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 and the scriptures of contemporary religious traditions (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 languages we teach 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, 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>
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NEHC 29899 Research Colloquium 100

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. NEHC 20501-20502-20503 Islamic History and Society I-II-III will not be offered in 2021–22. 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 20001-20002-20003-20006 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.

** Credit for language courses may not be granted by examination or petition.

++ 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

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NEAA 20100</td>
<td>Introduction to Archaeology</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</td>
<td>Ancient Landscapes I</td>
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<tr>
<td>or GEOG 28202</td>
<td>Geographic Information Science I</td>
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Three methodologically oriented courses, chosen from among the following: *

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<tr>
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<tbody>
<tr>
<td>NEAA 10020</td>
<td>Ceramic Analysis in Archaeology</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</td>
<td>Geographic Information Science II</td>
</tr>
<tr>
<td>&amp; GEOG 28602</td>
<td>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>
</tr>
</tbody>
</table>

Total Units in the Major 1300

Three courses in the archaeology, history, or culture of the region(s) of interest offered by NELC or another department, for example: +
NEAA 2001-20002-20003-20006  Archaeology of the Ancient Near East I-II-III-VI
NEAA 20501          Introduction to Islamic Archaeology
EALC 28010          Archaeology of Anyang: Bronzes, Inscriptions, and World Heritage
EALC 28015          Archaeology of Bronze Age China

Two courses in a relevant foreign language, ancient or modern, chosen in consultation with the NELC Director of Undergraduate Studies. 200

One course in statistical methods 100

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<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>STAT 22000</td>
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<tr>
<td>or DIGS 20002</td>
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<tr>
<td>Field Archaeology</td>
<td>100</td>
</tr>
<tr>
<td>NEHC 29899</td>
<td>100</td>
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<tr>
<td>Total Units</td>
<td>1300</td>
</tr>
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</table>

* 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 the NELC 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. 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 the NELC (https://nelc.uchicago.edu/undergraduate/why-study-near-east/) website (https://nelc.uchicago.edu/undergraduate/why-study-near-east/).
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 Introduction to Archaeology, 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
NEHC 20004-20005-20006 Ancient Near Eastern Thought and Literature I-II-III 300
HEBR 10101-10102-10103 Elementary Classical Hebrew I-II-III 300
Total Units 600

Language Track Sample Minor
ARAB 20101-20102-20103 Intermediate Arabic I-II-III 300
NEHC 20601-20602-20603 Islamic Thought and Literature I-II-III 300
Total Units 600

Culture Track Sample Minor
NEHC 20011-20012-20013 Ancient Empires I-II-III 300
NEHC 20004-20005-20006 Ancient Near Eastern Thought and Literature I-II-III 300
Total Units 600

Archaeology Track Sample Minor
NEAA 20100 Introduction to Archaeology 100
GEOG 28202 Geographic Information Science I 100
NEAA 10020 Ceramic Analysis in Archaeology 100
NEAA 20035 Introduction to Zooarchaeology 100
NEAA 20003 Archaeology of the Ancient Near East III: Levant 100
NEAA 20006 Archaeology of the Ancient Near East VI: Egypt 100
Total Units 600

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 20405. Mesopotamian Wisdom Literature. 100 Units.
This course explores a variety of key issues in ancient wisdom literature, through Akkadian readings in The Counsels of Wisdom, Advice to a Prince, Poem of the Righteous Sufferer, The Babylonian Theodicy, The Dialogue of Pessimism, among other compositions, as well as individual proverbs.
Instructor(s): John Wee Terms Offered: Winter
Prerequisite(s): Completion of the Introduction to Babylonian sequence (AKKD 10501, 10502, & 10503)
Equivalent Course(s): AKKD 30405

AKKD 20603. Intermediate Akkadian: Neo-Assyrian Royal Inscriptions. 100 Units.
This course is specifically aimed at students having completed the first year of Elementary Akkadian (AKKD 10101-10103), but can be taken by more advanced students as well. Building on the knowledge acquired in the Elementary sequence, this course will further explore the Standard Babylonian dialect and Neo-Assyrian Cuneiform scripts, through a detailed analysis of the Annals of king Sennacherib (704-681 BCE) as they are represented in the 'Chicago Prism' acquired by J. H. Breasted in 1920 and currently on display in the Assyrian gallery of the Oriental Institute Museum. These include, among other military and building exploits of the king, his campaign to the Levant against Ezekiah, king of Judah - an episode also recounted in the Hebrew Bible (books of Second Kings, Isaiah and Chronicles) and Josephus' J udean Antiquities.
Instructor(s): Herve Reculeau Terms Offered: Autumn
Prerequisite(s): 1 year of Elementary Akkadian
Equivalent Course(s): AKKD 30603

AKKD 20702. Advanced Akkadian: Neo-Babylonian Letters. 100 Units.
Students with a minimum of four quarters of Akkadian are introduced to the language, vocabulary, grammar, and social and political history of first millennium BC Babylonia through the examination of private letters and diplomatic correspondence.
Instructor(s): Martha Roth Terms Offered: Autumn
Prerequisite(s): 4 quarters of Akkadian
Equivalent Course(s): AKKD 30702

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 20127. Advanced Readings: Hittite Historical Texts. 100 Units.
Advanced Readings in Hittite historical texts
Instructor(s): Theo van den Hout Terms Offered: Spring
Prerequisite(s): AANL 10103
Note(s): Enrollment by instructor consent only
AANL 20401. Lydian, Carian, Sidetic and Pisidian. 100 Units.
Lydian (7th-3rd c. BCE), Carian (7th-4th c. BCE), Sidetic (5th-2nd c. BCE) and Pisidian (1st-2nd c. CE) are small corpus languages, all written in their own alphabet. They all belong to the Anatolian branch of the Indo-European language family. This course offers an overview of the histories, texts, alphabets and grammars, and prepares the student for further independent study.
Instructor(s): Petra Goedegebuure Terms Offered: Spring

AANL 20450. Hittite Mythological Texts. 100 Units.
What we call Hittite mythology is in fact a cover term for rather disparate strands of tradition: one at home in central Anatolia and often providing the etiology for rituals or religious festivals, and one derived from Hurrian speaking societies in northern Mesopotamia. We will read texts from both traditions and explore not only the differences in content and literary style, but also their Sitz im Leben.
Instructor(s): Petra Goedegebuure Terms Offered: Autumn
Prerequisite(s): AANL 10101, 10102, 10103

AANL 20550. Hittite Official Correspondence. 100 Units.
The Hittite king and queen maintained a regular correspondence with their peers in Egypt and Babylon. Officials of the Hittite administration wrote to their subordinates and superiors, and scribes often added piggy-back letters for their colleagues on the 'other' side. These letters provide great insight in the international power dynamics of the Late Bronze Age, the workings of the Hittite administration, and the political struggles in the Hittite Kingdom.
Instructor(s): Petra Goedegebuure Terms Offered: Winter
Prerequisite(s): AANL 10101, 10102, 10103

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 about 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: Autumn
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: Winter

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.
Elementary Arabic in Cairo
ARAB 15008. Elementary Arabic in Cairo. 100 Units.
Elementary Arabic in Cairo
ARAB 15009. Intermediate Arabic in Cairo. 100 Units.
Intermediate Arabic in Cairo
ARAB 15010. Intermediate Arabic in Cairo. 100 Units.
Intermediate Arabic in Cairo
ARAB 15011. Advanced Arabic in Cairo. 100 Units.
Advanced Arabic in Cairo
ARAB 15012. Advanced Arabic in Cairo. 100 Units.
Advanced Arabic in Cairo
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.
StarTalk Arabic-Year 2

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 Eldam, Zainab Hermes, TBA, 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 Eldam, 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 Eleldam, Zainab Hermes, TBA, 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 20301. High Intermediate Modern Standard Arabic I. 100 Units.
High Intermediate Arabic, the modern track, provides students with a full academic year to activate the language and grammar studied in the first two years, while expanding their cultural and literary knowledge of the Arab world. This three-quarter sequence is taught in Arabic and focuses on all four language skills. The purpose of this sequence is conceived of functionally (what can students do) rather than with an eye to finishing a given textbook. It will have reached its objective if each student leaves with a clearly improved ability to produce oral and written Arabic in a variety of contexts (personal and professional correspondence, description, prescription, comparison narration, argumentation, etc.), to listen and understand spoken MSA, and to read a variety of texts (short stories, a novel, media writing, poetry, social media, opinion pieces, etc.) and a deepened understanding of the diversity of the Arab experience. An important component of the course is taking the learning outside the classroom: through visits to an Arab neighborhood, interviews of Arabs in Chicago, producing a play.

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 20601. High Intermediate Modern Standard Arabic I. 100 Units.
High Intermediate Arabic, the modern track, provides students with a full academic year to activate the language and grammar studied in the first two years, while expanding their cultural and literary knowledge of the Arab world. This three-quarter sequence is taught in Arabic and focuses on all four language skills. The purpose of this sequence is conceived of functionally (what can students do) rather than with an eye to finishing a given textbook. It will have reached its objective if each student leaves with a clearly improved ability to produce oral and written Arabic in a variety of contexts (personal and professional correspondence, description, prescription, comparison narration, argumentation, etc.), to listen and understand spoken MSA, and to read a variety of texts (short stories, a novel, media writing, poetry, social media, opinion pieces, etc.) and a deepened understanding of the diversity of the Arab experience. An important component of the course is taking the learning outside the classroom: through visits to an Arab neighborhood, interviews of Arabs in Chicago, producing a play.
Instructor(s): Noha Forster Terms Offered: Autumn
Prerequisite(s): ARAB 20103 or equivalent
Note(s): Open to qualified undergraduates with consent of the instructor

ARAB 20602. High Intermediate Modern Standard Arabic II. 100 Units.
Arabic Through Debate: Taking debate as its central fulcrum, the course will develop all four language skills: debaters must read on the proposition topic, prepare their arguments in writing, speak clearly to an audience, and listen carefully to their team mates and to the arguments of the opposing team. In the process, they will be immersed in Arab culture (targeted expressions and historical references, of-the-moment issues, etc.). Course Objectives a) Expanding student vocabulary and structures into the abstract, analytic realm, i.e., placing them solidly in the advanced ACTFL levels (see descriptions of ACTFL standards/levels: https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf) b) Improving student speech techniques:
pronunciation, intonation/voice modulation, pausing, emphasis, gesturing, visual communication c) Improving listening and writing skills and expanding them to include topics of general and academic interest d) Through a thoughtful selection of debate propositions, exposing students to some salient social, cultural, and political themes of importance to the Arab public e) Sharpening the logical argumentative skills of students

Instructor(s): Noha Forster Terms Offered: Winter
Prerequisite(s): ARAB 20601 or equivalent

ARAM 20603. High Intermediate Modern Standard Arabic III. 100 Units.
Arabic Through Extensive Reading In this course, students will read a whole work, most often, but not exclusively, a novel or play. Nevertheless, the course advances student proficiency in all 4 skills. Naturally, reading is a central activity of this course. Students in the Intermediate High range can expect to either feel more solidly comfortable in that level, or to go beyond it to the Advanced level. Students will improve their writing through a number of essays/reflections on the novel. The course is taught in Arabic, so, students will be negotiating meaning amongst themselves by discussing the novel. In addition, the presentational mode will be exercised in a series of prepared class presentations. To improve their listening skills, students will work on video materials connected to the novel, testing their abilities through worksheets. While no new grammar will be introduced in a formal manner, as students read the novel and use the writing book, they will be reviewing grammar studied earlier. In addition to the novel, students will benefit from guest speakers in our classroom.
Instructor(s): Noha Forster Terms Offered: Spring
Prerequisite(s): ARAB 20602 or equivalent

ARAM 20401-20402-20403. Elementary Syriac I-II-III.

ARAME 10101-10102-10103. Elementary Modern Armenian I-II-III.

This three-quarter sequence utilizes the most advanced computer technology and audio-visual aids enabling 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.

Instructor(s): H. Haroutunian Terms Offered: Autumn
ARME 10101. Elementary 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. 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 10102. Elementary 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. 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 20101. Intermediate Modern Armenian I. 100 Units.
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 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 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.

Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 20102 or equivalent

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: Winter
Prerequisite(s): ARME 20101 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

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 10201. Introduction to Coptic. 100 Units.
This course introduces the last native language of Egypt, which was in common use during the late Roman, Byzantine, and early Islamic periods (fourth to tenth centuries CE). Grammar and vocabulary of the standard Sahidic dialect are presented in preparation for reading biblical, monastic, and Gnostic literature, as well as a variety of historical and social documents.
Instructor(s): Robert Ritner Terms Offered: Winter
Prerequisite(s): Second-year standing required; knowledge of earlier Egyptian language phases or Classical Greek or Koine Greek helpful but not required
Equivalent Course(s): HCHR 30601, MDVL 10201

EGPT 10202. Coptic Texts. 100 Units.
This course builds on the basics of grammar learned in EGPT 10201 and provides readings in a variety of Coptic texts (e.g., monastic texts, biblical excerpts, tales, Gnostic literature).
Instructor(s): Robert Ritner Terms Offered: Spring
Prerequisite(s): EGPT 10201
Equivalent Course(s): HCHR 30602, MDVL 10202

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): Robert Ritner Terms Offered: Autumn
Prerequisite(s): EGPT 10101-10102-10103 or consent of the instructor
EGPT 20102. Introduction to Hieratic. 100 Units.
This course introduces the cursive literary and administrative script of Middle Egyptian (corresponding to the
Middle Kingdom period in Egypt) and is intended to provide familiarity with a variety of texts written in hieratic
(e.g., literary tales, religious compositions, wisdom literature, letters, accounts, graffiti).
Instructor(s): Brian Muhs Terms Offered: Winter
Prerequisite(s): EGPT 20101

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: Spring
Prerequisite(s): EGPT 10101-10103 or equivalent

EGPT 20211. Late Egyptian Texts. 100 Units.
Building on the basics of grammar, vocabulary, and orthographic styles learned in EGPT 20210, this course
focuses on the reading and analysis of Late Egyptian texts from the various genres.
Instructor(s): Jan Johnson Terms Offered: Spring
Prerequisite(s): EGPT 20102

GE’EZ COURSES
GEEZ 10101-10102. Elementary Ge’ez I-II.
This is a two quarter sequence introducing the fundamental grammar and writing structure of Ge’ez (Classical
Ethiopic).

GEEZ 10101. Elementary Ge’ez I. 100 Units.
This course introduces the fundamentals of Ge’ez (Classical Ethiopic) with an overview of grammar and the
writing system, as well as exercises in reading early monumental and simple narrative texts.
Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Autumn

GEEZ 10102. Elementary Ge’ez II. 100 Units.
This course provides an introduction to the grammar and script of Classical Ethiopic (Ge’ez).
Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Winter
Prerequisite(s): GEEZ 10101

GEEZ 10103. Readings: Classical Ethiopic. 100 Units.
In this course, we will finish the grammar of Classical Ethiopic (Ge’ez) and start readings in Classical Ethiopic
literature.
Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Spring
Prerequisite(s): GEEZ 10102 or equivalent

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 30300, JWSC 22200

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.

HEBR 10501. Introductory Modern Hebrew I. 100 Units.
The beginner’s course is the first of three sequential courses offered to students at the university. The course aims to introduce students to reading, writing and speaking Modern Hebrew. Toward that end all four-language skills are emphasized: comprehension of written and oral materials; reading of non-diacritical text; writing of directed sentences, paragraphs, and compositions; speaking. You will learn the Hebrew root pattern system, and by the end of the year you will have mastered the five (active) basic verb conjugations in both the past and present tenses (as well as simple future). This grammatical knowledge is complemented by an 800+ word vocabulary, which is presented with an eye toward the major syntactic structures, including the proper use of prepositions. At the end of the year, you will conduct short conversations in Hebrew; read materials designed to this level and write short compositions.
Instructor(s): Ari Almog Terms Offered: Autumn
Equivalent Course(s): JWSC 25000

HEBR 10502. Introductory Modern Hebrew II. 100 Units.
The beginner’s course is the first of three sequential courses offered to students at the university. The course aims to introduce students to reading, writing and speaking Modern Hebrew. Toward that end all four-language skills are emphasized: comprehension of written and oral materials; reading of non-diacritical text; writing of directed sentences, paragraphs, and compositions; speaking. You will learn the Hebrew root pattern system, and by the end of the year you will have mastered the five (active) basic verb conjugations in both the past and present tenses (as well as simple future). This grammatical knowledge is complemented by an 800+ word vocabulary, which is presented with an eye toward the major syntactic structures, including the proper use of prepositions. At the end of the year, you will conduct short conversations in Hebrew; read materials designed to this level and write short compositions.
Instructor(s): Ari Almog Terms Offered: Winter
Prerequisite(s): HEBR 10501 or equivalent
Equivalent Course(s): JWSC 25100

HEBR 10503. Introductory Modern Hebrew III. 100 Units.
The beginner’s course is the first of three sequential courses offered to students at the university. The course aims to introduce students to reading, writing and speaking Modern Hebrew. Toward that end all four-language skills are emphasized: comprehension of written and oral materials; reading of non-diacritical text; writing of directed sentences, paragraphs, and compositions; speaking. You will learn the Hebrew root pattern system, and by the end of the year you will have mastered the five (active) basic verb conjugations in both the past and present tenses (as well as simple future). This grammatical knowledge is complemented by an 800+ word vocabulary, which is presented with an eye toward the major syntactic structures, including the proper use of prepositions. At the end of the year, you will conduct short conversations in Hebrew; read materials designed to this level and write short compositions.
Instructor(s): Ari 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 20001. Hebrew Letters and Inscriptions. 100 Units.
Initiation to the reading and interpretation of pre-exilic Hebrew and Transjordanian inscriptions. This course involves reading and analysis of the inscriptive material from Palestine written during the first millennium BC (including texts from Transjordan).
Instructor(s): D. Pardee Terms Offered: Autumn
Prerequisite(s): HEBR 20104 or equivalent
Note(s): This course is offered in alternate years.

HEBR 20002. Phoenician Inscriptions. 100 Units.
This course involves reading and analysis of the inscriptions, primarily on stone and primarily from the Phoenician homeland, that belong to the early and middle first millennium BC.
Instructor(s): D. Pardee Terms Offered: Winter
Prerequisite(s): HEBR 20001
Note(s): This course is offered in alternate years.

HEBR 20003. Punic Inscriptions. 100 Units.
Initiation to the reading and interpretation of Punic inscriptions. Texts resulting from the Phoenician expansion into the Western Mediterranean (primarily North Africa) are studied.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): HEBR 20002
Note(s): This course is offered in alternate years.

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.
Review basic Hebrew grammar, emphasis on morphology and basic syntax - Review/acquire historical morphology - Acquire facility in reading Biblical Hebrew prose
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.
Continue acquisition of basic Biblical Hebrew; Continue acquisition of basic notions of historical grammar; Acquire the rudiments of analysis of Biblical Hebrew poetry.
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.
Continue acquisition of basic Biblical Hebrew, emphasis on syntax; Increase familiarity with Biblical Hebrew poetry, emphasis on prophets; Continue acquisition of basic historical morphology; Reading ancient manuscripts.
Instructor(s): D. Pardee Terms Offered: Spring
Prerequisite(s): HEBR 20105 or equivalent
Equivalent Course(s): JWSC 22500

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 nonfiction. 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, which builds upon Introductory Modern Hebrew (first year HEB) focuses on the acquisition of proficiency and communicative skills in Modern Hebrew. The purpose of this class is to expand and strengthen beginners’ Hebrew skills so that they become more self-assured, communicative, and versatile when they listen to, read, speak, and write Hebrew. It emphasizes both communicative and cultural themes and focuses on developing a rich and active vocabulary in several language domains.
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, which builds upon Introductory Modern Hebrew (first year HEB) focuses on the acquisition of proficiency and communicative skills in Modern Hebrew. The purpose of this class is to expand and strengthen beginners' Hebrew skills so that they become more self-assured, communicative, and versatile when they listen to, read, speak, and write Hebrew. It emphasizes both communicative and cultural themes and focuses on developing a rich and active vocabulary in several language domains.

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 20521. Lower Intermediate Hebrew through Israeli Media. 100 Units.
This course aims, primarily but not only, to meet the need of heritage students who one quarter to of Hebrew to meet college foreign language requirement. The course will introduce a more advanced verb and syntax structures, using both a text book and newspaper and video clips reflective current Israeli culture. Student would work on enhancing all skills: speaking, reading, comprehension and writing skills.

Instructor(s): Ari Almog Terms Offered: Spring
Equivalent Course(s): JWSC 20521

HEBR 20601. High Intermediate Modern Hebrew I. 100 Units.
This course, which builds upon Intermediate Modern Hebrew (second year HEB) assumes that students have full mastery of the grammatical and lexical content of the intermediate level. The focus of instruction is on further development of intermediate language skills in Modern Israeli Hebrew with special emphasis on oral and written communication. At the end of the course, all students are expected to reach the intermediate-high level of proficiency, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) in speaking, reading, and listening comprehension. The acquisition of cultural literacy will be an integral part of the curriculum throughout the semester.

Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): Intermediate Modern Hebrew (second year HEBR) or its equivalent (At least two years of official Modern Hebrew studies ) with a minimum grade of “C”. Additionally, suitable results of the placement exam
Equivalent Course(s): JWSC 25550

HEBR 20602. High Intermediate Modern Hebrew II. 100 Units.
This course, which builds upon Intermediate Modern Hebrew (second year HEB) assumes that students have full mastery of the grammatical and lexical content of the intermediate level. The focus of instruction is on further development of intermediate language skills in Modern Israeli Hebrew with special emphasis on oral and written communication. At the end of the course, all students are expected to reach the intermediate-high level of proficiency, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) in speaking, reading, and listening comprehension. The acquisition of cultural literacy will be an integral part of the curriculum throughout the semester.

Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): Intermediate Modern Hebrew (second year HEBR) or its equivalent (At least two years of official Modern Hebrew studies) with a minimum grade of “C”. Additionally, suitable results of the placement exam.
Equivalent Course(s): JWSC 25560

HEBR 20603. High Intermediate Modern Hebrew III. 100 Units.
This course, which builds upon Intermediate Modern Hebrew (second year HEB) assumes that students have full mastery of the grammatical and lexical content of the intermediate level. The focus of instruction is on further development of intermediate language skills in Modern Israeli Hebrew with special emphasis on oral
and written communication. At the end of the course, all students are expected to reach the intermediate-high level of proficiency, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) in speaking, reading, and listening comprehension. The acquisition of cultural literacy will be an integral part of the curriculum throughout the semester.

Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Intermediate Modern Hebrew (second year HEBR) or its equivalent (At least two years of official Modern Hebrew studies) with a minimum grade of “C”. Additionally, suitable results of the placement exam.
Equivalent Course(s): JWSC 25570

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

KAZAKH COURSES

KAZK 10501. Intro to Turkic Languages I. 100 Units.
The first quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.
Instructor(s): Kagan Arik Terms Offered: Autumn
Equivalent Course(s): TURK 10501, UZBK 10501

KAZK 10502. Introduction to Turkic Languages II. 100 Units.
The second quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.
Instructor(s): Kagan Arik Terms Offered: Winter
Prerequisite(s): TURK 10501
Equivalent Course(s): TURK 10502, UZBK 10502

KAZK 29700. Independent Study: Kazakh. 100 Units.
Independent Study: Kazakh - Continuation of Introduction to Turkic Languages
Instructor(s): Kagan Arik Terms Offered: Spring
Prerequisite(s): TURK 10502

NEAR EASTERN ART AND ARCHEOLOGY COURSES

NEAA 10020. Ceramic Analysis in Archaeology. 100 Units.
This course introduces the theoretical foundations and analytical techniques that allow archaeologists to use ceramics to make inferences about ancient societies. Ethnographic, experimental, and physical science approaches are explored to develop a realistic, integrated understanding of the nature of ceramics as a form of material culture. Practical training in the use of the ceramic labs is included.
Instructor(s): James Osborne Terms Offered: Winter
Equivalent Course(s): ANTH 26200, ANTH 36200, NEAA 40020

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
Prerequisite(s): Any introductory course in archaeology
Equivalent Course(s): ANTH 28410, ANTH 36755, ANTH 38810

NEAA 20070. Intro to the Archaeology of Afghanistan. 100 Units.
Intro to the Archaeology of Afghanistan
Instructor(s): Gil J. Stein Terms Offered: Winter
Prerequisite(s): Any introductory course in archaeology is desirable but not required
Equivalent Course(s): NEAA 30070, ANTH 36755, ANTH 26755

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. Introduction to Archaeology. 100 Units.
Archaeology is the study of the material evidence of past human activity. This course, which is offered every year in the Autumn Quarter, explores 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 such as satellite imagery and ground-penetrating radar, with emphasis on archaeological fieldwork in the Middle East. This course also surveys the latest methods used to date, classify, and analyze various kinds of evidence after it has been obtained. And since archaeological data is always collected and interpreted within an intellectual framework of theoretical conceptions concerning human society, culture, and history, this course provides a brief overview of “archaeological theory,” i.e., the uses made by archaeologists of a wide range of different social theories that may lead to quite different interpretations of the same data. This topic is explored in more depth in a companion course on “Social Theory and Ancient Studies” (NEHC 20010/30010), which is offered in alternate years in the Winter Quarter.
Instructor(s): David Schloen Terms Offered: Autumn
Equivalent Course(s): NEAA 30100

NEAA 20332. Trade, Exchange, and Politics in the Ancient Near East. 100 Units.
This is a discussion-oriented seminar that introduces students to the evidence, issues, and debates concerning ancient trade and exchange, with a focus on the economic institutions of the ancient Near East and especially those of the Bronze and Iron Age Levant and Eastern Mediterranean.
Instructor(s): David Schloen Terms Offered: Winter
Equivalent Course(s): NEAA 30332

NEAA 20333. Gordion and its Neighbors: Central Anatolia during the Iron Age. 100 Units.
This class is an in-depth study of central Anatolia's most important archaeological site during the early first millennium BCE: Gordion, the capital city of the kingdom of Phrygia. In addition to learning the archaeology of this site in great detail, we will also use it as a foundation to explore neighboring excavations in the region, including the Iron Age levels of Hattusha, Kaman-Kalehöyük, Kınık Höyük, and others.
Instructor(s): James Osborne Terms Offered: Spring
Equivalent Course(s): CLAS 30321, NEAA 30333, CLCV 20321

NEHC 10122. Nations in Crisis, Nations in Diaspora. 100 Units.
The class compares the histories of both Iraq and Palestine to explore questions relating to colonialism, nationalism and resistance in the modern Middle East. Each class will take up a theme, ranging from arm resistance to gender roles in post-colonialist contexts, and will compare the Iraqi to the Palestinian case.
Instructor(s): Orit Bashkin Terms Offered: Autumn

NEHC 17203. Twentieth-Century Jewish History. 100 Units.
Jewish history, politics, and culture across a century of enormous transformations and transformative enormities in Europe, the United States, and the Middle East. Topics include the impacts on Jewish life of World War I, the Russian Revolution, and the postimperial reordering of Eastern Europe and the Middle East; Zionism and other modes of Jewish contestatory politics; secular-religious Kulturkampf and the interactions and tensions of Jewish cultural renascence, acculturation, and assimilation; the consolidation of American Jewry; Nazism and the Holocaust in Europe; formation and development of the State of Israel; the global reordering of Jewish life amid crosscurrents of the Cold War, conflict in the Middle East, and success in the United States; trajectories of Jewish culture, thought, religion, and relations to modernity in a century of tremendous creativity but also centrifugality, fracture, and bitter cultural conflict. The course will pay substantial attention to recent and contemporary history including the dramatic changes in Israeli (Jewish) society, polity, and culture over the past forty years, the ongoing conflict in Israel and Palestine, and the entangled lives of Jews and Palestinians. Twice-weekly lectures followed by substantial time for text-related and thematic discussion. Prior study of Jewish history not required. Students at all levels and in all fields welcome.
Instructor(s): K. Moss Terms Offered: Winter
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): HIST 17203, JWSC 17203

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. Topics 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

NEHC 20005. Ancient Near Eastern Thought and Literature II: Egyptian Literature. 100 Units.
This course covers aspects of ancient Egyptian literature and the cultural, religious, and historical contexts of the time, thematically and thematically, including the dramatic changes in the Egyptian and Near Eastern worlds over time. We will read texts from the Old Kingdom to the Late Period, including the Pyramid Texts, tomb literary texts, the Book of the Dead, and late works such as the Amarna Letters and the Amarna Letters. We will also discuss the history of scholarship on ancient Egyptian literature, and trace its emergence in relation to wider developments in the broader ancient Near East.
Instructor(s): James Osborne Terms Offered: Spring

NEHC 20006. Ancient Near Eastern Thought and Literature III: Aramaic Literature. 100 Units.
This course focuses on Aramaic literature, including the Bible, the Talmud, and other works from the Persian, Hellenistic, and Roman periods. We will read and discuss texts from the Hebrew Bible, the Targums, and the Dead Sea Scrolls, as well as other Aramaic literature from the period. We will also consider the historical and cultural contexts of these texts, including the development of Aramaic as a language and its role in the spread of Jewish culture and identity in the ancient world. We will also consider the relevance of these texts for understanding the broader history of Judaism and Christianity.
Instructor(s): David Schloen Terms Offered: Autumn

Instructor(s): David Schloen Terms Offered: Autumn

Equivalent Course(s): CLAS 30321, NEAA 30333, CLCV 20321
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 20010. Social Theory and Ancient Studies. 100 Units.
This course introduces the main paradigms of social thought and their philosophical basis and examines their impact on archaeology and historical studies. Theoretical views, whether acknowledged or merely implicit, strongly affect scholarly interpretations of empirical data. The data do not speak for themselves but are interpreted quite differently depending on the theoretical paradigm at work in the interpretation. In this course, we will focus on the ways in which various social theories have shaped scholarly views of social and economic life in the ancient Near East, in particular.
Instructor(s): David Schloen
Terms Offered: Winter
Equivalent Course(s): NEHC 30010

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): Staff Terms Offered: Spring
Equivalent Course(s): HIST 15604, CLCV 25900

NEHC 20055. Iran Between Constitutional and Islamic Revolutions: 1905-1979. 100 Units.
Why did the Islamic Revolution take place? What were its causes? Iran was the site of two of the most important revolutions in the Middle East in the 20th century: the Constitutional (1905-1911) and Islamic Revolutions (1979). What was the historical relationship between them? This course is intended to answer these questions by exploring the history of Iran from late Qajar period until the early 1980s. We will examine the complex socio-economic and religio-political developments such as the Tobacco Protest, oil nationalization and student movements. We will emphasize long-term changes with a particular attention to the diverse actors and influences of the revolutions (tribes, landowners, foreign governments, merchants, religious scholars, political dissidents, urban poor, intellectuals). We will use a wide swath of primary sources including films, comic books, posters, footages and poems. No prior background in the subject is required.
Instructor(s): Elif Bozgan Terms Offered: Spring

NEHC 20085. BIG: Monumental Buildings and Sculptures in the Past and Present. 100 Units.
Why are so many societies - including our own - obsessed with building monumental things like pyramids and palaces? What do we learn about cultures past and present from the monuments they built? This course explores famous monuments from around the world to answer these questions through the lens of archaeology, architecture, and art history.
Instructor(s): James Osborne Terms Offered: Spring
Equivalent Course(s): ARCH 20085, KNOW 26000, SIGN 26000

NEHC 20200. Ancient Egyptian History. 100 Units.
This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.
Instructor(s): Jan Johnson, Brian Muhs Terms Offered: Autumn
Equivalent Course(s): NEHC 30200

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. The sequence is required 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.

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
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): HIST 15611, MDVL 20201, ISLM 30201, HIST 35621, NEHC 30201, RLST 20201

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, as well as for NELC majors and PhD students.
Instructor(s): Franklin Lewis Terms Offered: Winter
Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-I (NEHC 20601), or the equivalent
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): NEHC 30202, HIST 35622, MDVL 20202, ISLM 30202, RLST 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 liberalism; 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
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): ISLM 30203, NEHC 30203, RLST 20203, HIST 15613, HIST 35623

NEHC 20212. Introduction to Egyptian Religion and Magic. 100 Units.
The course provides a general introduction to the theology and ritual practice of Ancient Egypt from the Predynastic Period to the late Roman Empire (ca. 3100 BC to AD 543). Illustrated lectures will survey primary mythology, the nature of Egyptian "magic," the evolving role of the priesthood, the function of temple and tomb architecture, mumification and funerary rites, the Amarna revolution and the origins of monotheism, as well as the impact of Egyptian religion on neighboring belief systems. Students will read a wide array of original texts in translation in addition to modern interpretive studies. Course requirements include two (2) papers and a final exam. In the first paper the student should discuss in 5-10 pages a specific deity or temple site. The second paper should contain a concise analysis (5-10 pages) of a theological issue pertinent to class discussion and readings. All topics must be cleared with the instructor. Proper bibliographies and footnotes are expected, and any internet sources must be cleared with the instructor.
Instructor(s): R. Ritner Terms Offered: Autumn
Equivalent Course(s): NEHC 30212

NEHC 20245. Did Climate Doom the Ancients? 100 Units.
This course offers a critical introduction to the study of the relationship between human societies and their environment, with a specific focus on situations of rapid climatic change (RCC) in early historical periods. Students will be invited to reflect on discourses about climate and its influence on human societies from Herodotus to the IPCC; on notions such as environmental or social determinism, possibilism and reductionism, societal collapse and resilience; and on recent academic trends at the crossroads of Humanities, Social Sciences and Environmental Studies. Alternating lectures (Tu) and discussion sessions (Th), the first half of the quarter introduces the notion of "climate," from its origins in Classical Greece to the present, and how this concept has been (and still is) used to define human groups and their history; it also offers an overview of the theories and methods that shape our current understanding of climate change and its effect on societies (past and present). The second half of the quarter is devoted to case studies, with a specific focus on the Ancient Near East (from prehistory to the first millennium BCE). Students will be asked to present the readings and participate in classroom discussions; write an article summary; and conduct a personal research (midterm annotated bibliography and research proposal; final essay) on a topic of their choice, which needs not be limited to the Ancient Near East.
Instructor(s): Hervé Reculeau Terms Offered: Spring
Equivalent Course(s): HIST 20310, SIGN 26082

NEHC 20504. Introduction to the Hebrew Bible. 100 Units.
Critical introduction to the genres, ideas, styles, and formation of the Hebrew Bible (the ancient Jewish treasury of literature from Israel, Judea, and Babylonia), framed by ancient comparative material and modern literary theory.
Instructor(s): Simeon Chavel Terms Offered: Autumn
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. This course counts as a Gateway course for RLST majors/minors.
Equivalent Course(s): BIBL 31000, RLST 11004, JWSC 20120, HIJD 31004, NEHC 30504

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): Angelina Ilieva Terms Offered: Spring
Equivalent Course(s): REES 29009, REES 39009, ANTH 25908, CMLT 23301, NEHC 30568, ANTH 35908, 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, HIST 26602, HIST 36602, SALC 27701

NEHC 20573. The Burden of History: A 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): Angelina Ilieva Terms Offered: Autumn
Equivalent Course(s): HIST 24005, REES 29013, NEHC 30573, REES 39013, CMLT 23401, CMLT 33401, HIST 34005

NEHC 20600. Saints and Sinners in Late Antiquity. 100 Units.
Between the third and seventh centuries, Christian communities came to flourish throughout the Middle East
and neighboring regions in the Roman and Iranian empires as well as the kingdoms of the Caucasus, Central
Asia, and Ethiopia. This course will examine the development of Christian institutions and ideologies in relation
to the distinctive social structures, political cultures, economies, and environments of the Middle East, with a
focus on the Fertile Crescent. The makers of Middle Eastern Christianities were both saints and sinners. Holy
men and women, monks, and sometimes bishops withdrew from what they often called “the world” with the
intention of reshaping society through prayer, asceticism, and writing; some also intervened directly in social,
political, and economic relations. The work of these saints depended on the cooperation of aristocrats, merchants,
and rulers who established enduring worldly institutions. To explore the dialectical relationship between saints
and sinners, we will read lives of saints in various Middle Eastern languages in translation.
Instructor(s): R. Payne Terms Offered: Spring
Equivalent Course(s): HIST 23613, HIST 35613, NEHC 30600

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, HIST 25610, RLST 20401, 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, HIST 25615, RLST 20402
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): A. Holly Shissler Terms Offered: Spring
Equivalent Course(s): HIST 25616, RLST 20403

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: Autumn
Equivalent Course(s): HIST 25711, ARTH 20692, ARCH 20692, NEHC 30692

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): CMLT 22609, HIST 22609

NEHC 20766. Shamans and Oral Poets of Central Asia. 100 Units.
Anthropological/ Ethnographic Survey of Pre-Modern Central Asian Cultures. This course explores the rituals,
oral literature, and music associated with the nomadic cultures of Central Eurasia.
Instructor(s): Kagan Arirk Terms Offered: Spring
Equivalent Course(s): NEHC 30766, ANTH 25906

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): Cornell Fleisher Terms Offered: Spring
Prerequisite(s): Consent of instructor
Equivalent Course(s): ISLM 30840, HIST 25901, MDVL 20840, HIST 35901, RLST 20840, NEHC 30840

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 in what 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. Hickersen 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 20862. The Ottoman World in the Age of Suleyman the Magnificent. 100 Units.
This seminar/colloquium focuses on the transformation of the Muslim Ottoman principality into an imperial entity—after the conquest of Constantinople in 1453—through the reign of Sultan Suleyman the Lawgiver (1520-1566), who appeared to give the Empire its “classical” form. Topics include: the Mongol legacy; the reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The quarter-long colloquium comprises a chronological overview of major themes in Ottoman history, 1300-1600. In addition to papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.
Instructor(s): Cornell Fleischer Terms Offered: Autumn
Note(s): Undergraduates must receive consent from the instructor to enroll
Equivalent Course(s): HIST 58302, ISLM 30852, CMES 30852, NEHC 30852

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): JWSC 20910, RLST 20910

NEHC 21002. Greece and the Balkans in the Age of Nationalism. 100 Units.
This course is an introduction to the history of Southeastern Europe since the 1790s. Each week’s work will examine a key topic in the Balkan affairs through a combination of lectures, readings and discussion of associated issues. The class will not follow the history of any one Balkan country comprehensively. Instead, the course will direct students’ attention to relevant developments which address questions like these: 1. How does Balkan history relate to European history? 2. What is a nation, a nationality, and an ethnic group? 3. What has nationalism meant in the Balkans? The course emphasizes the history of Greece, Albania, Bulgaria, Romania and Yugoslavia, with some attention to events in the Ottoman Empire, the Habsburg Monarchy and Hungary as appropriate. The course aims to offer a historical background that will enable students to better understand the recent history of Greece and the Balkans.
Instructor(s): Stefanos Katsikas Terms Offered: Spring
Equivalent Course(s): REES 21001, HIST 23613, MOGK 21001

NEHC 21012. The Age of Empires in the Ancient Near East. 100 Units.
This course offers a critical appraisal of the concepts of empire and imperialism in the historiography of ancient Mesopotamia and Iran to address political formations that developed (and vanished) during the first millennium BCE, with a focus on the Neo-Assyrian, Neo-Babylonian, and Achaemenid empires. This seminar will explore the nature of power, control, and resource management in these early empires, and how they served as the blueprint for the later imperial formations of Classical and Late Antiquity. Students will address a substantial part of Mesopotamian and Iranian history and study in depth some key historiography issues for the history of Antiquity. Primary documents will be read in translation and the course has no ancient language requirements. However, some readings of secondary literature in common academic languages (especially French and German) are to be expected. Students will be asked to present the readings and participate in classroom discussions; write a book review; and conduct a personal research on a topic of their choice (midterm annotated bibliography and research proposal; final essay).
Instructor(s): Hervé Reculeau Terms Offered: Winter
Note(s): This course fulfills the requirements of a survey course in Mesopotamian civilization as defined by the Ancient PhD programs in NELC and the MA program in the CMES.
Equivalent Course(s): NEHC 31012

NEHC 21202. Israeli Society through Media: The Four Tribes of Israel. 100 Units.
From the outside, Israeli society might seem homogeneous and cohesive, bound together by the outside challenges and threats that have defined its eight decades of existence. However, in a recent public speech, President Reuben Rivlin warned Israelis of the tribal schisms tearing contemporary Israeli society and defined a ‘new Israeli order’ splitting the state into 4 groups: Arabs, ultra-Orthodox Jews, national religious Jews and secular Jews. Using the president’s description of the “four tribes of Israel” as our framework, this course focuses on representations of the different groups in Israeli media and popular culture. We will ask: • What distinguishes each of these tribes? • What is the narrative held by each tribe to describe itself and the ‘other’ tribes? • How do the different tribes interact? • Is modern Israel a successful immigration society or a failed experiment at creating a melting pot? Using Israeli society as a case study, we will also consider prevailing ideas about mediation and reconciliation in fragmented societies. If there is student interest, the course may include a section for advanced Hebrew learners.
NEHC 21215. Abraham's Sacrifice of Isaac in Multiple Perspectives. 100 Units.
The story of Abraham's (near) sacrifice of his son, Isaac, found in Genesis 22:1-19, is one of the most influential and enduring stories in Western literature and art. It is part of the living tradition of Judaism, Christianity, and Islam and its meaning and implications have been repeatedly explored in the communities defined by these religions, and has, in turn, helped to shape the self-perception of those communities. This course will consider the multiple perspectives from which this story has been viewed and the multiple interpretations which this story has generated, starting with its earliest incorporation into the Hebrew Bible, moving to its role in Judaism, Christianity, and Islam, and concluding with its influence on modern works. No knowledge of Hebrew is required.
Instructor(s): Ehud Har Even Terms Offered: Spring
Equivalent Course(s): JWSC 21210, RLST 27714

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 rabbinc 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 David Barak-Gorodetsky Bevin Blaber Terms Offered: Autumn
Equivalent Course(s): JWSC 12000, RLST 22010, MDVL 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 rabbinc 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 Mendelsohn, 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): Kenneth Moss Jessica Kirzane Bevin Blaber Terms Offered: Winter
Equivalent Course(s): JWSC 12001, RLST 22011, JWSC 12000

NEHC 22500. Intersections of Gender and Race Throughout the Modern Middle East. 100 Units.
This course will explore how parts of the modern Middle East confronted questions and definitions of race and gender that were often first defined in the west. Organized thematically and covering a region that spans from North Africa to Iran, we will use the analytics of race and gender in an intersecting way to explore topics in the Middle East such as: colonialism, slavery, Arab Nationalism, Zionism, whiteness, racism, eugenics and scientific racism, and global solidarity movements. In so doing, our course will reveal that race is an operative category in the study of Middle East history, the historical racial logics operating in various Middle Eastern countries, and how race and gender intersect at the site of individual as well as the effects of this. This course is designed for anyone interested in race theory, gender theory, intersectionality, and Middle East history. By the end of this course, students will have the tools to think in a gendered and raced multidimensional way about aspects of Middle East history that do not often receive such an intersectional treatment. Additionally, they will develop the methodological tools to discern local race and gender logics that might be different than what they’re most familiar with. Finally, through coming to understand their relationship to the knowledge of our course, students will also be able to use the course as a springboard for continued learning in other courses that treat race, gender, and the Middle East.
Instructor(s): Chelsie May Terms Offered: Autumn
Equivalent Course(s): CRES 12500, GNSE 22509

NEHC 23613. Popular Culture in the Middle East and North Africa. 100 Units.
TBD
Instructor(s): Travis Jackson Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.
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, Russophone 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): Jim Robinson and Yousef Casewit Terms Offered: Autumn
Equivalent Course(s): NEHC 34110, CMLT 34111, ANTH 34110, GLST 34111, CRES 24111, REES 24110, CRES 34111

NEHC 24592. Jewish and Islamic Ethics in al-Andalus. 100 Units.
This course will include readings in Jewish and Islamic ethics from al-Andalus and the Maghrib with a focus on the writings of Maimonides (d. 1204) -- especially his “Eight Chapters” and Commentary on Avot (completed in the 1160s) and Ibn al-Mar‘a of Malaga (d. 1214) -- especially his commentary on Ibn al-‘Arif.
Instructor(s): Jim Robinson and Yousef Casewit Terms Offered: Autumn
Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.
Equivalent Course(s): MDVL 24592, NEHC 34592, JWSC 24592, HIJD 34592, RETH 34592, ISLM 34592, RLST 24592

NEHC 24801. Words of the Wise: Proverbs and Qohelet. 100 Units.
Text-course (text in biblical Hebrew only) covering the literary genres, discursive styles, and philosophical ideas of Proverbs and Qohelet (Ecclesiastes), with attention to voicing, double-voicing, and intertextuality.
Instructor(s): Simeon Chavel Terms Offered: Winter
Prerequisite(s): One year of Biblical Hebrew.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. JWSC majors/minors can petition to count this course toward their degree requirement.
Equivalent Course(s): NEHC 44801, RLST 22304, BIBL 44800, HIJD 44800

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): MAPS 35150, JWSC 25149, NEHC 35147, ANTH 35150, CMES 35150, ANTH 25150

NEHC 25209. Jews, Arabs, and Others: Nations from the Nile to the Jordan. 100 Units.
This course considers nationbuilding as an ongoing and recurring process in the Middle East, realigning identities and communities according to the political concerns of the time. In particular, we will examine how Arabs and Others have figured in the political imagination of both Egypt and Israel-Palestine. When can Egyptians, Palestinians, and Israelis consider themselves “Arab”--and when not? What are the stakes of naming Arab-ness or claiming it for oneself? To answer these questions, this course will include readings on Arab nationalism and minorities in Egypt, the question of Jewish versus Israeli nationalism, Arab (or Mizrahi) Jews in Israel, and the relationship of Palestinian nationalism to the borders that have been drawn within the historic land of Palestine.
Instructor(s): Callie Maidhof Terms Offered: TBD
Equivalent Course(s): ANTH 24110, GLST 25209

NEHC 25806. The Political Theologies of Zionism. 100 Units.
The relationship between nationalism and religion has throughout history been a stormy one, often characterized by antagonisms and antipathy. In this course we will examine from various aspects the complex nexus of these two sources of repeated ideological and political dispute within Judaism, and more specifically within Zionism as its political manifestation. Zionism has mostly been considered a secular project, yet recently, Zionist theory is scrutinized to identify and unearth its supposedly hidden theological origins. In nowadays Israel, a rise in religious identification alongside an increasing religionization of the political discourse calls for the consideration of new theopolitical models of Zionism applicable in a post-secular environment. The aim of this course is to explore this complex intertwining of politics and religion in Israel from both historical and contemporary perspectives. The first part of the course will outline the theoretical foundation of post-secular and political-theological discourses. The second part will address the explicit and implicit political theologies of Zionism. The third part will outline contemporary aspects of political-theological thought in Israel, and their actual appearance in the political sphere.
Instructor(s): David Barak-Gorodetsky Terms Offered: Winter
Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.
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 36505, BIBL 36500, NEHC 36500, GNSE 26505

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: Spring
Equivalent Course(s): HIST 36614, NEHC 36614, SALT 36614, MDVL 26614, HIST 26614, CLAS 36620, CLCV 26620, SALT 26614

NEHC 26910. Narrating Israel and Palestine through Literature and Film. 100 Units.
In this course, we will problematize notions of conflict by exploring the ways in which Israeli and Palestinian identities are constructed and negotiated in literature and film. Specifically, we will investigate how national imaginaries are fashioned, how loss is narrated, and how linguistic and political boundaries between these two communities are demarcated and challenged. Engaging with an array of literary and cinematic depictions throughout the quarter, our aim is to go beyond stereotypes, dualistic, and black-and-white portrayals, in order to understand the rich landscape of voices that animate Palestinian and Israeli experiences and representations. Our class will begin with the 1948 Arab-Israeli War and the loss of Palestinian village life in contemporary Israel. We will then move thematically to illuminate important historical markers and issues in Palestine and Israel up until the early 2000s. By the end of the quarter, students will be able to develop their own complex evaluations of Israeli and Palestinian narratives and recognize how comparisons through artistic expression can be a powerful tool for honoring a multiplicity of stories. Through critically and thoughtfully analyzing a variety of literature and films, we will develop a nuanced understanding of a region that has customarily been defined through binaries and by discord.
Instructor(s): Stephanie Kraver Terms Offered: Winter
Equivalent Course(s): JWSM 26910, CRES 26910

NEHC 27213. Between Polemics and Encounter: "Jews" and "Christians" in Rome and Sassanian Persia. 100 Units.
In recent decades, scholars of biblical and early Christian literature have examined the various ways literary sources constructed the relationship between "Jews" and "Christians" in Late Antiquity. These resources prove challenging for reconstructing the situation on the ground. This course will introduce students to the various models scholars have advanced for making sense of the evidence and debated categories such as "Jewish-Christian." Against this backdrop, students will undertake a close reading of a select, representative examples to examine the development of adversus Iudaos ("against the Jews") literature. The readings will focus our attention on evidence from Greek- and Syriac-speaking Christians living within the multilingual and religiously diverse regions at the boundary of the Roman and Sassanian Persian Empires. Familiar sources such as the Pauline epistles, Apostolic Fathers, and John Chrysostom will be accompanied by readings from the pseudo-Clementine literature, the Didascalia Apostolorum, poetry, and Persian Martyr Acts. We will explore how new discoveries within Syriac studies are currently reshaping our approaches to traditional questions.
Instructor(s): Erin Galgay Walsh Terms Offered: Winter
Prerequisite(s): PQ: None; those with skills in Greek and Syriac will have the opportunity to apply them.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): HCHR 37213, JWSM 27213, CLAS 34021, NEHC 37213, BIBL 37213, RLST 27213, CLCV 24021, HIJD 37213
NEHC 28402. The Book of Judges. 100 Units.
A text-course (text in biblical Hebrew only). It will cover the book’s concept of a “judge,” its themes, plot, and values, its sources and formation, the real beginning and end of the book, and its historical referents. Framed by theory of history and of narrative.
Instructor(s): Simeon Chavel Terms Offered: Autumn
Prerequisite(s): One year Biblical Hebrew.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. JWSC majors/minors can petition to count this course toward their degree requirement.
Equivalent Course(s): NEHC 48402, RLST 22302, HIJD 48402, BIBL 48402

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): RLST 28504, NEHC 42700, JWSC 22701, RLVC 42700, ISLM 42700, MDVL 22700, HIJD 42700

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): RLVC 48610, MDVL 28610, HIJD 48610, RLST 28611, ISLM 48610, JWSC 28610, NEHC 48610

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: Spring
Equivalent Course(s): CMLT 29023, CMLT 39023, REES 29023, NEHC 39023, HIST 33609, HIST 23609, REES 39023

NEHC 29400. The History of Sunnism. 100 Units.
This course surveys primary and secondary scholarship to answer the deceptively simple questions of what Sunnism is, when it began, and how it developed. We will read primary sources from the fields of history, theology, and hadith studies, and compare these texts with influential narratives of Sunni history in secondary scholarship
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Prerequisite(s): 3 years of Arabic
Equivalent Course(s): ISLM 39400, NEHC 39400, RLST 20400

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. Situated 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 tends 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’ catalyzed 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 39714, CMLT 29714
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 29989. Race and the Bible. 100 Units.
The course will cover race in the Bible, race in the ancient world of the Bible, American use of the Bible on race, and the critique of race as a formative and constructed concept.
Instructor(s): Erin Galgay Walsh and Simeon Chavel
Terms Offered: Winter
Prerequisite(s): BIBL 31000 (Introduction to the Hebrew Bible) or BIBL 32500 (Introduction to the New Testament). BIBL 32500 can be taken concurrently.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. JWSC majors/minors can petition to count this course toward their degree requirement.
Equivalent Course(s): HCHR 49999, NEHC 49989, RLST 29109, CRES 27699, BIBL 49999, HIJD 49999

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

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 course is designed for complete beginners and teaches students to pronounce, read and write standard Persian, as well as some Iranian colloquial dialect. It includes an introduction to the alphabet, pronunciation patterns, greetings, basic structures, and other fundamentals. Students who have exposure to other Middle Eastern or South Asian languages, but have not formally studied Persian before, should enroll in this course.
By the end of the course, students will be able to communicate in Persian at a Novice-Mid level according to the ACTFL National Standards. They should be able to read and compose basic texts in formal Persian relating to themselves and their everyday lives, and handle basic ‘survival’ scenarios that have been covered in class.
Instructor(s): Pouneh Shabani-Jadidi
Terms Offered: Autumn

PERS 10102. Elementary Persian II. 100 Units.
This sequence concentrates on all skills of language acquisition (reading, writing, listening, and speaking). The class begins with the Persian alphabet, and moves to words, phrases, short sentences, and finally short paragraphs. The goal is to enable the students towards the end of the sequence to read, understand, and translate simple texts in modern standard Persian and engage in short everyday conversations. All the basic grammatical structures are covered in this sequence. Introducing the Iranian culture through the texts is also a goal. The class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): Pouneh Shabani-Jadidi
Terms Offered: Winter
Prerequisite(s): PERS 10101

PERS 10103. Elementary Persian III. 100 Units.
This sequence concentrates on all skills of language acquisition (reading, writing, listening, and speaking). The class begins with the Persian alphabet, and moves to words, phrases, short sentences, and finally short paragraphs. The goal is to enable the students towards the end of the sequence to read, understand, and translate simple texts in modern standard Persian and engage in short everyday conversations. All the basic grammatical structures are covered in this sequence. Introducing the Iranian culture through the texts is also a goal. The class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): Pouneh Shabani-Jadidi
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. The goal is to enable the students to gain proficiency in all skills of language acquisition at a higher level. In this sequence, the students learn more complex grammatical structures and gain wider vocabulary through reading paragraph-length texts on a variety of topics related to Persian language, literature, and culture. Students will also be familiarized with Persian news and media terminology. Class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): Pouneh Shabani-Jadidi
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. The goal is to enable the students to gain proficiency in all skills of language acquisition at a higher level. In this sequence, the students learn more complex grammatical structures and gain wider vocabulary through reading paragraph-length texts on a variety of topics related to Persian language, literature, and culture. Students will also be familiarized with Persian news and media terminology. Class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): Pouneh Shabani-Jadidi
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. The goal is to enable the students to gain proficiency in all skills of language acquisition at a higher level. In this sequence, the students learn more complex grammatical structures and gain wider vocabulary through reading paragraph-length texts on a variety of topics related to Persian language, literature, and culture. Students will also be familiarized with Persian news and media terminology. Class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): Pouneh Shabani-Jadidi
Terms Offered: Spring
Prerequisite(s): PERS 20202 or consent of the instructor

PERS 20500. Media Persian. 100 Units.
This course provides students with an opportunity to read authentic texts in Persian. Through various exercises, the students will be familiar with the news terminology as well as other complex expressions and proverbs used throughout the news articles that encompass different themes related to Iran’s politics, literature, culture, economy, etc. During this course, you will read a variety of news excerpts from the newspapers printed inside Iran (Ettelā’āt, Keyhān, Sharq, E’temād, Irān, and Mardomsālārī) and follow their current status as reflected in today’s media. Class meets three hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): Pouneh Shabani-Jadidi
Terms Offered: Spring
Prerequisite(s): PERS 20102

PERS 29021. Reading Indo-Persian harmonized prose: Bahār-i dānish. 100 Units.
In this course, we will read excerpts from one of the most popular collections of stories written in harmonized (aka ornate) prose in Mughal India: Finayat Allah’s Bahār-i dānish. We will use several editions of the texts as well as commentaries and translations and focus on grammar, rhetoric, and the various strategies one may use to render Persian harmonized prose into English.
Instructor(s): Thibaut d’Hubert
Terms Offered: Winter
Equivalent Course(s): SALC 39021, SALC 29021, PERS 39021

SUMERIAN COURSES
SUMR 10103. Elementary Sumerian III. 100 Units.
This course covers the elements of Sumerian grammar, with reading exercises in Ur III, pre-Sargonic, and elementary literary texts.
Instructor(s): Staff
Terms Offered: Autumn. This sequence is offered in alternate years.
Prerequisite(s): SUMR 10102

SUMR 20501. Old Sumerian. 100 Units.
We will first read a selection of royal inscriptions mainly from the 1st Dynasty of Lagash. Then we read selected excerpts of the earliest literary texts. The goal of the class is to familiarize students with the sign forms, orthography, and grammatical particularities of Old Sumerian.
Instructor(s): Susanne Paulus
Terms Offered: Winter
Prerequisite(s): 3 quarters of Sumerian
SUMR 20601. Advanced Sumerian: Epigraphy. 100 Units.
In this class students will learn to produce line drawings of cuneiform texts first with pen and paper and then using newer technologies. We will study different styles and approaches to line drawings and focus first on the Neo-Sumerian then on the Old Babylonian epigraphy. 
Instructor(s): Susanne Paulus
Terms Offered: Spring
Prerequisite(s): 3 quarters of Sumerian

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.
Instructor(s): K. Arik
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): TURK 10101
Note(s): The 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.
Instructor(s): Helga Anetshofer
Terms Offered: Autumn, Winter, Spring
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 29701. Independent Study: Old Turkic. 100 Units.
Independent study in Old Turkic.
Terms Offered: Autumn Spring Winter

UZBEK COURSES

UZBK 10501. Intro to Turkic Languages I. 100 Units.
The first quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.
Instructor(s): Kagan Arik
Terms Offered: Autumn
Equivalent Course(s): TURK 10501, KAZK 10501

UZBK 10502. Introduction to Turkic Languages II. 100 Units.
The second quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.
Instructor(s): Kagan Arik
Terms Offered: Winter
Prerequisite(s): TURK 10501
Equivalent Course(s): KAZK 10502, TURK 10502

UZBK 29700. Independent Study: Uzbek. 100 Units.
Independent Study: Uzbek - Continuation of Introduction to Turkic Languages
Instructor(s): Kagan Arik
Terms Offered: Spring
Prerequisite(s): TURK 10502