. The Department Administrator will distribute the Research Projects to the faculty adviser. Students who fail to meet the deadline will not be eligible for honors and may not be able to graduate in that quarter.

The faculty adviser will grade the Research Project and submit grades and honors recommendations to the Director of Undergraduate Studies by Monday of fifth week in Spring Quarter.

**Double Majors**

Students intending to double major may, with the permission of the NELC Director of Undergraduate Studies, write a single Research Project that is designed to meet the requirements of both majors, provided that the faculty research adviser is a member of the NELC faculty. Approval from both Directors of Undergraduate Studies is required. A consent form, to be signed by the Directors of Undergraduate Studies, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

**Research Funding**

Students are encouraged to begin the reading and research for their Research Project in the summer before their fourth year. Research grants are available to undergraduates. Please discuss the availability of grants with the Department Administrator and/or Director of Undergraduate Studies early in the third year and visit the department website for updated information.

NELC is a participant in the PRISM program (https://careeradvancement.uchicago.edu/jobs-internships-research/prism-grants/) and majors are encouraged to apply for PRISM grants.

**Honors**

Students who complete their course work and their Research Project with distinction are considered for honors. To be eligible for honors, students must have an overall GPA of 3.25 or higher, they must have a NELC GPA of 3.5 or higher, and they must have earned a grade of A on the Research Project.

**Prizes**

The department awards the Justin Palmer Prize annually to the Research Project judged to be the most outstanding. The Director of Undergraduate Studies makes this determination in consultation with the department chair and faculty members. This monetary prize is made possible by a generous gift from the family of Justin Palmer, AB’04, who completed a minor in NELC.

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**MINOR PROGRAM IN NEAR EASTERN LANGUAGES AND CIVILIZATIONS**

Students in the College with an interest in the languages, cultures, and archaeology of the Middle East or of the ancient Near East may pursue a minor in NELC. Completion of this minor certifies that students’ undergraduate course work at the University of Chicago has prepared them with language skills, field-specific knowledge and methods, and cultural competency that can give them an advantage on the job market for a wide variety of careers—in business, in medicine or law, in the public sector, or in museums and cultural heritage.

Students who wish to take a minor in NELC must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students must submit the Consent to Complete a Minor Program (https://college.uchicago.edu/advising/tools-forms/) form to their College adviser by the deadline above. The Director of Undergraduate Studies and the Department Administrator are available to answer questions, discuss programs of study, and support students as they make their way through the minor in NELC. Students are encouraged to track their progress through requirements by using our minor worksheet, which can be found on our website (http://nelc.uchicago.edu/undergraduate/).
PROGRAM REQUIREMENTS FOR THE MINOR

Students may choose one of three tracks: Language, Culture, or Archaeology. The first two tracks require a two- or three-quarter NELC civilization sequence which can be taken on campus or in one of the Study Abroad programs focusing on the Middle East (see Major Requirements for more detail on civilization sequences). In addition, the Language Track requires three courses of one NELC language at any level. Students using a NELC sequence to satisfy the general education requirement in civilization studies may seek approval from the department to substitute additional language course work in place of the civilization requirement in the minor. The Culture Track allows students to focus on such topics as history, religion, or literature in translation and does not have a language requirement. The Archaeology Track requires NEAA 20100 Archaeological Methods and Interpretations, one introductory course in geographical systems analysis (either NEAA 20061 Ancient Landscapes I or GEOG 28202 Geographic Information Science I), two methodologically oriented courses (see Major Requirements for more detail on these courses), and two elective courses in the archaeology, history, or culture of the region(s) of interest offered by NELC or another department.

The six courses in the minor may not be double counted with a student’s major(s) or with other minors, and they may not be counted toward general education requirements. Courses in the minor must be taken for quality grades.

Language Track Sample Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>NEHC 20004-20005-20006</td>
<td>Ancient Near Eastern Thought and Literature I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>HEBR 10101-10102-10103</td>
<td>Elementary Classical Hebrew I-II-III</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>600</strong></td>
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</tbody>
</table>

Language Track Sample Minor

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARAB 20101-20102-20103</td>
<td>Intermediate Arabic I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20601-20602-20603</td>
<td>Islamic Thought and Literature I-II-III</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>600</strong></td>
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</table>

Culture Track Sample Minor

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<thead>
<tr>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>NEHC 20011-20012-20013</td>
<td>Ancient Empires I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20004-20005-20006</td>
<td>Ancient Near Eastern Thought and Literature I-II-III</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>600</strong></td>
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Archaeology Track Sample Minor

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEAA 20100</td>
<td>Archaeological Methods and Interpretations</td>
<td>100</td>
</tr>
<tr>
<td>GEOG 28202</td>
<td>Geographic Information Science I</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 10020</td>
<td>Ceramic Analysis in Archaeology</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 20035</td>
<td>Introduction to Zooarchaeology</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 20003</td>
<td>Archaeology of the Ancient Near East III: Levant</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 20006</td>
<td>Archaeology of the Ancient Near East VI: Egypt</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>600</strong></td>
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All undergraduate courses being offered in the 2019–20 academic year are listed below, by subject. Upper-level courses and the most up-to-date course information can be found in the NELC section of Class Search (http://registrar.uchicago.edu/classes/).

AKKADIAN COURSES

**AKKD 10501-10502-10503. Introduction to Babylonian I-II-III.**
Introduction to Babylonian

**AKKD 10501. Introduction to Babylonian I. 100 Units.**
Introduction to the grammar of Akkadian, specifically to the Old Babylonian dialect. The class covers the first half of the Old Babylonian grammar, an introduction to the cuneiform script, and easy translation exercises.
Instructor(s): Susanne Paulus Terms Offered: Autumn
AKKD 10502. Introduction to Babylonian II. 100 Units.
This course is the second quarter of the annual introductory sequence to the Babylonian language and the Cuneiform script. Students will further explore the grammar of Babylonian in its Old Babylonian dialect (19th-16th c. BCE) and read ancient inscriptions (especially the Laws of Hammu-rabi) in the Old Babylonian monumental script. They will also be introduced to the Old Babylonian cursive used in letters and the documents of everyday life.
Instructor(s): Herve Reculeau Terms Offered: Winter
Prerequisite(s): AKKD 10501 or equivalent

AKKD 10503. Introduction to Babylonian III: Divinatory Texts. 100 Units.
Akkadian readings in a wide variety of divinatory cuneiform texts, including omens from extispicy, teratology, libanomancy, medical diagnosis, and lunar eclipses, among others. Students are graded based on their preparation and mastery of cuneiform script-Old Babylonian cursive, in particular-and Akkadian philology.
Instructor(s): John Wee Terms Offered: Spring
Prerequisite(s): AKKD 10502 or equivalent

AKKD 20352. Nuzi: Documents from a Late Bronze Age Town. 100 Units.
More than 6000 cuneiform documents from a single Late Bronze Age site, ancient Nuzi, dating to a period of only about 150 years, yield unparalleled insights into everyday life in the ancient world. This course will use these resources to explore a series of legal and social phenomena, both private and public, including family/status (marriage, divorce, inheritance, adoption), judicial process (trials, lawsuits), public corruption, political events, and more.
Instructor(s): Martha Roth Terms Offered: Spring
Prerequisite(s): 2 years Akkadian or permission of instructor
Equivalent Course(s): AKKD 30350

AKKD 20601. Intermediate Akkadian: Myths of Creation and Destruction. 100 Units.
Akkadian readings of passages, mainly from the Babylonian Creation Epic (Enuma Elish) and the Babylonian Flood Story (Atrahasis), as well as from the Babylonian Theodicy, Gilgamesh, and the Myth of Seven Sages. Students are expected to master grammatical and narratival content, become familiar with the use of modern dictionaries and other Assyriological resources, and improve their proficiency in reading directly from Assyrian and Babylonian cursive cuneiform scripts.
Instructor(s): Wee, John Terms Offered: Autumn
Prerequisite(s): 1 Year of Akkadian

ANCIENT ANATOLIAN LANGUAGES COURSES

AANL 10101-10102-10103. Elementary Hittite I-II-III.
This three-quarter sequence covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes students with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 BC).

AANL 10101. Elementary Hittite I. 100 Units.
As part of a three quarter sequence, this course familiarizes the student with about 3/4 of Hittite grammar. The principles of the cuneiform writing system are taught and the student will learn some 100 signs of the basic syllabary and most important logograms. Also, a begin is made of introducing the student to the basic tools of the field.
Instructor(s): Theo Van Den Hout Terms Offered: Autumn

AANL 10102. Elementary Hittite II. 100 Units.
As part of a three-quarter sequence, this second quarter we finish the grammar and start reading Hittite texts, introducing the student to the various genres that Hittite literature has to offer. We will continue the introduction of important tools of the field and students will acquire further routine in reading cuneiform.
Instructor(s): Theo Van Den Hout Terms Offered: Winter
Prerequisite(s): AANL 10101 or equivalent

AANL 10103. Elementary Hittite III. 100 Units.
This is the third in a three-quarter sequence that covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes the student with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 B.C.).
Instructor(s): Petra Goedegebuure Terms Offered: Spring
Prerequisite(s): AANL 10102 or equivalent

AANL 20125. Advanced Readings in Hittite. 100 Units.
This course focuses on a particular genre of Hittite texts. The Hittite texts are read in cuneiform and placed it in their social-historical context and the reading hone the student's philological skills.
Instructor(s): Theo Van Den Hout Terms Offered: Autumn
Prerequisite(s): AANL 10101, 10102, 10103
AANL 20302. Luwian-2: Second Millennium Texts. 100 Units.
This course focuses on the Hieroglyphic Luwian inscriptions of the second millennium BC. Since Hieroglyphic Luwian I (AANL 20301) is required this course will not offer a grammatical overview but start with the texts immediately.
Instructor(s): Goedegebuure, Petra Terms Offered: Winter
Prerequisite(s): AANL 20301/1 Hieroglyphic Luwian I

AANL 20501. Lycian. 100 Units.
This course introduces the grammar and writing system of the Lycian language of the first millennium BC (ca. 500 to 300). After reading a series of tomb inscriptions, we venture into the larger historical inscriptions that include the Lycian-Greek-Aramaic trilingual of Xanthos.
Instructor(s): P. Goedegebuure Terms Offered: Spring
Prerequisite(s): Elementary Hittite or consent from instructor
Equivalent Course(s): ANCM 30800, AANL 30501

AANL 20901. Introduction to Hurrian. 100 Units.
This class introduces the student to the grammar and texts of the Hurrian language. In addition we will read a number of representative texts in Hurrian.
Instructor(s): Theo van den Hout Terms Offered: Spring
Note(s): For College students with second-year standing

ARABIC COURSES
ARAB 10101-10102-10103. Elementary Arabic I-II-III.
This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic. The class meets for six hours a week.

ARAB 10101. Elementary Arabic I. 100 Units.
This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic. The class meets for six hours a week. Note(s): The class meets for six hours a week
Instructor(s): Osama Abu-Eledam, Zainab Hermes, Aidan Kaplan, TBA Terms Offered: Autumn Spring Winter

ARAB 10102. Elementary Arabic II. 100 Units.
This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.
Instructor(s): Osama Abu-Eledam, Lakhdar Choudar, Zainab Hermes, TBA, TBA Terms Offered: Winter
Prerequisite(s): ARAB 10101 or equivalent

ARAB 10103. Elementary Arabic III. 100 Units.
This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.
Instructor(s): Osama Abu-Eledam, Lakhdar Choudar, Zainab Hermes, TBA Terms Offered: Spring
Prerequisite(s): ARAB 10102 or equivalent

ARAB 10123. Summer Intensive Arabic Level I. 300 Units.
Summer Intensive Arabic Level I is an eight-week course designed to introduce complete novices to the fundamentals of Arabic in the four language skills (speaking, listening, reading, and writing). Classes are small and use the Alif Baa’ and al-Kitaab textbook (2nd edition), supplemented by authentic materials, both to learn the language and to experience the culture. Cultural proficiency is an integral part of the language instruction (forms of address, youth phrases, phrases used among intimate friends, etc.). Students will spend 4-5 hours per day practicing using Arabic in classroom activities and should plan on studying an additional 3-4 hours most afternoons and evenings. In addition to class time, a full day trip to an Arab neighborhood in Chicago provides an opportunity to use Arabic in an authentic cultural context. Cultural exposure will also be supplemented through guest speakers, songs, and films. At the conclusion of the course, students can expect to have mastered the sounds and shapes of the Arabic alphabet and to be able to speak about themselves and their world in Modern Standard Arabic, as well as to engage in conversations familiar topics with native speakers, to comprehend basic texts, and to use some common phrases in colloquial Egyptian and Shaami.
Instructor(s): Staff Terms Offered: Summer

ARAB 10250. Colloquial Levantine Arabic. 100 Units.
Spoken Levantine Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic, and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions and grammar, the course will build the students’ competence in spoken Arabic. Students will also be introduced to the Levantine culture of Syria, Lebanon, Jordan, and Palestine.
Instructor(s): O. abu-Eledam Terms Offered: Winter
ARAB 10251. Colloquial Egyptian Arabic Language and Culture. 100 Units.
This course introduces the student to the spoken language of Egypt, particularly of Cairo. Through extensive engagement with films, songs, talk shows, and other media, as well as productive student activities (skits, songs, riddles, etc.) the student will improve their listening and speaking skills. In addition, the course will introduce the student to the new phenomenon of written colloquial, found on social media as well as in some new literature.
Instructor(s): Zainab Hermes Terms Offered: Autumn
Prerequisite(s): One year of Modern Standard Arabic

ARAB 10257. Colloquial Levantine Arabic II. 100 Units.
Colloquial Levantine Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic, and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions and grammar, the course will build the students' competence in spoken Arabic. Students will also be introduced to the Levantine culture.
Instructor(s): Osama Abu-Eledam Terms Offered: Spring

ARAB 15001. Elementary Arabic in Jerusalem. 100 Units.
ARAB 15002. Elementary Arabic in Jerusalem. 100 Units.
ARAB 15003. Intermediate Arabic in Jerusalem. 100 Units.
ARAB 15004. Intermediate Arabic in Jerusalem. 100 Units.
ARAB 15005. Advanced Arabic in Jerusalem. 100 Units.
ARAB 15006. Advanced Arabic in Jerusalem. 100 Units.
ARAB 15007. Elementary Arabic in Cairo. 100 Units.
ARAB 15008. Elementary Arabic in Cairo. 100 Units.
ARAB 15009. Intermediate Arabic in Cairo. 100 Units.
ARAB 15010. Intermediate Arabic in Cairo. 100 Units.
ARAB 15011. Advanced Arabic in Cairo. 100 Units.
ARAB 15012. Advanced Arabic in Cairo. 100 Units.
ARAB 15013. Elementary Arabic in Morocco. 100 Units.
ARAB 15014. Elementary Arabic in Morocco. 100 Units.
ARAB 15015. Intermediate Arabic in Morocco. 100 Units.
ARAB 15016. Intermediate Arabic in Morocco. 100 Units.
ARAB 15017. Advanced Arabic in Morocco. 100 Units.
ARAB 15018. Advanced Arabic in Morocco. 100 Units.
ARAB 15019. Elementary Arabic in Granada. 100 Units.
ARAB 15020. Elementary Arabic in Granada. 100 Units.
ARAB 15021. Intermediate Arabic in Granada. 100 Units.
ARAB 15022. Intermediate Arabic in Granada. 100 Units.
ARAB 15023. Advanced Arabic in Granada. 100 Units.
ARAB 15024. Advanced Arabic in Granada. 100 Units.
ARAB 20100. Intermediate Modern Arabic for CPS Students. 100 Units.
ARAB 20101-20102-20103. Intermediate Arabic I-II-III.
This sequence concentrates on speaking, reading, and aural skills at the intermediate level of modern formal Arabic.
ARAB 20101. Intermediate Arabic I. 100 Units.
The first quarter of Intermediate Arabic
Instructor(s): Osama Abu Eledam, Zainab Hermes, TBA
Terms Offered: Autumn Spring Winter
Prerequisite(s): ARAB 10103 or equivalent

ARAB 20102. Intermediate Arabic II. 100 Units.
The second quarter of Intermediate Arabic
Instructor(s): Osama Abu Eledam, Lakhdar Choudar, Zainab Hermes, TBA
Terms Offered: Winter
Prerequisite(s): ARAB 20101 or equivalent

ARAB 20103. Intermediate Arabic III. 100 Units.
ARAB 20103 is the spring quarter continuation of the Intermediate Arabic sequence that began with ARAB 20101 last fall, and continued with ARAB 20102 in the winter. We will continue to work through the second half of Al-Kitaab Part 2. As in any language course, we address all four of the fundamental skills: reading, writing, listening, and speaking. A particular focus of this sequence, however, is ensuring that students have a solid, comprehensive understanding of the rules of Arabic syntax. In addition to readings and exercises from the textbook, we will increasingly make use of articles from Arabic-language news media.
Instructor(s): Osama Abu Eledam, Zainab Hermes, TBA
Terms Offered: Spring
Prerequisite(s): ARAB 20102 or equivalent

ARAB 20123. Summer Intensive Arabic Level II. 300 Units.
Summer Intensive Arabic Level 2 is designed for students who have completed the equivalent of Alif Baa’ and al-Kitaab Part One. In this 8-week summer course in Arabic, instructors will make full use of the abundant online resources and real-time interactions with native speakers to achieve the course objective of intermediate high proficiency in the four skills. Students will improve and refine their language skills using al-Kitaab part 2 (3rd edition), along with authentic film and video clips, social media posts, songs, stories, poems, and articles.
Cultural proficiency is an integral part of the language instruction, as students immerse themselves in readings (literary and journalistic) and engage in conversations with their classmates and with guest lecturers/presenters.
Students will also extend their language and cultural skills by working on songs and film extracts. The class will help students develop their ability to initiate and sustain discussion on topics of general interest and to present information and simple narratives in Modern Standard Arabic; to understand a wide range of written genres in Arabic, including formal writing, journalistic texts, and less formal styles; to write and speak with increasing accuracy and fluency; and to carry out basic research with non-technical texts.
Instructor(s): Staff
Terms Offered: Summer

ARAB 20390. Arabic in Social Context. 100 Units.
This is a course for the advanced student of Arabic, focusing on improving listening comprehension and instilling an awareness of the social associations accompanying different speech styles. Through intensive exposure to a variety of authentic oral texts (talk shows, songs, soap operas, films, news shows, ads, comedy skits, etc.), students will delve into current social and political issues, as well as become sensitive to code switching between MSA and colloquial (all the major dialects). Through these texts, we will examine the themes of diglossia and code-switching; gendered discourse; urban-rural differences; class differences; youth language. A heavily aural course, class activities will involve student presentations (group and solo), discussion groups, and a final oral presentation project.
Instructor(s): N. Forster
Terms Offered: Autumn
Prerequisite(s): Two Years of Arabic study or consent of instructor
Equivalent Course(s): ARAB 30390

ARAB 20588. Media Arabic. 100 Units.
Media Arabic is a course designed for the advanced student of Modern Standard Arabic. The course objective is to improve students’ listening comprehension and writing skills. Students will advance toward this goal through listening to and reading a variety of authentic materials from Arabic Media (on politics, literature, economics, education, women, youth, etc.).
Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): At least two years of Modern Standard Arabic
Equivalent Course(s): ARAB 30588

ARAB 20658. Narrating Conflict in Modern Arabic Literature. 100 Units.
This course is an exploration of conflict in the Arab world through literature, film and new media. In this course, we will discuss the influence of independence movements, wars, and revolts on Arabic literature: how do writers write about, or film, conflict? How does conflict affect language itself? How do these texts engage with issues of trauma and bearing witness? To answer these questions, we will look at a number of key moments of conflict in the Arab world, including the Arab-Israeli conflicts, the Algerian war of independence, the 2011 Egyptian revolution, the Lebanese and Iraq wars, and the ongoing war in Syria. Rather than follow a historical chronology of these events, we will read these texts thematically, beginning with texts that seek to present themselves as direct, sometimes eye-witness, accounts and then moving on to narratives that complicate the relationship between conflict and its narration.
Instructor(s): G. Hayek
Terms Offered: Spring
Equivalent Course(s): NEHC 30658, ARAB 30658, NEHC 20658
ARAMAIC COURSES
ARAM 10101-10102-10103. Biblical Aramaic; Old Aramaic Inscriptions; Imperial Aramaic.
Three quarter sequence in Aramaic spanning Biblical Aramaic (Autumn), Old Aramaic (Winter), and Imperial Aramaic (Spring).

ARAM 10101. Biblical Aramaic. 100 Units.
This course provides a thorough introduction to the grammar of the Aramaic portions of the Hebrew Bible during the first few weeks. The remainder of the course is spent reading texts from the books of Daniel and Ezra.
Instructor(s): S. Creason Terms Offered: Autumn
Prerequisite(s): HEBR 10103 or equivalent.
Equivalent Course(s): JWSC 11000

ARAM 10102. Old Aramaic Inscriptions. 100 Units.
Selected monumental inscriptions from the Old Aramaic period (c. 1000-600 BCE) are read with special attention to the dialectal differences among various subgroups of texts.
Instructor(s): S. Creason Terms Offered: Winter
Prerequisite(s): ARAM 10101 or equivalent.
Equivalent Course(s): JWSC 11100

ARAM 10103. Imperial Aramaic. 100 Units.
Selected letters and contracts from the Imperial Aramaic period (c. 600-200 BCE) are read with special attention to the historical development of the grammar of Aramaic during this time period.
Instructor(s): S. Creason Terms Offered: Spring
Prerequisite(s): ARAM 10102 or equivalent.
Equivalent Course(s): JWSC 11200

ARMENIAN COURSES
ARME 10101-10102-10103. Elementary Modern Armenian I-II-III.
This three-quarter sequence utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet and basic grammatical structures and to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages). A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.

ARME 10101. Elementary Modern Armenian I. 100 Units.
This three-quarter sequence focuses on the acquisition of basic speaking, listening, reading and writing skills in modern formal and spoken Armenian. The course utilizes the most advanced computer technology and audio-visual aids enabling students to master the alphabet, a core vocabulary, and some basic grammatical structures in order to communicate their basic survivor’s needs in Armenian, understand simple texts and to achieve a minimal level of proficiency in modern formal and spoken Armenian. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, to visit or to pursue work in Armenia. A language competency exam is offered at the end of spring quarter for those taking this course as college language requirement.
Instructor(s): H. Haroutunian Terms Offered: Autumn

ARME 10102. Elementary Modern Armenian II. 100 Units.
This three-quarter sequence focuses on the acquisition of basic speaking, listening, reading and writing skills in modern formal and spoken Armenian. The course utilizes the most advanced computer technology and audio-visual aids enabling students to master the alphabet, a core vocabulary, and some basic grammatical structures in order to communicate their basic survivor’s needs in Armenian, understand simple texts and to achieve a minimal level of proficiency in modern formal and spoken Armenian. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, to visit or to pursue work in Armenia. A language competency exam is offered at the end of spring quarter for those taking this course as college language requirement.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 10101
ARME 10103. Elementary Modern Armenian III. 100 Units.
This three-quarter sequence focuses on the acquisition of basic speaking, listening, reading and writing skills in modern formal and spoken Armenian. The course utilizes the most advanced computer technology and audio-visual aids enabling students to master the alphabet, a core vocabulary, and some basic grammatical structures in order to communicate their basic survival’s needs in Armenian, understand simple texts and to achieve a minimal level of proficiency in modern formal and spoken Armenian. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, to visit or to pursue work in Armenia. A language competency exam is offered at the end of spring quarter for those taking this course as college language requirement.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 10102 or equivalent

ARME 10501. Intro To Classical Armenian. 100 Units.
The course focuses on the basic grammatical structure and vocabulary of the Classical Armenian language, Grabar (one of the oldest Indo-European languages). It enables students to achieve basic reading skills in the Classical Armenian language. Reading assignments include a wide selection of original Armenian literature, mostly works by 5th century historians, as well as passages from the Bible, while a considerable amount of historical and cultural issues about Armenia are discussed and illustrated through the text interpretations. Recommended for students with interests in Armenian Studies, Classics, Divinity, Indo-European or General Linguistics.
Instructor(s): Hripsime Haroutunian Terms Offered: Winter
Prerequisite(s): Knowledge of modern Armenian is not required though preferred
Equivalent Course(s): MDVL 10501, ANCM 32212

ARME 20101-20102-20103. Intermediate Modern Armenian I-II-III.
The goal of this three-quarter sequence is to enable students to reach an advanced level of proficiency in the Armenian language. This sequence covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media.

ARME 20101. Intermediate Modern Armenian i. 100 Units.
The course is aiming to enable students to reach a reasonable level of proficiency in the Armenian language. The curriculum is heavily based on real life situations. Each class session includes a healthy balance of real-life like conversations (shopping, placing an order in a restaurant, asking directions, talking with natives, getting around in the city, banking, etc.), readings (dialogues, jokes, stories, news, etc.) and writings (essays on selected topics, filling forms, etc.). The students can also communicate in Armenian well beyond basic needs about the daily life and obtain some level of fluency in their professional interests. This sequence covers a wider-range vocabulary and more complex grammatical structures in modern formal and colloquial Armenian. Reading assignments also include a selection of simple original Armenian literature. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Autumn
Prerequisite(s): ARME 10103 or equivalent

ARME 20102. Intermediate Modern Armenian II. 100 Units.
The course is aiming to enable students to reach a reasonable level of proficiency in the Armenian language. The curriculum is heavily based on real life situations. Each class session includes a healthy balance of real-life like conversations (shopping, placing an order in a restaurant, asking directions, talking with natives, getting around in the city, banking, etc.), readings (dialogues, jokes, stories, news, etc.) and writings (essays on selected topics, filling forms, etc.). The students can also communicate in Armenian well beyond basic needs about the daily life and obtain some level of fluency in their professional interests. This sequence covers a wider-range vocabulary and more complex grammatical structures in modern formal and colloquial Armenian. Reading assignments also include a selection of simple original Armenian literature. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 20101 or equivalent
ARME 20103. Intermediate Modern Armenian III. 100 Units.
The course is aiming to enable students to reach a reasonable level of proficiency in the Armenian language.
The curriculum is heavily based on real life situations. Each class session includes a healthy balance of real-life like conversations (shopping, placing an order in a restaurant, asking directions, talking with natives, getting around in the city, banking, etc.), readings (dialogues, jokes, stories, news, etc.) and writings (essays on selected topics, filling forms, etc.). The students can also communicate in Armenian well beyond basic needs about the daily life and obtain some level of fluency in their professional interests. This sequence covers a wider-range vocabulary and more complex grammatical structures in modern formal and colloquial Armenian. Reading assignments also include a selection of simple original Armenian literature. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Spring  
Prerequisite(s): ARME 20102 or equivalent

ARME 29700. Rdg/Rsch: Armenian. 100 Units.

EGYPTIAN COURSES

EGPT 10101-10102. Introduction to Middle Egyptian Hieroglyphs I-II.
This sequence examines hieroglyphic writing and the grammar of the language of classical Egyptian literature.

EGPT 10101. Introduction to Middle Egyptian Hieroglyphs I. 100 Units.
This course and its sequel EGPT 10102 provide an introduction to the hieroglyphic writing system, vocabulary and grammar of Middle Egyptian, the ‘classic’ phase of the Egyptian language developed during the Middle Kingdom (circa 2025-1773 BCE) and used until the disappearance of hieroglyphs over two thousand years later.
Instructor(s): Jan Johnson Terms Offered: Autumn  
Prerequisite(s): None  
Equivalent Course(s): ANCM 30500

EGPT 10102. Introduction to Middle Egyptian Hieroglyphs II. 100 Units.
This course completes an introduction to the hieroglyphic writing system, vocabulary and grammar of Middle Egyptian, the ‘classic’ phase of the Egyptian language developed during the Middle Kingdom (circa 2025-1773 BCE) and used until the disappearance of hieroglyphs over two thousand years later. It also begins an introduction to ancient Egyptian culture and society through a close reading of its ‘classic’ literature.
Instructor(s): Jan Johnson Terms Offered: Winter  
Prerequisite(s): EGPT 10101 or consent of the instructor  
Equivalent Course(s): ANCM 30501

EGPT 10103. Middle Egyptian Texts I. 100 Units.
This course continues an introduction to ancient Egyptian culture and society through a close reading of its ‘classic’ literature from the Middle Kingdom (circa 2025-1773 BCE) and beyond, until the disappearance of hieroglyphs over two thousand years later.
Instructor(s): Brian Muhs Terms Offered: Spring  
Prerequisite(s): EGPT 10101-10102 or consent of the instructor  
Equivalent Course(s): ANCM 30502

EGPT 20006. Ancient Near Eastern Thought & Literature III. 100 Units.
This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.
Instructor(s): Brian Muhs Terms Offered: Winter  
Equivalent Course(s): NEHC 20006

EGPT 20101. Middle Egyptian Texts II. 100 Units.
This course features readings in a variety of genres, including historical, literary, and scientific texts.
Instructor(s): Staff Terms Offered: Autumn  
Prerequisite(s): EGPT 10101-10102-10103 or consent of the instructor

EGPT 20110. Introduction to Old Egyptian. 100 Units.
This course provides an introduction to the hieroglyphic writing system, vocabulary and grammar of Old Egyptian, the phase of the Egyptian language used during the Old Kingdom (circa 2686-2181 BCE). It also provides an introduction to the culture and society of Egypt’s ‘Pyramid Age’ through a close reading of monumental texts from private tombs, royal and private stelae, administrative decrees, economic documents, and Pyramid texts. Some attention is given to Old Egyptian texts written in cursive Hieratic.
Instructor(s): Janet Johnson Terms Offered: Autumn  
Prerequisite(s): EGPT 10101-10103 or equivalent
EGPT 20220. Texts and Society in the Nubian Kingdom of Napata. 100 Units.
This course examines the culture and society of the Nubian kingdom of Napata (circa 750-350 BCE) through a close reading of its texts written in the ancient Egyptian language and hieroglyphic script. We will also review the language and script of the Nubian kingdom of Meroe (circa 350 BCE - 350 CE), in order to look for possible language contact in the Napatan texts written in ancient Egyptian.
Instructor(s): Brian Muhs Terms Offered: Autumn
Prerequisite(s): EGPT 10101-10103 or equivalent

GE’EZ COURSES

HEBREW COURSES

HEBR 10101-10102-10103. Elementary Classical Hebrew I-II-III.
The purpose of this three-quarter sequence is to enable the student to read biblical Hebrew prose with a high degree of comprehension. The course is divided into two segments: (1) the first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis); and (2) the third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

HEBR 10101. Elementary Classical Hebrew I. 100 Units.
The purpose of this three-quarter sequence is to enable the student to acquire a knowledge of the vocabulary and grammar of Classical Hebrew sufficient to read prose texts with the occasional assistance of a dictionary. The first quarter focuses on the inflection of nouns and adjectives and begins the inflection of verbs. It includes written translation to and from Hebrew, oral exercises, and grammatical analysis of forms.
Instructor(s): S. Creason Terms Offered: Autumn
Note(s): This class meets 5 times a week
Equivalent Course(s): JWSC 22000

HEBR 10102. Elementary Classical Hebrew II. 100 Units.
The purpose of this three-quarter sequence is to enable the student to acquire a knowledge of the vocabulary and grammar of Classical Hebrew sufficient to read prose texts with the occasional assistance of a dictionary. The second quarter focuses on verb inflection and verbal sequences and includes written translation to and from Hebrew, oral exercises, and grammatical analysis of forms.
Instructor(s): S. Creason Terms Offered: Winter
Prerequisite(s): HEBR 10101 or equivalent
Note(s): This class meets 5 times a week
Equivalent Course(s): JWSC 22100

HEBR 10103. Elementary Classical Hebrew III. 100 Units.
The purpose of this three-quarter sequence is to enable the student to acquire a knowledge of the vocabulary and grammar of Classical Hebrew sufficient to read prose texts with the occasional assistance of a dictionary. The first half of the third quarter concludes the study of verb inflection and the second half is spent reading prose narrative texts with specific attention to the grammatical analysis of those texts.
Instructor(s): S. Creason Terms Offered: Spring
Prerequisite(s): HEBR 10102
Note(s): This class meets 5 times a week
Equivalent Course(s): JWSC 22200, JWSC 30300

HEBR 10501-10502-10503. Introductory Modern Hebrew I-II-III.
This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.
Instructor(s): A. Almog Terms Offered: Autumn
Equivalent Course(s): JWSC 25000
HEBR 10502. Introductory Modern Hebrew II. 100 Units.
This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four
language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text;
writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root
pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple
future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed
to their level, and write short essay.
Instructor(s): A. Almog Terms Offered: Winter
Prerequisite(s): HEBR 10501 or equivalent
Equivalent Course(s): JWSC 25100

HEBR 10503. Introductory Modern Hebrew III. 100 Units.
This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four
language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text;
writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root
pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple
future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed
to their level, and write short essays.
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): JWSC 25200

HEBR 15001. Elementary Hebrew in Jerusalem. 100 Units.
HEBR 15002. Elementary Hebrew in Jerusalem. 100 Units.
HEBR 15003. Intermediate Hebrew in Jerusalem. 100 Units.
HEBR 15004. Intermediate Hebrew in Jerusalem. 100 Units.
HEBR 15005. Advanced Hebrew in Jerusalem. 100 Units.
HEBR 15006. Advanced Hebrew in Jerusalem. 100 Units.

HEBR 20104-20105-20106. Intermediate Classical Hebrew I-II-III.
A continuation of Elementary Classical Hebrew. The first quarter consists of reviewing grammar, and of reading
and analyzing further prose texts. The last two quarters are devoted to an introduction to Hebrew poetry with
readings from Psalms, Proverbs, and the prophets.

HEBR 20104. Intermediate Classical Hebrew I. 100 Units.
The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts.
Instructor(s): D. Pardee Terms Offered: Autumn
Prerequisite(s): HEBR 10103 or equivalent
Equivalent Course(s): JWSC 22300

HEBR 20105. Intermediate Classical Hebrew II. 100 Units.
The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs,
and the prophets.
Instructor(s): D. Pardee Terms Offered: Winter
Prerequisite(s): HEBR 20104 or equivalent
Equivalent Course(s): JWSC 22400

HEBR 20106. Intermediate Classical Hebrew III. 100 Units.
The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs,
and the prophets.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): HEBR 20105 or equivalent
Equivalent Course(s): JWSC 22500

HEBR 20201. Reading Hebrew for Research Purposes. 100 Units.
This course is designed for students who already have a basic knowledge of modern of Biblical Hebrew (at least
one first year course). The main objective is to teach students a broad range of skills necessary to read scholarly
articles and primary materials in students' fields of study, written in Modern Hebrew. Due to the fact that the
background of each student is different as far as his or hers past experience with Hebrew, a grammar survey
is going to be the first step. The goal of this course is for the students to achieve high comprehension level.
(Please note: This course does not intend to teach official rules and forms of translation). By the end of the course,
students should feel confident in their ability to read any given Hebrew text, fiction and non-fiction.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Students should have at least two years of Modern Hebrew and/or one year of Biblical Hebrew.
Students should be able to read Hebrew texts without vowels as well as cursive Hebrew.
Equivalent Course(s): RLST 16101
HEBR 20202. Reading Hebrew for Research Purposes. 100 Units.
The main objective is to teach students a broad range of skills necessary to read scholarly articles and primary materials in students' fields of study, written in Modern Hebrew. Due to the fact that the background of each student is different as far as his or hers past experience with Hebrew, a grammar survey is going to be the first step. The goal of this course is for the students to achieve high comprehension level. (Please note: This course does not intend to teach official rules and forms of translation). By the end of the course, students should feel confident in their ability to read any given Hebrew text, fiction and non-fiction.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Students should have at least two years of Modern Hebrew and/or one year of Biblical Hebrew. Students should be able to read Hebrew texts without vowels as well as cursive Hebrew.
Equivalent Course(s): RLST 16102

HEBR 20501-20502-20503. Intermediate Modern Hebrew I-II-III.
The main objective of this sequence is to provide students with the skills necessary to approach modern Hebrew prose, both fiction and non-fiction. In order to achieve this task, students are provided with a systematic examination of the complete verb structure. Many syntactic structures are introduced (e.g., simple clauses, coordinate and compound sentences). At this level, students not only write and speak extensively but are also required to analyze grammatically and contextually all of material assigned.

HEBR 20501. Intermediate Modern Hebrew I. 100 Units.
The course aims to consolidate and broadens all four skills in order to help with the transition from easy Hebrew to regular Hebrew.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): HEBR 10503 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25300

HEBR 20502. Intermediate Modern Hebrew II. 100 Units.
This course is designed for students who possess a basic knowledge of modern# #and/or Biblical Hebrew# (either the first year course or the placement exam# #are prerequisites#). #The main objective is to provide students with the# #skills necessary to approach Modern Hebrew prose#., #both fiction and# #non-fiction# #. Students learn to use the dictionary# #and approach unfamiliar# #texts and vocabulary# #. Many syntactic structures are introduced# #, #including# #simple clauses# #, coordinate and compound sentences# #. #Throughout the year# #, #students read# #, #write# #, and# speak extensively and are required to analyze the# #grammatical structures of assigned materials# #.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): HEBR 20501 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25400

HEBR 20503. Intermediate Modern Hebrew III. 100 Units.
The course aims to consolidate and broadens all four skills in order to help with the transition from easy Hebrew to regular Hebrew.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): HEBR 20502 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25500

HEBR 29700. Rdg/Rsch: Hebrew. 100 Units.

KAZAKH COURSES
KAZK 29700. Independent Study: Kazakh. 100 Units.
Independent Study: Kazakh
Instructor(s): Kagan Arik Terms Offered: Autumn Spring Winter

KAZK 29701. Independent Study: Intermediate Kazakh. 100 Units.
Independent Study: Intermediate Kazakh
Instructor(s): Kagan Arik Terms Offered: Autumn Spring Winter
NEAR EASTERN ART AND ARCHEOLOGY COURSES

NEAA 20030. The Rise of the State in the Ancient Near East. 100 Units.
This course introduces the background and development of the first urbanized civilizations in the Near East in the period from 9000 to 2200 BC. In the first half of this course, we examine the archaeological evidence for the first domestication of plants and animals and the earliest village communities in the "fertile crescent" (i.e., the Levant, Anatolia, and Mesopotamia). The second half of this course focuses on the economic and social transformations that took place during the development from simple, village-based communities to the emergence of the urbanized civilizations of the Sumerians and their neighbors in the fourth and third millennia BC.
Instructor(s): G. Stein Terms Offered: Winter
Equivalent Course(s): NEAA 30030, ANTH 26715, ANTH 36715

NEAA 20035. Introduction to Zooarchaeology. 100 Units.
This course provides undergraduate and graduate students with an introduction to the use of animal bones in archaeological research. Students will gain hands-on experience analyzing faunal remains from an archaeological site in the Near East. The class will address theoretical and methodological issues involved in the use of animal bones as a source of information about prehistoric societies. The course consists of lectures, laboratory sessions, and original research projects using collections of animal bone from archaeological excavations in southeast Turkey. Topics covered include: 1) identifying, ageing and sexing animal bones; 2) zooarchaeological sampling, measurement, quantification, and problems of taphonomy; 3) analysis of animal bone data; 4) reconstructing prehistoric hunting and pastoral economies, especially: animal domestication, hunting strategies, herding systems, seasonality, and pastoral production in complex societies.
Instructor(s): G. Stein Terms Offered: Spring
Equivalent Course(s): NEAA 30035, ANTH 38810, ANTH 28410

NEAA 20091. Field Archaeology. 100 Units.
This course entails four weeks of full-time, hands-on training in field archaeology in an excavation directed by a University of Chicago faculty member. At the Tell Keisan site in Israel, students will learn techniques of excavation and digital recording of the finds; attend evening lectures; and participate in weekend field trips. Academic requirements include the completion of assigned readings and a final written examination. For more information about this archaeological field opportunity in Summer 2020, see http://keisan.uchicago.edu. Students who are enrolled in this course will pay a Summer Session tuition fee in addition to the cost of participation in the dig. UChicago College students are eligible to apply for College Research Scholar grants to fund their participation.

NEAA 20100. Archaeological Methods and Interpretations. 100 Units.
The first part of this course surveys the history of archaeology as a discipline and the methods used by archaeologists to obtain evidence about past human activity via excavations, surface surveys, and remote-sensing technologies; and also surveys the methods used to date, classify, and analyze various kinds of evidence after it has been obtained. The second half of the course surveys the main paradigms in social theory and examines the theoretical concepts and assumptions archaeologists have used to make sense of what they find.
Instructor(s): David Schloen Terms Offered: Winter
Equivalent Course(s): NEAA 30100

NEAA 20501. Introduction to Islamic Archaeology. 100 Units.
This course is intended as a survey of the regions of the Islamic world from Arabia to North Africa, from Central Asia to the Gulf. The aim will be a comparative stratigraphy for the archaeological periods of the last millennium. A primary focus will be the consideration of the historical archaeology of the Islamic lands, the interaction of history and archaeology, and the study of patterns of cultural interaction over this region, which may also amplify understanding of ancient archaeological periods in the Near East.
Instructor(s): D. Whitcomb Terms Offered: Autumn
Equivalent Course(s): NEAA 30501, MDVL 20530

NEAA 20522. Archaeology of Islamic Syria-Palestine. 100 Units.
This course is an exploration of the cultural patterns in the Levant from the late Byzantine period down to modern times, a span of some 1500 years. While the subject matter is archaeological sites of this period in Syria, Lebanon, Jordan, and Israel, the focus is on the role of medieval archaeology in amplifying the history of economic and social systems. It is this connective quality of Islamic archaeology that contributes to an understanding of the earlier history and archaeology of this region.
Instructor(s): D. Whitcomb Terms Offered: Autumn
Prerequisite(s): Introductory course in archaeology
Equivalent Course(s): MDVL 20522, NEAA 30522
Near Eastern History and Civilizations Courses

NEHC 10101. Introduction to the Middle East. 100 Units.
Prior knowledge of the Middle East not required. This course aims to facilitate a general understanding of some key factors that have shaped life in this region, with primary emphasis on modern conditions and their background, and to provide exposure to some of the region’s rich cultural diversity. This course can serve as a basis for the further study of the history, politics, and civilizations of the Middle East.
Instructor(s): Hakan Karateke Terms Offered: Spring
Equivalent Course(s): HIST 15801

NEHC 12003. Jewish Civilization III - Language, Creation, and Translation in Jewish Thought and Literature. 100 Units.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Spring course in 2021 will start with two stories from Genesis—the creation story and the story of the Tower of Babel in chapter 11—and consider the intertwined dynamics of language, creation, and translation in Jewish thought and literature. In addition to commentaries on both of these key texts, we will read philosophical and literary texts that illuminate the workings of language as a creative force and the dynamics of multilingualism and translation in the creation of Jewish culture. Through this lens, we will consider topics such as gender and sexuality, Jewish national identity, Zionism, the revival of the Hebrew language, Jewish responses to the Holocaust, and contemporary American Jewish culture.
Instructor(s): Na’ama Rokem Terms Offered: Spring
Note(s): Students who wish to take this course for Civilization Studies credit, must also take Jewish Civilization I and II. The course may also be taken as an independent elective.
Equivalent Course(s): JWSC 12003, RLST 22012, CMLT 12003

NEHC 20004-20005-20006. Ancient Near Eastern Thought and Literature I-II-III.
This sequence surveys the thought and literature of the Near East. Each course in the sequence focuses on a particular culture or civilization. Texts in English. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is not required.

NEHC 20004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. 100 Units.
This course gives an overview of the richness of Mesopotamian Literature (modern Iraq) written in the 3rd-1st millennium BC. We will read myths and epics written on clay tablets in the Sumerian and Akkadian language in English translation and discuss content and style, but also the religious, cultural and historic implications. Particular focus will be on the development of stories over time, the historical context of the literature and mythological figures. The texts treated cover not only the famous Epic of Gilgamesh, but also various legends of Sumerian and Akkadian kings, stories about Creation and World Order, and destruction. The topics covered range from the quest for immortality, epic heroes and monsters, sexuality and love.
Instructor(s): Susanne Paulus Terms Offered: Autumn
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20005. Ancient Near Eastern Thought & Literature II: Anatolian Lit. 100 Units.
The goal of this class is to get an overview of Hittite literature, as “defined” by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. Some of the most important questions we can ask ourselves in reading ancient texts are: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about - in our case - Hittite society?
Instructor(s): Theo van den Hout Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20006. Ancient Near Eastern Thought & Literature III. 100 Units.
This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.
Instructor(s): Brian Muhs Terms Offered: Winter
Equivalent Course(s): EGPT 20006

NEHC 20011-20012-20013. Ancient Empires I-II-III.
This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
NEHC 20011. Ancient Empires I. 100 Units.
This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world’s first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of “empire” itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?
Instructor(s): James Osborne Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): HIST 15602, CLCV 25700

NEHC 20012. Ancient Empires II. 100 Units.
The Ottomans ruled in Anatolia, the Middle East, South East Europe and North Africa for over six hundred years. The objective of this course is to understand the society and culture of this bygone Empire whose legacy continues, in one way or another, in some twenty-five contemporary successor states from the Balkans to the Arabian Peninsula. The course is designed as an introduction to the Ottoman World with a focus on the cultural history of the Ottoman society. It explores identities and mentalities, customs and rituals, status of minorities, mystical orders and religious establishments, literacy and the use of the public sphere.
Instructor(s): Hakan Karateke Terms Offered: Autumn
Equivalent Course(s): MDVL 20012, HIST 15603, CLCV 25800

NEHC 20013. Ancient Empires III. 100 Units.
For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.
Instructor(s): Brian Muhs Terms Offered: Spring
Equivalent Course(s): HIST 15604, CLCV 25900

NEHC 20019. Mesopotamian Law. 100 Units.
Ancient Mesopotamia—the home of the Sumerians, Babylonians, and Assyrians who wrote in cuneiform script on durable clay tablets—was the locus of many of history’s firsts. No development, however, may be as important as the formations of legal systems and legal principles revealed in contracts, trial records, and law collections (codes), among which The Laws of Hammurabi (r. 1792-1750 BC) stands as most important for understanding the subsequent legal practice and thought of Mesopotamia’s cultural heirs in the Middle East and Europe until today. This course will explore the rich source materials of the Laws and relevant judicial and administration documents (all in English translations) to investigate topics of legal, social, and economic practice, including family formation and dissolution, crime and punishment (sympathetic or talionic eye for an eye, pecuniary, corporal), and procedure (contracts, trials, ordeals).
Instructor(s): M. Roth Terms Offered: Winter
Equivalent Course(s): NEHC 30019, LLSO 20019, SIGN 26022

NEHC 20145. Gender Relations in Israel. 100 Units.
Israel is widely known as a state that treats men and women equally. Israel has had a female Prime Minister, women gradually earn their right to integrate into the army as combat soldiers, and Tel Aviv has a reputation as one of the most queer-friendly cities in the world. Yet, Israel does not separate between religion and state, family law in Israel is largely influenced by religious patriarchal norms, same-sex couples cannot get married in Israel, there are relatively few women representatives at the Knesset and the government, and no woman has ever represented a ultra-orthodox political party at the Knesset. The aim of the course is to unpack these contradictions, and provide an overview of the complex myriad of gender relations in Israeli society with a focus on specific case studies. To do so, we will study the lives and status of women and the LGBT community in light of the reality of their lives. We will explore ways in which they act creatively to affect social change, and the projects and organizations they form to combat gender prejudice and discrimination.
Instructor(s): Meital Pinto Terms Offered: Autumn
Equivalent Course(s): NEHC 30145, JWSC 20426
NEHC 20170. Multiculturalism in Israel. 100 Units.
The course deals with multiculturalism and its manifestation in Israeli society. Israeli citizens are deeply divided by national, religious or ethnic identity. In addition to the difference between the Jewish majority and the Arab minority, there is also a difference between various movements within Judaism (Ultra-Orthodox, Religious, Traditional, Conservative, Reform, and secular Jews), and various religious affiliation within the Arab minority (Muslims, Christians - over ten different communities - and Druze). In terms of ethnic identity, the Jewish majority includes Ashkenazi, Sephardi, and Mizrahi identity. Such diversity creates controversial challenges for Israeli society, such as the extent to which diversity should be accommodated, the possibility, if any, to create a core, shared citizenship with which everyone can identify. The discussion in the first part of the course will focus on the level of theoretical and conceptual analysis. We will review different definitions of terms such as "multiculturalism", "multicultural state", "liberal state", "cultural rights", "group rights", "minority", "minority within minority" and their different manifestation in public debates in Israel. In the second part of the course, we will explore dilemmas and legal issues that arise in multicultural states regarding minority group rights, such as representation, language rights, affirmative action, group equality, the problem of the minority within minority, minorities and immigration
Instructor(s): Meital Pinto Terms Offered: Autumn
Equivalent Course(s): JWSC 20425, NEHC 30170

NEHC 20195. Linguistic Policy and Agenda in Israel. 100 Units.
The course deals with linguistic policy and linguistic agenda and their manifestation in Israeli society. Along with Hebrew, which is the dominant language in Israel's public sphere, two major minority languages are also present - Arabic and Russian. The diverse linguistic landscape in Israel creates controversial challenges for Israeli society. The discussion in the first part of the course will focus on the level of theoretical and conceptual analysis. We will review different definitions of terms such as "multilingualism", "linguistic landscape", "ethnic democracy", "human rights", "linguistic identity", and their different manifestations in public debates in Israel concerning linguistic challenges. In the second part of the course, we will explore concrete dilemmas that arise in Israel regarding the Arab and the Russian linguistic minorities. These dilemmas include the visibility and presence of Arabic and Russian in Israel's public space, the extent to which they should be accommodated by various public institutions, the extent to which they are supported by educational institutions (from kindergarten to high education), the sociological and the political aspects of their presence in the private and public sphere, etc. The course will consist of both lecture and group discussion that requires active and informed participation by the students. Every student will be required to submit a short (one-page long) response paper to one of the papers and present it in class.
Instructor(s): Meital Pinto Terms Offered: Spring
Equivalent Course(s): NEHC 30195, JWSC 20427

NEHC 20201-20202-20203. Islamicate Civilization I-II-III.
This sequence surveys the intellectual, cultural, religious, and political development of the Islamic world (Middle East and North Africa), from its origins in pre-Islamic Arabia to the late 20th century.

NEHC 20201. Islamicate Civilization I: 600-950. 100 Units.
This course covers the rise and spread of Islam, the Islamic empire under the Umayyad and early Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain. The main focus will be on political, economic and social history.
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Equivalent Course(s): HIST 35621, NEHC 30201, RLST 20201, ISLM 30201, MDVL 20201, HIST 15611

NEHC 20202. Islamicate Civilization II: 950-1750. 100 Units.
This course, a continuation of Islamicate Civilization I, surveys intellectual, cultural, religious and political developments in the Islamic world from Andalusia to the South Asian sub-continent during the periods from ca. 950 to 1750. We trace the arrival and incorporation of the Steppe Peoples (Turks and Mongols) into the central Islamic lands; the splintering of the Abbasid Caliphate and the impact on political theory; the flowering of literature of Arabic, Turkic and Persian expression; the evolution of religious and legal scholarship and devotional life; transformations in the intellectual and philosophical traditions; the emergence of Shi`i states (Buyids and Fatimids); the Crusades and Mongol conquests; the Mamluks and Timurids; and the "gunpowder empires" of the Ottomans, Safavids, and Moghuls; the dynamics of gender and class relations; etc. This class partially fulfills the requirement for MA students in CMES and counts toward completion of the NELC major and minor. It is recommended that the course be taken in sequence.
Instructor(s): Franklin Lewis Terms Offered: Winter
Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-1 (NEHC 20601), or the equivalent
Equivalent Course(s): RLST 20202, HIST 35622, ISLM 30202, NEHC 30202, MDVL 20202, HIST 15612
NEHC 20203. Islamicate Civilization III: 1750-Present. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalization; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
Instructor(s): Holly Shissler Terms Offered: Spring
Prerequisite(s): Islamicate Civilization II (NEHC 20202) or Islamic Thought & Literature-2 (NEHC 20602), or the equivalent
Equivalent Course(s): HIST 35623, NEHC 30203, ISLM 30203, RLST 20203, HIST 15613

NEHC 20235. Imaging Armenia: Diaspora and the Constitution of Subjectivity. 100 Units.
What does it mean to be "Armenian"? Despite centuries of dispersion and displacement, there has remained, in the Armenian diaspora, a sense of Armenian-ness-a sense, in other words, of being Armenian. This course will serve as an interrogation of and meditation on what that sense of being has looked like across time and space, as seen through the lens of pivotal musical and other artistic works from the post-genocide diaspora. Through in-depth analyses of these works and the discourses surrounding them, this course will trace the emergence, articulation, and negotiation of Armenian diasporic subjectivities and the ways in which those subjectivities have emerged in relation to and in conversation with power structures both internal and external to the Armenian communities under discussion. Diaspora, then, will be approached not as a fixed unit of analysis, but as something that emerges and is sustained through complex relationships and negotiations with sociopolitical forces both within and outside the diasporic community. Through this course, we will see that artistic expression in the Armenian diaspora functions as a site of agency: a site in which the question of what it is to be Armenian is explored in ways that shape, challenge, and upend notions of diasporic identity.
Instructor(s): Sylvia Alajaji Terms Offered: Autumn
Equivalent Course(s): NEHC 30235

NEHC 20504. Introduction to the Hebrew Bible. 100 Units.
The course will survey the contents of the Hebrew Bible, and introduce critical questions regarding its figures and ideas, its literary qualities and anomalies, the history of its composition and transmission, its relation to other artifacts from the biblical period, its place in the history and society of ancient Israel and Judea, and its relation to the larger culture of the ancient Near East.
Instructor(s): Simeon Chavel Terms Offered: Autumn
Note(s): This course counts as a Gateway course for RLST majors/minors.
Equivalent Course(s): JWSC 20120, BIBL 31000, NEHC 30504, RLST 11004

NEHC 20550. Scandal as Historical Document, 17th-21st Centuries. 100 Units.
How can we use scandals as windows into the cultural history of the modern and early modern worlds? What does a scandal tell us about the public that consumes and disseminates it? In this course, we tackle these questions through an investigation of some of the major scandals of the early modern and modern periods in both Europe and the Middle East. From courtroom dramas in Paris and London to fierce debates in coffee houses and newspapers in Cairo, Beirut, and Istanbul, this course offers a comparative view of how scandals were disseminated, received, and narrativized across time and space. In doing so, we will also examine the central role of the "public" both as a concept and as an actor in early modern and modern scandals. The course will also introduce students to a wide variety of primary sources as well as a rich literature on the subject. All readings are in English. No prior background on the subject is required.
Equivalent Course(s): HIST 22608

NEHC 20568. Balkan Folklore. 100 Units.
Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."
Instructor(s): A. Ilieva Terms Offered: Winter
Equivalent Course(s): ANTH 35908, REES 39009, CMLT 23301, REES 29009, NEHC 30568, ANTH 25908, CMLT 33301

NEHC 20570. Mughal India: Tradition & Transition. 100 Units.
The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades.
Instructor(s): M. Alam Terms Offered: Autumn
Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.
Equivalent Course(s): NEHC 30570, SALC 37701, SALC 27701, HIST 36602, HIST 26602
NEHC 20573. The Burden of History: The Nation and Its Lost Paradise. 100 Units.
What makes it possible for the imagined communities called nations to command the emotional attachments that
they do? This course considers some possible answers to Benedict Anderson’s question on the basis of material
from the Balkans. We will examine the transformation of the scenario of paradise, loss, and redemption into a
template for a national identity narrative through which South East European nations retell their Ottoman past.
With the help of Žižek’s theory of the subject as constituted by trauma and Kant’s notion of the sublime, we will
contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity.
Instructor(s): A. Ilieva Terms Offered: Autumn
Equivalent Course(s): CMLT 33401, CMLT 23401, NEHC 30573, REES 39013, REES 29013, HIST 34005, HIST 24005

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.
This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh
century C.E. through the development and spread of its civilization in the medieval period and into the modern
world. Including historical framework to establish chronology and geography, the course focuses on key aspects
of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought,
historical writing, and archaeology. In addition to lectures and secondary background readings, students read
and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the
people who participated in creating it. All readings are in English translation. No prior background in the subject
is required. This course sequence meets the general education requirement in civilization studies. Taking these
courses in sequence is recommended but not required.

NEHC 20601. Islamic Thought and Literature I. 100 Units.
This sequence explores the thought and literature of the Islamic world from the coming of Islam in the
seventh century C.E. through the development and spread of its civilization in the medieval period and
into the modern world. Including historical framework to establish chronology and geography, the course
focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature,
mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary
background readings, students read and discuss samples of key primary texts, with a view to exploring
Islamic civilization in the direct voices of the people who participated in creating it. All readings are in
English translation. No prior background in the subject is required. This course sequence meets the general
education requirement in civilization studies.
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Equivalent Course(s): SOSC 22000, RLST 20401, HIST 25610, MDVL 20601

NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy,
sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and
music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace
the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the
Crusades, the Mongol invasions, and the “gunpowder empires” (Ottomans, Safavids, Mughals).
Instructor(s): Franklin Lewis Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general
education requirement in civilization studies.
Equivalent Course(s): MDVL 20602, SOSC 22100, RLST 20402, HIST 25615

NEHC 20603. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present. It explores Muslim intellectuals’ engagement with
tradition and modernity in the realms of religion, politics, literature, and law. We discuss debates concerning
the role of religion in a modern society, perceptions of Europe and European influence, the challenges of
maintain religious and cultural authenticity, and Muslim views of nation-states and nationalism in the
Middle East. We also give consideration to the modern developments of transnational jihadism and the Arab
Spring. This course sequence meets the general education requirement in civilization studies.
Instructor(s): Orit Bashkin Terms Offered: Spring
Equivalent Course(s): RLST 20403, SOSC 22200, HIST 25616

NEHC 20605. Colloquium: Sources for the Study of Islamic History. 100 Units.
This course is designed to acquaint the student with the basic problems and concepts as well as the sources and
methodology for the study of premodern Islamic history. Sources will be read in English translation and the tools
acquired will be applied to specific research projects to be submitted as term papers.
Instructor(s): J. Woods Terms Offered: Winter
Equivalent Course(s): NEHC 30605, MDVL 20605, HIST 36005, HIST 26005
NEHC 20658. Narrating Conflict in Modern Arabic Literature. 100 Units.
This course is an exploration of conflict in the Arab world through literature, film and new media. In this course, we will discuss the influence of independence movements, wars, and revolts on Arabic literature: how do writers write about, or film, conflict? How does conflict affect language itself? How do these texts engage with issues of trauma and bearing witness? To answer these questions, we will look at a number of key moments of conflict in the Arab world, including the Arab-Israeli conflicts, the Algerian war of independence, the 2011 Egyptian revolution, the Lebanese and Iraq wars, and the ongoing war in Syria. Rather than follow a historical chronology of these events, we will read these texts thematically, beginning with texts that seek to present themselves as direct, sometimes eye-witness, accounts and then moving on to narratives that complicate the relationship between conflict and its narration.
Instructor(s): G. Hayek Terms Offered: Spring
Equivalent Course(s): ARAB 20658, NEHC 30658, ARAB 30658

NEHC 20692. Armenian History through Art and Culture. 100 Units.
Who are the Armenians and where do they come from? What is the cultural contribution of Armenians to their neighbors and overall world heritage? This crash-course will try to answer these and many other similar questions while surveying Armenian history and elements of culture (mythology, religion, manuscript illumination, art, architecture, etc.). It also will discuss transformations of Armenian identity and symbols of 'Armenianness' through time, based on such elements of national identity as language, religion, art, or shared history. Due to the greatest artistic quality and the transcultural nature of its monuments and artifacts, Armenia has much to offer in the field of Art History, especially when we think about global transculturation and appropriation among cultures as a result of peoples' movements and contacts. The course is recommended for students with interest in Armenian Studies or related fields, in Area or Civilizations Studies, Art and Cultural Studies, etc.
Instructor(s): Hripsime Haroutunian Terms Offered: Winter
Equivalent Course(s): NEHC 30692, ARTH 20692, HIST 25711

NEHC 20737. Imperialism before the Age of Empires? 100 Units.
This course offers a critical analysis of the use of concepts such as empire and imperialism in the historiography of ancient Mesopotamia to address political formations that developed (and vanished) from the Early to Late Bronze Ages (mid-3rd to late-2nd millennium BCE). Drawing from theoretical studies on imperialism and the imperial constructions that developed in the Iron Age and beyond (starting with the Neo-Assyrian and Neo-Babylonian empires), this seminar will explore the nature of power, control, and resource management in these early formations, and how they qualify (or not) as imperial policies. Students will address a substantial part of Mesopotamian history (from the Sargonic down to the Middle Assyrian and Babylonian periods) and study in depth some key historiographical issues for the history of Early Antiquity. Primary documents will be read in translation and the course has no ancient language requirements. However, readings of secondary literature in common academic languages (especially French and German) are to be expected. This course fulfills the requirements of a survey course in Mesopotamian civilization as defined by the Ancient PhD programs in NELC and MA program in the CMES.
Instructor(s): Hervé Reculeau Terms Offered: Winter
Equivalent Course(s): HIST 20312, HIST 30312, NEHC 30737

NEHC 20745. A Social History of the Poet in the Arab and Islamic World. 100 Units.
What constitutes a poet? What role does a poet play in society? Can we think of poets as agents of change? If so, in what capacity? This course asks the student to consider the role of the poet in the shaping of Islamic history. The course traces the changing role of the poet and of poetry in Islamic history with a focus on Arabic poetry (in translation) in the early modern and modern Middle East and North Africa. From early modern mystical poets, to modern Arab nationalist poets, to the street poets of the Arab Spring, the course investigates the role and function of the poet as an agent of change and of poetry as a catalyst for the formation of collective identity. To do this the course also explores the variety of mediums through which poetry was transmitted and remembered. We will thus consider the role of orality, aurality, and memory in the creation, preservation, and transmission of poetry in the early modern and modern Arabic-speaking world.
Equivalent Course(s): CMILT 22609, HIST 22609

NEHC 20765. Introduction to the Musical Folklore of Central Asia. 100 Units.
This course explores the musical traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.
Instructor(s): Kagan Arik Terms Offered: Spring
Equivalent Course(s): MUSI 23503, NEHC 30765, ANTH 25905, MUSI 33503, REES 25001, REES 35001
NEHC 20840. Radical Islamic Pieties: 1200 to 1600. 100 Units.
Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.
Instructor(s): C. Fleischer
Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): HIST 25901, HIST 35901, RLST 20840, NEHC 30840, MDVL 20840

NEHC 20852. Race and Ethnicity in the Modern Middle East. 100 Units.
This seminar examines the ways that race and ethnicity are identified and discussed in Middle Eastern societies from the late-eighteenth century to the contemporary period. This class will analyze debates surrounding Middle Eastern racial and ethnic constructions in order to consider the extent to which these are the products of European colonialism-as some claim-or other legacies including Ottoman slave trade networks. This course addresses the ways these categories have shaped nationalist discourses, anticolonial struggles, US involvement in the Middle East, and contemporary questions of citizenship. Students will examine the role of diaspora encounters in Europe and the Americas in crafting these categories and ask whether new flows of migrants from sub-Saharan Africa, South Asia, and the Philippines to the Middle East are reconfiguring old constructions or creating new ones. Sources will include literature, music, and film and methodologies are cultural, social, and political history. The class comprises case studies from Morocco, the Nile Valley, Turkey, Israel, and the Gulf States.
Instructor(s): K. Hickerson
Terms Offered: Winter
Note(s): A background in Middle Eastern history and/or studies is suggested but not required.
Equivalent Course(s): CRES 25709, HIST 25709

NEHC 20901. Orality, Literature and Popular Culture of Afghanistan and Pakistan. 100 Units.
Course description unavailable.
Instructor(s): C. R. Perkins
Terms Offered: Winter. Course was offered 2013
Equivalent Course(s): CMLT 36901, NEHC 30901, HIST 26905, HIST 36905, CMLT 26901, SALC 26901

NEHC 20911. Prophets in Jewish and Islamic Traditions. 100 Units.
In this course, we will study the tales of the prophets as found in the Bible, the Qur’an, and Jewish and Islamic interpretive traditions. By examining and enjoying the narratives of individual prophets, we will develop an understanding of prophecy as a broad religious phenomenon. The course offers opportunities for comparative enquiry into two sacred scriptures-the Bible and the Qur’an-and the rich interpretive literature that Jewish and Islamic communities created in order to understand them. All readings will be in English translation. Assignments include three short essays, an oral presentation, and a final exam.
Instructor(s): J. Andruss
Terms Offered: Winter
Equivalent Course(s): RLST 20910, JWSC 20910

NEHC 21000. Before the Zodiac: Astronomy and Mathematics as Ancient Culture. 100 Units.
Taking as its central theme the cultural situatedness of the earliest systems of mathematics and astronomy-from their origins in ancient Mesopotamia (Iraq, c. 3400 BCE) until the Common Era (CE)-this course explores topics in mathematical language and script, metrology, geometry and topology, music theory, definitions of time, models of stars and planets, medical astrology, and pan-astronomical hermeneutics in literature and an ancient board game. Pushing against boundaries separating the humanities and social and physical sciences, students discover how histories of science and mathematics could be decisively shaped not merely by sensory experience or axiomatic definition, but also by ideas and imagery derived from the cultures, societies, and aesthetics of their day.
Instructor(s): J. Wee
Terms Offered: Spring
Equivalent Course(s): SIGN 26045, HIP S 21001, NEHC 31000

NEHC 21010. The Age of Innovation - Famous Firsts 5,000 Years Ago. 100 Units.
The first man on moon”, “the first Thanksgiving,” or “the first kiss”—our society is still fascinated and remembers the exact moment something happened for the first time. The history of the Ancient Near East, especially the ancient civilization of Mesopotamia (modern Iraq), is quite rich of such “firsts in history.” From the moment, writing is discovered there is an abundance of textual record, covering the first documents about politics, law, and economics. The first private documents allow us a glimpse into what living and dying were like more than 5,000 years ago. This course will explore what the cultural conditions of those innovations were, how innovations transform societies, and why it matters to study ancient civilizations. By discovering primary sources (in English translation), the fascination of reading those texts for the “first” time will be experienced. Visits at the Oriental Institute Museum will link textual record and object-based inquiry.
Instructor(s): S. Paulus
Terms Offered: Winter
Equivalent Course(s): SIGN 26016
NEHC 22010. Jewish Civilization I: Ancient Beginnings to Medieval Period. 100 Units.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The autumn course will deal with antiquity through the Middle Ages. Its readings will include material from the Bible and writings from the second temple, Hellenistic, rabbinic, and medieval periods. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).
Instructor(s): James Robinson Other TBA Terms Offered: Autumn
Equivalent Course(s): MDVL 12000, RLST 22010, JWSC 12000

NEHC 22011. Jewish Civilization II: Early Modern Period to 21st Century. 100 Units.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter course will begin with the early modern period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).
Instructor(s): S. Hammerschlag J. Kirzane Terms Offered: Winter
Equivalent Course(s): RLST 22011, JWSC 12001

NEHC 23010. Introduction to the History and Civilizations of Central Eurasia I: Pre-1500s. 100 Units.
This course will explore narrative and thematic histories of Central Asia up to the fifteenth century, starting from the development of pastoral nomadism and ending during the rule of the Timurids. We will discuss the everyday practices of the peoples in the area, the formation and influence of political, economic, and religious forces, and the region's wider interactions with other parts of the premodern world. While acknowledging the disparate peoples and cultures of the region, the course nevertheless assumes that Central Asia can be studied as a cohesive unit of historical inquiry. Throughout the course, we will also address the problems of historiography and methodology in the study of premodern Central Asian history and will explore possible solutions to these issues.
Instructor(s): H.S. Sum Cheuk Shing Terms Offered: Winter
Note(s): This course is open to MAPH students with consent of instructor.
Equivalent Course(s): HIST 15404, CRES 13010, EALC 13010, EALC 33010

NEHC 23613. Popular Culture in the Middle East and North Africa. 100 Units.
No description available.
Instructor(s): Travis Jackson Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.
Equivalent Course(s): MUSI 23613

NEHC 24110. The Soviet Empire. 100 Units.
What kind of empire was the Soviet Union? Focusing on the central idea of Eurasia, we will explore how discourses of gender, sexuality and ethnicity operated under the multinational empire. How did communism shape the state's regulation of the bodies of its citizens? How did genres from the realist novel to experimental film challenge a cohesive patriarchal, Russophile vision of Soviet Eurasia? We will examine how writers and filmmakers in the Caucasus and Central Asia answered Soviet Orientalist imaginaries, working through an interdisciplinary archive drawing literature and film from the Soviet colonial 'periphery' in the Caucasus and Central Asia as well as writings about the hybrid conception of Eurasia across linguistics, anthropology, and geography.
Instructor(s): Leah Feldman Terms Offered: Autumn
Equivalent Course(s): CRES 24111, NEHC 34110, CMLT 34111, REES 34110, CRES 34111, REES 24110, CMLT 24111
NEHC 25147. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Morris Fred Terms Offered: Spring
Equivalent Course(s): CMES 35150, JWSC 25149, ANTH 25150, MAPS 35150, ANTH 35150, NEHC 35147

NEHC 25148. Israel in Film and Ethnography. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations. In addition to the readings, participants will be expected to view designated films before class related to the topic.
Equivalent Course(s): ANTH 25148, ANTH 35148, JWSC 25148, CMES 35148, NEHC 35148, MAPS 35148

NEHC 25222. Readings in Syriac Literature. 100 Units.
This course provides the student with an introduction to the major authors and various genres of Syriac literature, including chronicles and historical texts, hagiography, biblical commentary, and letters/responsa. Following this introduction, selected portions of several Syriac texts will be read in English translation and discussed in class. A brief (6-10 pages) paper and class presentation will be required (topic subject to the approval of the instructor). There will also be a final exam.
Instructor(s): Stuart Creason Terms Offered: Spring
Equivalent Course(s): NEHC 35222

NEHC 26151. The History of Iraq in the 20th Century. 100 Units.
The class explores the history of Iraq during the years 1917-2015. We will discuss the rise of the Iraqi nation state, Iraqi and Pan-Arab nationalism, and Iraqi authoritarianism. The class will focus on the unique histories of particular group in Iraqi society; religious groups (Shiis, Sunnis, Jews), ethnic groups (especially Kurds), classes (the urban poor, the educated middle classes, the landed and tribal elites), Iraqi women, and Iraqi tribesmen. Other classes will examine the ideologies that became prominent in the Iraqi public sphere, from communism to Islamic radicalism. We will likewise discuss how colonialism and imperialism shaped major trends in Iraqi history. The reading materials for the class are based on a combination of primary and secondary sources: we will read together Iraqi novels, memoirs and poems (in translation), as well as British and American diplomatic documents about Iraq.
Instructor(s): Orit Bashkin Terms Offered: Autumn
Equivalent Course(s): SIGN 26028

NEHC 26500. The Radiant Pearl: Introduction to Syriac Literature and its Historical Contexts. 100 Units.
After Greek and Latin, Syriac literature represents the third largest corpus of writings from the formative centuries of Christianity. This course offers students a comprehensive overview of the dominant genres and history of Syriac-speaking Christians from the early centuries through the modern day. Moving beyond traditional historiography that focuses exclusively on early Christianity within the Roman Empire, this class examines Christian traditions that took root in the Persian and later Islamic Empires as well. Through studying the history and literature of Syriac-speaking Christians, the global reach of early Christianity and its diversity comes to the fore. Syriac-speaking Christians preached the Gospel message from the Arabian Peninsula to early modern China and India. Syriac writers also raised female biblical figures and holy women to prominent roles within their works. Students will broaden their understanding of the development of Christian thought as they gain greater familiarity with understudied voices and visions for Christian living found within Syriac literature. Special attention will be paid to biblical translation, asceticism, poetry, differences between ecclesial communities as well as the changing political fortunes of Syriac-speaking populations. No previous knowledge or study expected.
Instructor(s): Erin Galgay Walsh Terms Offered: Autumn
Equivalent Course(s): RLST 16500, HCHR 36500, GNSE 26505, GNSE 36505, NEHC 36500, BIBL 36500
NEHC 26614. Making the Monsoon: The Ancient Indian Ocean. 100 Units.
The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery—at different times in different places—resulted in communication and commerce across vast distances at speeds more commonly associated with the industrial than the preindustrial era, as merchants, sailors, religious specialists, and scholars made monsoon crossings. The course will consider the participation of Mediterranean, Middle Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to recent comparative historiography on oceanic, climatic, and global histories.
Instructor(s): R. Payne Terms Offered: Autumn
Equivalent Course(s): NEHC 36614, MDVL 26614, CLCV 26620, SALC 26614, SALC 36614, CLAS 36620, HIST 26614, HIST 36614

NEHC 26903. History and Literature of Pakistan: Postcolonial Representations. 100 Units.
No description available.
Instructor(s): C.R. Perkins Terms Offered: Autumn
Equivalent Course(s): SALC 46903, SALC 26903, HIST 26608

NEHC 28504. Interactions b/w Jewish Phil. and Lit.in Middle Ages. 100 Units.
Any study of Jewish philosophy that focuses on a small collection of systematic summas tells only half the story. In this seminar, the emphasis will be shifted from canonical theologies to lesser-known works of literature. Each class will examine the way a different genre was used to defend philosophy and teach it to the community at large. Emphasis will be on literary form and style, rhetoric, methods of teaching and argumentation, all in relation to questions about reception and dissemination, progress and creativity, science and religion.
Instructor(s): James T. Robinson Terms Offered: Winter
Equivalent Course(s): ISLM 42700, RLST 28504, NEHC 42700, RLVC 42700, HIJD 42700, JWSC 22701, MDVL 22700

NEHC 28611. Jewish Sufism. 100 Units.
During the Middle Ages the Jews in the Muslim world developed a robust synthesis of Jewish Spirituality and Islamic Sufism. Even those who did not subscribe to a Sufi pietistic Judaism nevertheless introduced Sufi language and ideas into their Jewish thought. This course will introduce several important figures in this Jewish Sufi movement, from Bahya ibn Paquda in 11th-century Spain to Maimonides and his descendants in 12th-14th century Egypt. There will be a section for Arabists to read Bahya’s "Duties of the Hearts" in Arabic, and a section for Hebraists to read the twelfth-century Hebrew translation of it.
Instructor(s): James T. Robinson Terms Offered: Winter
Equivalent Course(s): JWSC 28610, ISLM 48610, HIJD 48610, RLVC 48610, NEHC 48610, RLST 28611, MDVL 28610

NEHC 29023. Returning the Gaze: The West and the Rest. 100 Units.
Aware of being observed. And judged. Inferior… Abject… Angry… Proud… This course provides insight into identity dynamics between the "West," as the center of economic power and self-proclaimed normative humanity, and the "Rest," as the poor, backward, volatile periphery. We investigate the relationship between South East European self-representations and the imagined Western gaze. Inherent in the act of looking at oneself through the eyes of another is the privileging of that other’s standard. We will contemplate the responses to this existential position of identifying symbolically with a normative site outside of oneself—self-consciousness, defiance, arrogance, self-exoticization—and consider how these responses have been incorporated in the texture of the national, gender, and social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski

Instructor(s): Angelina Ilieva Terms Offered: Winter
Equivalent Course(s): REES 29023, CMLT 39023, REES 39023, CMLT 29023, HIST 23609, HIST 33609, NEHC 39023

NEHC 29714. North Africa in Literature and Film. 100 Units.
This course explores twentieth- and twenty-first century literary and cinematic works from the countries of North Africa. We will focus in particular on the region of Northwestern Africa known as the Maghreb—encompassing Algeria, Morocco, and Tunisia. Settled at the crossroads of Africa, the Middle East, and Europe, the Maghreb has a layered colonial past culminating in France’s brutal occupation of the region through the 1960s. Inflected by this colonial history, Maghrebi studies tend to privilege Francophone works while overlooking the region’s rich Arabic and indigenous traditions. Understanding the Maghreb as both a geopolitical as well as an imagined space, our course materials reflect the region’s diverse cultural histories and practices. We will consider the Maghreb’s ethnic, linguistic, and religious pluralism in dialogue with broader questions of cultural imperialism, orientalism, decolonization, and globalization. Fictional and cinematic works will be paired with relevant historical and theoretical readings. In light of the recent ‘Arab Spring’ catapulted by the Tunisian uprising in January 2011, we will also touch on contemporary social and political happenings in the region.
Instructor(s): Hoda El Shakry Terms Offered: Spring
Equivalent Course(s): NEHC 39714, CMLT 29714, CMLT 39714
NEHC 29899. Research Colloquium. 100 Units.
Required of fourth-year students who are majoring in NELC. This is a workshop course designed to survey the fields represented by NELC and to assist students in researching and completing their Research Project. Students must get a Reading and Research form from their College Adviser and complete the form in order to be registered. Signatures are needed from the adviser and Director of Undergraduate Studies. Please indicate on the form that you wish to register for NEHC 29899 Section 01.
Terms Offered: Autumn

NEHC 29995. Research Project. 100 Units.
In consultation with a faculty research adviser and with consent of the Director of Undergraduate Studies, students devote the equivalent of a one-quarter course to the preparation of their Research Project. Students are required to submit the College Reading and Research Course Form. Please indicate that you wish to register for NEHC 29995 Section 01 with the Director of Undergraduate Studies.
Terms Offered: Winter
Prerequisite(s): 4th year NELC majors only. Approval of Director of Undergraduate Studies.

NEAR EASTERN LANGUAGES COURSES
NELG 20301. Introduction to Comparative Semitics. 100 Units.
This course examines the lexical, phonological, and morphological traits shared by the members of the Semitic language family. We also explore the historical relationships among these languages and the possibility of reconstructing features of the parent speech community.
Instructor(s): R. Hasselbach-Andee Terms Offered: Autumn
Prerequisite(s): Knowledge of two Semitic languages or one Semitic language and Historical Linguistics.
Equivalent Course(s): NELG 30301

NELG 20901. Advanced Seminar: Comparative Semitic Linguistics. 100 Units.
This course is an advanced seminar in comparative Semitics that critically discusses important secondary literature and linguistic methodologies concerning topics in the field, including topics in phonology, morphology, syntax, etc.
Instructor(s): R. Hasselbach-Andee Terms Offered: Winter
Prerequisite(s): Introduction to Comparative Semitics. Undergraduates require consent of instructor.
Equivalent Course(s): NELG 40301

PERSIAN COURSES
PERS 10101-10102-10103. Elementary Persian I-II-III.
This sequence concentrates on modern written Persian as well as modern colloquial usage. Toward the end of this sequence, students are able to read, write, and speak Persian at an elementary level. Introducing the Iranian culture is also a goal.

PERS 10101. Elementary Persian I. 100 Units.
This sequence concentrates on modern written Persian as well as modern colloquial usage. Towards the end of the sequence the students will be able to read, write and speak Persian at an elementary level. Introducing the Iranian culture is also a goal. The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Autumn

PERS 10102. Elementary Persian II. 100 Units.
This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Winter
Prerequisite(s): PERS 10101

PERS 10103. Elementary Persian III. 100 Units.
This sequence concentrates on modern written Persian as well as modern colloquial usage. Towards the end of the sequence the students will be able to read, write and speak Persian at an elementary level. Introducing the Iranian culture is also a goal. The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Spring
Prerequisite(s): PERS 10102

PERS 20101-20102-20103. Intermediate Persian I-II-III.
This sequence deepens and expands students' knowledge of modern Persian at all levels of reading, writing, and speaking. Grammar is taught at a higher level, and a wider vocabulary enables students to read stories, articles, and poetry. Examples of classical literature and the Iranian culture are introduced.
PERS 20101. Intermediate Persian I. 100 Units.
This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Autumn
Prerequisite(s): PERS 10103 or consent of instructor

PERS 20102. Intermediate Persian II. 100 Units.
This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Winter
Prerequisite(s): PERS 20101 or consent of the instructor

PERS 20103. Intermediate Persian III. 100 Units.
This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Spring
Prerequisite(s): PERS 20202 or consent of the instructor

PERS 20921. Satire against Tyranny: 20th c. Iran in Satirical Works. 100 Units.
Against the background of Iran's recent history, from late Qajar period to present, this course will focus on a selection of satirical works (mainly in verse, but also some prose) in Persian language. Apart from a thorough review of the recent history, and apart from providing a lot of fun through satirical works, the students will be introduced to more advanced Persian. The secondary sources recommended will include articles, interviews and reviews in both Persian and English.
Instructor(s): Saeed Ghahremani Terms Offered: Spring
Prerequisite(s): 2 years of Persian (or consent of instructor)
Equivalent Course(s): PERS 30921

SUMERIAN COURSES
SUMR 20310. Sumerian Literary Texts 1. 100 Units.
This advanced Sumerian course covers a selection of Sumerian literary texts from the Old Babylonian period. The prerequisite for this class is the one-year introductory sequence, Sumerian 10101, 10102, and 10103.
Instructor(s): C. Woods Terms Offered: Spring
Prerequisite(s): 1 Year of Sumerian

SUMR 20401. A School in Nippur. 100 Units.
Using the original tablets excavated by the Oriental Institute in Nippur, we will read different texts found in House F, an Old Babylonian School. The class will include introductions to typical genres like lexical texts, model contracts, and literary school texts.
Instructor(s): Susanne Paulus Terms Offered: Winter
Prerequisite(s): 1 year of Sumerian
Equivalent Course(s): SUMR 30401

TURKISH COURSES
TURK 10101-10102-10103. Elementary Turkish I-II-III.
This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. This sequence consists of reading and listening comprehension, as well as grammar exercises and basic writing in Turkish. Modern stories and contemporary articles are read at the end of the courses.

TURK 10101. Elementary Turkish I. 100 Units.
This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. This sequence consists of reading and listening comprehension, as well as grammar exercises and basic writing in Turkish. Modern stories and contemporary articles are read at the end of the courses.
Instructor(s): K. Arik Terms Offered: Autumn
Note(s): The class meets for five hours a week
TURK 10102. Elementary Turkish II. 100 Units.
Elementary Turkish (First Year)
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): TURK 10101
Note(s): This class meets for five hours a week

TURK 10103. Elementary Turkish III. 100 Units.
Elementary Turkish (First Year)
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): TURK 10102
Note(s): This class meets for five hours a week

TURK 20101-20102-20103. Intermediate Turkish I-II-III.
This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.

TURK 20101. Intermediate Turkish I. 100 Units.
This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.
Instructor(s): Helga Anetshofer Terms Offered: Autumn
Prerequisite(s): TURK 10103, or equivalent with intermediate level proficiency test.

TURK 20102. Intermediate Turkish II. 100 Units.
This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.
Instructor(s): Helga Anetshofer Terms Offered: Winter
Prerequisite(s): TURK 20101

TURK 20103. Intermediate Turkish III. 100 Units.
This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency.
Instructor(s): Helga Anetshofer Terms Offered: Spring
Prerequisite(s): TURK 20102

TURK 20123. Summer Intensive Intermediate Turkish. 300 Units.
Summer Intensive Intermediate Turkish enables students to develop strong intermediate speaking, listening, reading and writing skills and further solidify their foundation and proficiency in Turkish. Students study Turkish as it is used in authentic media, literature, and film, and gain familiarity with Turkish culture and civilization. The course will also address the needs of those preparing to study Ottoman. The first half of the course emphasizes completing skills acquired in Beginning Turkish and improving competency, while the second half further deepens students’ proficiency, using an introductory sample of authentic textual and audio-visual materials, and excerpts from Turkish literature and texts, ranging from late Ottoman and early Republican period to the present time. Students will have 25 contact hours per week in this course, including synchronous and asynchronous online class time with the instructor, and time spent similarly with the native language assistant. Several hours will be allocated each week to cultural activities such as viewing films, clips, and presentations, and virtual conversation tables. Intensive Intermediate Turkish is the equivalent of the 20100-20200-20300 sequence offered during the regular academic year at the University of Chicago.
Instructor(s): Staff Terms Offered: Summer
Prerequisite(s): Successful completion of TURK 10300 or equivalent placement.
TURK 20350. Readings in Ottoman Court Records. 100 Units.
This course introduces the students to the scholarship on and the original texts of Ottoman court records. Thousands of registers with millions of court cases covering the period from the sixteenth century to modern times have survived to date. These documents are celebrated by modern historians as exceptional snapshots into the daily lives of common people. Monday sessions are reserved for the discussion of secondary literature; we will read from the original court records on Fridays.
Instructor(s): Hakan Karateke Terms Offered: Autumn
Prerequisite(s): Some exposure to Ottoman texts
Equivalent Course(s): TURK 30350

TURK 29701. Independent Study: Old Turkic. 100 Units.
Independent study in Old Turkic.
Terms Offered: Autumn Spring Winter

UZBEK COURSES

UZBK 29700. Independent Study: Uzbek. 100 Units.
Independent Study: Uzbek
Instructor(s): Kagan Arik Terms Offered: Autumn Spring Winter