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

**Summary of Requirements: Language and Culture Track**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or three quarters of one of the following civilization sequences:*</td>
<td>200-300</td>
</tr>
<tr>
<td>NEHC 20004-20005-20006</td>
<td>Ancient Near Eastern Thought and Literature I-II-III</td>
</tr>
<tr>
<td>NEHC 20011 &amp; NEHC 20012 &amp; NEHC 20013</td>
<td>Ancient Empires I and Ancient Empires II and Ancient Empires III</td>
</tr>
<tr>
<td>NEHC 20201-20202-20203</td>
<td>Islamicate Civilization I-II-III</td>
</tr>
<tr>
<td>NEHC 20501-20502-20503</td>
<td>Islamic History and Society I-II-III</td>
</tr>
<tr>
<td>NEHC 20601-20602-20603</td>
<td>Islamic Thought and Literature I-II-III</td>
</tr>
<tr>
<td>JWSC 12000 &amp; JWSC 12001 &amp; JWSC 12003</td>
<td>Jewish Civilization I: Ancient Beginnings to Medieval Period and Jewish Civilization II: Early Modern Period to 21st Century and Jewish Civilization III: Language, Creation, and Translation in Jewish Thought and Literature</td>
</tr>
<tr>
<td>Six courses in one, or three courses each in two of the Near Eastern languages (e.g., Arabic, Armenian, Babylonian, Egyptian, Hebrew, Kazakh, Persian, Turkish, Uzbek)</td>
<td>600</td>
</tr>
<tr>
<td>Three or four elective courses in the student’s area of specialization ++</td>
<td>300-400</td>
</tr>
<tr>
<td>NEHC 29999</td>
<td>Research Colloquium</td>
</tr>
<tr>
<td>Total Units</td>
<td>1300</td>
</tr>
</tbody>
</table>

* 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 2022–23. 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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One archaeological methods course</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 20100</td>
<td>Introduction to Archaeology</td>
</tr>
<tr>
<td>One course in geographic information science</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 20061 or GEOG 28202</td>
<td>Ancient Landscapes I</td>
</tr>
<tr>
<td>Three methodologically oriented courses, chosen from among the following: *</td>
<td>300</td>
</tr>
<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>ANTH 26900</td>
<td>Archaeological Data Sets</td>
</tr>
<tr>
<td>ANTH 28400</td>
<td>Bioarchaeology and Forensic Anthropology: Approaches to the Past</td>
</tr>
<tr>
<td>BIOS 22265</td>
<td>Human Origins: Milestones in Human Evolution and the Fossil Record</td>
</tr>
<tr>
<td>Three courses in the archaeology, history, or culture of the region(s) of interest offered by NELC or another department, for example: +</td>
<td>300</td>
</tr>
</tbody>
</table>
**NEAA 20001-20002-20003-20006**  
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.  
One course in statistical methods  
**STAT 22000**  
Statistical Methods and Applications  
or **DIGS 20002**  
Data Analysis for the Humanities I

**NEAA 20091**  
Field Archaeology

**NEHC 29899**  
Research Colloquium

Total Units  1300

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

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

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

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

**GRADING**

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

**ADVISING**

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

**BA RESEARCH PROJECT**

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

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

**Year 3: Spring Quarter**

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

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

**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.

**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.

**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 2061 Ancient Landscapes I or GEOG 28202), two methodologically oriented courses (see Major Requirements for more detail on these courses), and two elective courses in the archaeology, history, or culture of the region(s) of interest offered by NELC or another department.

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

### Language Track Sample Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEHC 20004-20005-20006</td>
<td>300</td>
</tr>
<tr>
<td>HEBR 10101-10102-10103</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

### Language Track Sample Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARAB 20101-20102-20103</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20601-20602-20603</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

### Culture Track Sample Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEHC 20011 &amp; NEHC 20012 &amp; NEHC 20013</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 20004-20005-20006</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

### Archaeology Track Sample Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEAA 20100</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 20020</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 20035</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 20003</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 20006</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

### 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): Marta Diaz Herrera Terms Offered: Spring
Prerequisite(s): AKKD 10502 or equivalent

AKKD 20504. Intermediate Akkadian: Babylonian Flood Narratives. 100 Units.
This course is specifically aimed at students having completed the Introduction to Babylonian sequence (AKKD 10501-10503) but can be taken by more advanced students as well. Building on the knowledge acquired in the introductory sequence, this course will explore the Old Babylonian Literary dialect in Old Babylonian cursive script, as well as the Standard Babylonian dialect in Neo-Assyrian cuneiform script, through a selection of readings on Flood Narratives from OB Atra-hasis and the OB/SB Gilgamesh, the precursors to the story of Noah and the Flood in the Hebrew Bible.
Instructor(s): Herve Reculeau Terms Offered: Autumn

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): Petra Goedegebuure 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 BC.).
Instructor(s): Petra Goedegebuure Terms Offered: Spring
Prerequisite(s): AANL 10102 or equivalent

AANL 20129. Hittite Vows. 100 Units.
This class introduces the Hittite Vow texts as part of Hittite religion and economy.
Instructor(s): Theo van den Hout Terms Offered: Autumn

AANL 20600. Women in Hittite Society. 100 Units.
In this advanced Hittite course we will explore the roles and functions of women in Hittite society by comparing the image created by kings with the image that flows from their own writings and actions. Queens that will be discussed are the ‘evil’ Tawanannas and Queen Puduhepa, who had her own independent correspondence with the Great Kings and royals of other countries. We will also investigate the ‘Wise Women’, a class of diviners that seems to have operated as an advisory council to the king in matters of danger to the state.
Instructor(s): Petra Goedegebuure Terms Offered: Spring
Equivalent Course(s): AANL 30600

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 five days a week, 50 minutes each day.

ARAB 10101. Elementary Arabic I. 100 Units.
Elementary Arabic is a 3-course, year-long sequence intended for complete beginners. It targets both literacy in the formal, standard, written form of Arabic (fuṣḥa), and also integrates the spoken dialect (‘ammīyyah) when needed. Through in-class practice and intensive homework projects, students will gain a solid foundation in the four skills (reading, writing, speaking, listening). At the end of the sequence, students will gain basic functional fluency on a variety of personal topics (self, family, studies, location, daily activities, etc.). These courses adopt a project-based approach to learning, and therefore meet three times a week for 80 minutes.
Instructor(s): Aidan Kaplan, Osama Abu Eledam, Zainab Hermes Terms Offered: Autumn

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): Aidan Kaplan, Osama Au Eledam, Zainab Hermes, 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): Zainab Hermes, Aidan Kaplan, Osama Abu Eledam 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 10401. Heritage Arabic: Developing Foundational Skills. 100 Units.
This intensive online course is designed to build on heritage learners’ skills to prepare them for success in courses offered during the academic year. It focuses on the productive skills of speaking and writing in MSA/ fuShHa, along with reading and listening. Students will be exposed intensively to the grammar structures and vocabulary needed to expand those skills into themes of public interest. Students can expect to do 25-30 hours of asynchronous work each week, in addition to weekly synchronous meetings. Passing this course satisfies the College Language Competency Requirement.
Terms Offered: Summer

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.
ARAB 15013. Elementary Arabic in Morocco. 100 Units.
ARAB 15014. Elementary Arabic in Morocco. 100 Units.
ARAB 15015. Intermediate Arabic in Morocco. 100 Units.
ARAB 15016. Intermediate Arabic in Morocco. 100 Units.
ARAB 15017. Advanced Arabic in Morocco. 100 Units.
ARAB 15018. Advanced Arabic in Morocco. 100 Units.
ARAB 15019. Elementary Arabic in Granada. 100 Units.
ARAB 15020. Elementary Arabic in Granada. 100 Units.
ARAB 15021. Intermediate Arabic in Granada. 100 Units.
ARAB 15022. Intermediate Arabic in Granada. 100 Units.
ARAB 15023. Advanced Arabic in Granada. 100 Units.
ARAB 15024. Advanced Arabic in Granada. 100 Units.
ARAB 20100. Intermediate Modern Arabic for CPS Students. 100 Units.
ARAB 20101-20102-20103. Intermediate Arabic I-II-III.
This sequence concentrates on speaking, reading, and aural skills at the intermediate level of modern formal Arabic.

ARAB 20101. Intermediate Arabic I. 100 Units.
The first quarter of Intermediate Arabic
Instructor(s): Aidan Kaplan, Zainab Hermes, 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): Aidan Kaplan, Zainab Hermes 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): Hala Abdel Mobdy, Osama Abu Eledam Terms Offered: Spring
Prerequisite(s): ARAB 20101 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 20381. Introduction to Arabic Poetry. 100 Units.
The course is an introduction to the texts, contexts, functions, and rhythms of Arabic poetry. Students read, translate, and analyze the most eloquent verse of the Arabic poetic canon, with a view to understanding its themes, metaphors, and forms. In addition, they study the prosody and rhetoric that underpins these texts in order to acquire a feel for its music and aesthetics. The class is part lecture, part readings. Its focus is on the classical material, but modern poetry (MSA and colloquial) is also introduced.
Instructor(s): Tahera Qutbuddin Terms Offered: Winter
Prerequisite(s): 2 years of Arabic or equivalent
Equivalent Course(s): NEHC 20381, ISLM 30381, ARAB 30381

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): Hala Abdel Mobdy 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): Hala Abdel Mobdy Terms Offered: Winter
Prerequisite(s): ARAB 20601 or equivalent

ARAB 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

ARAB 20701. High Intermediate Classical Arabic I. 100 Units.
First quarter of Classical High Intermediate Arabic
Instructor(s): Noha Forster Terms Offered: Autumn
Prerequisite(s): ARAB 20103 or equivalent

ARAB 20702. High Intermediate Classical Arabic II. 100 Units.
Second quarter of Classical High Intermediate Arabic
Instructor(s): Tynan Kelly Terms Offered: Spring
Prerequisite(s): ARAB 20701 or equivalent

ARAMAIC COURSES

ARAM 10101-10102-10103. Biblical Aramaic; Old Aramaic Inscriptions; Imperial Aramaic.
Three quarter sequence in Aramaic spanning Biblical Aramaic (Autumn), Old Aramaic (Winter), and Imperial Aramaic (Spring).

ARAM 10101. Biblical Aramaic. 100 Units.
This course provides a thorough introduction to the grammar of the Aramaic portions of the Hebrew Bible during the first few weeks. The remainder of the course is spent reading texts from the books of Daniel and Ezra.
Instructor(s): S. Creason Terms Offered: Autumn
Prerequisite(s): HEBR 10103 or equivalent.
Note(s): Instructor Consent Required
Equivalent Course(s): JWSC 11000
ARAM 10102. Old Aramaic Inscriptions. 100 Units.
Selected monumental inscriptions from the Old Aramaic period (c. 1000-600 BCE) are read with special attention to the dialectal differences among various subgroups of texts.
Instructor(s): S. Creason
Terms Offered: Winter
Prerequisite(s): ARAM 10101 or equivalent.
Equivalent Course(s): JWSC 11100

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

ARAM 20302. Targum-II. 100 Units.
This course consists primarily of reading selected portions of Clarke's edition of Targum Pseudo-Jonathan and Diez-Macho's edition of Targum Neofiti in comparison with the massoretic Hebrew text. A brief introduction to Late Jewish Literary Aramaic, the dialect of these translations, will be given during the first few sessions of the course with emphasis on the ways in which this dialect differs from other dialects of Aramaic. Some reading in the secondary literature of the targums will be assigned. The prerequisite for this course is knowledge of some dialect of Aramaic, preferably Biblical Aramaic.
Terms Offered: Spring

ARAM 20303. Targum-III. 100 Units.
This course consists primarily of reading selected portions the Aramaic Targums of the Latter Prophets and the Writings in comparison with the massoretic Hebrew text. A brief introduction to these targums will be given during the first two sessions of the course. Some reading in the secondary literature of the Targums will be assigned. The prerequisite for this course is knowledge of Jewish Literary Aramaic and previous experience in the reading of Targum texts.
Instructor(s): Stuart Creason
Terms Offered: Winter

ARMENIAN COURSES

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

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

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

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

Instructor(s): H. Haroutunian
Terms Offered: Spring
Prerequisite(s): ARME 10102 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: Autumn
Prerequisite(s): ARME 10103 or equivalent

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

Instructor(s): H. Haroutunian
Terms Offered: Winter
Prerequisite(s): ARME 20101 or equivalent

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

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

ARME 29702. Independent Study: Intermediate Modern Armenian. 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): Hripsime Haroutunian
Terms Offered: Autumn

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): Janet 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): Brian Muhs 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.
Reading of ancient Egyptian hieroglyphic texts
Instructor(s): Tanya Olson Terms Offered: Spring
Prerequisite(s): EGPT 10101-10102 or consent of the instructor
Equivalent Course(s): ANCM 30502

EGPT 20101. Middle Egyptian Texts II. 100 Units.
Second quarter reading course of ME texts
Instructor(s): Janet Johnson 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): Ella Karev 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 20210. Introduction to Late Egyptian. 100 Units.
This course provides an introduction to the form of ancient Egyptian written and presumably spoken in the Egyptian New Kingdom (circa 1550-1069 BCE), in which literary and administrative texts and letters were written during the Egyptian Empire.
Instructor(s): Ella Karev Terms Offered: Spring
Prerequisite(s): EGPT 10101-10102-10103 or equivalent required; EGPT 20101 recommended

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: Autumn
Prerequisite(s): EGPT 20102

GE’EZ COURSES
GEEZ 20700. Advanced Readings in Classical Ethiopic (Ge’ez) 100 Units.
In this course we will read excerpts from literature written in Classical Ethiopic (Ge’ez), such as Enoch, Jubilees, Kebra Nagast, Beauty of Creation, and others, and review some basic grammatical structures of the language. Students will need a good grasp of the basic grammar of Ge’ez in order to take the class.
Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Autumn
Prerequisite(s): Elementary Gheez 1-3 or equivalent
Equivalent Course(s): GEEZ 30700, LING 22700, RLST 17700, BIBL 30700, LING 32700

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

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

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

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

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. The in-class quotient of the course will be heavily based on active listening and speaking practice, with much use of various print, video, and web-based media. This course will require students to commit to undertaking intensive methods of instruction, which require their active participation in class and considerable attention to the language outside of class. Instructor(s): Ehud HarEven 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. The in-class quotient of the course will be heavily based on active listening and speaking practice, with much use of various print, video, and web-based media. This course will require students to commit to undertaking intensive methods of instruction, which require their active participation in class and considerable attention to the language outside of class.
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. The in-class quotient of the course will be heavily based on active listening and speaking practice, with much use of various print, video, and web-based media. This course will require students to commit to undertaking intensive methods of instruction, which require their active participation in class and considerable attention to the language outside of class.
Instructor(s): Ehud HarEven Terms Offered: Winter
Prerequisite(s): HEBR 10501 or equivalent
Equivalent Course(s): JWSC 25100

HEBR 15001. Elementary Hebrew in Jerusalem. 100 Units.

HEBR 15002. Elementary Hebrew in Jerusalem. 100 Units.

HEBR 15003. Intermediate Hebrew in Jerusalem. 100 Units.

HEBR 15004. Intermediate Hebrew in Jerusalem. 100 Units.

HEBR 15005. Advanced Hebrew in Jerusalem. 100 Units.

HEBR 15006. Advanced Hebrew in Jerusalem. 100 Units.

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

HEBR 20104. Intermediate Classical Hebrew I. 100 Units.
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.
Instructor(s): Ari Almog Terms Offered: Autumn
Prerequisite(s): HEBR 10503 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25300

HEBR 20502. Intermediate Modern Hebrew II. 100 Units.
This course is designed for students who possess a basic knowledge of modern and/or Biblical Hebrew (either the first year course or the placement exam are prerequisites). The main objective is to provide students with the skills necessary to approach Modern Hebrew prose, both fiction and non-fiction. Students learn to use the dictionary, and approach unfamiliar texts and vocabulary. Many syntactic structures are introduced, including simple clauses, compound sentences. Throughout the year, students read, write, and speak extensively and are required to analyze the grammatical structures of assigned materials.
Instructor(s): Ari Almog 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): Ari Almog Terms Offered: Spring
Prerequisite(s): HEBR 20502 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25500

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

KAZAK 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 10631. Islamic Art and Architecture, 14th to 21st Centuries. 100 Units.
Islamic art and architecture are often thought of as medieval -- and indeed they first blossomed in the medieval world. However, many of Islam’s best known monuments, from the Selimiye Mosque to the Taj Mahal, were actually made in the age of the Islam’s early modern empires. This course explores early modern Islamic arts and architecture through lenses of power, piety, and trade. It also traces legacies of early modern Islamic art and architecture in modern and contemporary visual creativity.
Instructor(s): P. Berlekamp Terms Offered: Spring
Note(s): Students must attend first class to confirm enrollment. This course meets the general education requirement in the arts.
Equivalent Course(s): ARCH 16809, ARTH 16809

NEAA 20001. Introduction to the Archaeology of the Ancient Near East I - Mesopotamia. 100 Units.
This course will give an overview of the archaeology of ancient Mesopotamia. We will examine the material remains of various cultures in and around ancient Mesopotamia and engage with themes of social complexity,
urbanism, collapse, and continuity/change through time. Students in this survey course will gain basic knowledge of the archaeological data used to create a picture of life in the Mesopotamian region in ancient times.

Instructor(s): Augusta McMahon Terms Offered: Autumn
Equivalent Course(s): NEAA 30001

NEAA 20002. Archaeology of the Ancient Near East II: Anatolia. 100 Units.
This course will survey the archaeological record of ancient Anatolia (modern Turkey) from the start of the Pre-Pottery Neolithic period (ca. 9500 BCE) to the end of the Iron Age (ca. 550 BCE). The material will cover a selection of significant archaeological sites designed to illustrate the diversity of cultures in Anatolia and to demonstrate broader regional patterns and themes. The presentation of sites will be accompanied by readings and discussions on the interpretation of archaeological data.

Instructor(s): James Osborne Terms Offered: Spring
Prerequisite(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies.
Note(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies.
Equivalent Course(s): NEAA 30002

NEAA 20005. Archaeoegenetics and the Human Past. 100 Units.
The rapidly growing field of paleogenomics has brought together researchers from a wide variety of fields and perspectives in the social and natural sciences. This survey course is designed for students from all backgrounds interested in developing practical skills in ancient DNA methods, contextual research, analysis and interpretation. We will also focus on exploring and discussing ethics in the field and the implications of the growing interest of public audiences with ancient DNA. Throughout the course, we will also explore a variety of related topics by taking a deep dive into the archaeology context and analytical approaches of published case studies. Throughout the course, there will be a number of laboratory and computational activities to apply ancient DNA research methods. For a final project, you will explore a site, topic or study of your choosing with the tools learned in this course and evaluate the potential for ancient DNA to uncover new findings there.

Instructor(s): Hannah Moores Terms Offered: Winter
Equivalent Course(s): KNOW 30524, NEAA 30524, KNOW 20005

NEAA 20007. Bioethics and Ancient DNA. 100 Units.
The first ancient human genome was sequenced just over 10 years ago. From a single genome in 2010 to what has been hailed as a "scientific revolution" today, the field of archaeogenetics has expanded rapidly. In this course, we will explore how the field is grappling with emerging issues related to ethical and responsible research, including sampling practices, collaborative community partnerships, and accessibility of research findings to the broader public. How have researchers successfully leveraged multiple voices, perspectives, and priorities engaged with ancient DNA to explore the human past? What are the possibilities of engagement beyond the practical and project-based level? How do these new alliances formed around archaeogenetics inform the ethics of sampling, participation, and interpretation? In this course, we will thoughtfully and critically engage with ancient DNA research in the present to envision possible futures for the field.

Instructor(s): Hannah Moores Terms Offered: Autumn
Equivalent Course(s): KNOW 30007, NEAA 30007, KNOW 20007

NEAA 20036. Mesopotamian Cities. 100 Units.
Cities are extraordinarily successful forms of human settlement, currently home to over 6 billion people around the world. They offer employment opportunities, production efficiency, and expansive social networks. However, they also have negative impacts on social lives, health, resources, and the environment; they are deep wells of inequality, isolation, and disease. Were ancient cities similarly difficult? Through alternating lectures and seminars, this course examines ancient Mesopotamian cities from the perspective of city life and urban challenges, comprising the positive and negative aspects and possible compensatory factors to urban living in the past. We will examine cities from the world's earliest, in the 4th millennium BCE, through mature cities of the 3rd and 2nd millennia BCE, to the artificial imperial cities of the 1st millennium BCE.

Instructor(s): Augusta McMahon Terms Offered: Spring
Equivalent Course(s): NEAA 30036

NEAA 20061-20062. Ancient Landscapes I-II.
The landscape of the Near East contains a detailed and subtle record of environmental, social, and economic processes that have obtained over thousands of years. Landscape analysis is therefore proving to be fundamental to an understanding of the processes that underpinned the development of ancient Near Eastern society. This sequence provides an overview of the ancient cultural landscapes of this heartland of early civilization from the early stages of complex societies in the fifth and sixth millennia B.C. to the close of the Early Islamic period around the tenth century A.D.

NEAA 20061. Ancient Landscapes I. 100 Units.
This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI's ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based

NEAA 20062. Ancient Landscapes II. 100 Units.
This course will survey the archaeological record of ancient Anatolia (modern Turkey) from the start of the Pre-Pottery Neolithic period (ca. 9500 BCE) to the end of the Iron Age (ca. 550 BCE). The material will cover a selection of significant archaeological sites designed to illustrate the diversity of cultures in Anatolia and to demonstrate broader regional patterns and themes. The presentation of sites will be accompanied by readings and discussions on the interpretation of archaeological data.

Instructor(s): James Osborne Terms Offered: Spring
Prerequisite(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies.
Note(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies.
Equivalent Course(s): NEAA 30002

NEAA 20005. Archaeoegenetics and the Human Past. 100 Units.
The rapidly growing field of paleogenomics has brought together researchers from a wide variety of fields and perspectives in the social and natural sciences. This survey course is designed for students from all backgrounds interested in developing practical skills in ancient DNA methods, contextual research, analysis and interpretation. We will also focus on exploring and discussing ethics in the field and the implications of the growing interest of public audiences with ancient DNA. Throughout the course, we will also explore a variety of related topics by taking a deep dive into the archaeology context and analytical approaches of published case studies. Throughout the course, there will be a number of laboratory and computational activities to apply ancient DNA research methods. For a final project, you will explore a site, topic or study of your choosing with the tools learned in this course and evaluate the potential for ancient DNA to uncover new findings there.

Instructor(s): Hannah Moores Terms Offered: Winter
Equivalent Course(s): KNOW 30524, NEAA 30524, KNOW 20005

NEAA 20007. Bioethics and Ancient DNA. 100 Units.
The first ancient human genome was sequenced just over 10 years ago. From a single genome in 2010 to what has been hailed as a "scientific revolution" today, the field of archaeogenetics has expanded rapidly. In this course, we will explore how the field is grappling with emerging issues related to ethical and responsible research, including sampling practices, collaborative community partnerships, and accessibility of research findings to the broader public. How have researchers successfully leveraged multiple voices, perspectives, and priorities engaged with ancient DNA to explore the human past? What are the possibilities of engagement beyond the practical and project-based level? How do these new alliances formed around archaeogenetics inform the ethics of sampling, participation, and interpretation? In this course, we will thoughtfully and critically engage with ancient DNA research in the present to envision possible futures for the field.

Instructor(s): Hannah Moores Terms Offered: Autumn
Equivalent Course(s): KNOW 30007, NEAA 30007, KNOW 20007

NEAA 20036. Mesopotamian Cities. 100 Units.
Cities are extraordinarily successful forms of human settlement, currently home to over 6 billion people around the world. They offer employment opportunities, production efficiency, and expansive social networks. However, they also have negative impacts on social lives, health, resources, and the environment; they are deep wells of inequality, isolation, and disease. Were ancient cities similarly difficult? Through alternating lectures and seminars, this course examines ancient Mesopotamian cities from the perspective of city life and urban challenges, comprising the positive and negative aspects and possible compensatory factors to urban living in the past. We will examine cities from the world's earliest, in the 4th millennium BCE, through mature cities of the 3rd and 2nd millennia BCE, to the artificial imperial cities of the 1st millennium BCE.

Instructor(s): Augusta McMahon Terms Offered: Spring
Equivalent Course(s): NEAA 30036

NEAA 20061-20062. Ancient Landscapes I-II.
The landscape of the Near East contains a detailed and subtle record of environmental, social, and economic processes that have obtained over thousands of years. Landscape analysis is therefore proving to be fundamental to an understanding of the processes that underpinned the development of ancient Near Eastern society. This sequence provides an overview of the ancient cultural landscapes of this heartland of early civilization from the early stages of complex societies in the fifth and sixth millennia B.C. to the close of the Early Islamic period around the tenth century A.D.

NEAA 20061. Ancient Landscapes I. 100 Units.
This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI's ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based
analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out their own spatial research project. In both courses, techniques are introduced through the discussion of software skills. During supervised laboratory times, the various techniques and analyses covered will be applied to sample archaeological data and also to data from a region/topic chosen by the student.

Instructor(s): Mehrnoush Soroush Terms Offered: Autumn
Equivalent Course(s): NEAA 20061

NEAA 20062. Ancient Landscapes II. 100 Units.
This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI’s ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out their own spatial research project. In both courses, techniques are introduced through the discussion of case studies (focused on the archaeology of the Middle East) and through demonstration of software skills. During supervised laboratory times, the various techniques and analyses covered will be applied to sample archaeological data and also to data from a region/topic chosen by the student.

Instructor(s): Mehrnoush Soroush Terms Offered: Winter
Prerequisite(s): NEAA 20061
Equivalent Course(s): NEAA 30062, GEOG 25800, ANTH 26711, GEOG 35800, ANTH 36711

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 20451. Maritime Archaeology and Shipwrecks II: the Iron and Classical Ages. 100 Units.
From complex trading networks that reached beyond India, to fierce naval battles that determined the fate of empires, seafaring played a pivotal role in shaping the Iron Age and Classical worlds. This course explores the impact of ships and seafaring on the ancient world beginning with the Phoenician expansion and the ships of Homer, and continues through the end of the Roman Period. While we will primarily focus on Aegean and Mediterranean societies, we will also voyage west to Spain and England, and as far east as India and Sri Lanka. This course will draw on diverse sources of evidence, including shipwrecks, archaeological remains, artifacts, art, and literature. Class themes include sailing and shipbuilding, trade and exploration, ports and harbors, naval tactics and warfare, pirates, navigation, religious practice, and the literature of the sea.

Instructor(s): Douglas Inglis Terms Offered: Winter
Equivalent Course(s): NEAA 30451

NEAA 20610. From Ground to Gallery: Visual Culture of the Ancient Near East. 100 Units.
What is the “ancient Near East”? What is its visual culture? This course explores the ancient art and architecture of Western Asia and North Africa—a corpus that includes the palaces, temples, ziggurats, carved reliefs, royal images, votive statues, cylinder seals, and cuneiform tablets crafted of clay, rock, semi-precious stones, metals, ivory, and pigments of Mesopotamia, Persia, Syro-Anatolia, the Levant, and Egypt dating from ca. 3500 to 330 BCE. In addition to formal and stylistic qualities, we will consider craftsmanship and creative practices, the cultural value of raw materials, life histories and modes of circulation, interactive and experiential potential, social and political contexts and the reception and treatment of these works of art in a modern context, including museum spaces. Class meetings-structured around thematic case studies of material groups generally presented in chronological sequence-address conceptual issues (agency, materiality, aesthetics, narrative, ideology, space, representation, style, sensory experience), theoretical and methodological considerations (archaeological, art historical, anthropological, philological, historical), and current topics and debates related to these fields of study and museum practice (colonialism, ownership, repatriation, stewardship). The course draws primarily on archaeological evidence and ancient textual sources with class meetings split between the classroom and the galleries of the Oriental Institute Museum.

Instructor(s): K. Neumann Terms Offered: Winter
Equivalent Course(s): HIST 35624, ARTH 23010, ARTH 33010, NEAA 30610, HIST 25624
NEHC 10101. Introduction to the Middle East. 100 Units.
Prior knowledge of the Middle East not required. This course aims to facilitate a general understanding of some key factors that have shaped life in this region, with primary emphasis on modern conditions and their background, and to provide exposure to some of the region’s rich cultural diversity. This course can serve as a basis for the further study of the history, politics, and civilizations of the Middle East.
Instructor(s): Ameena Yovan Terms Offered: Spring
Equivalent Course(s): HIST 15801

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 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. Texts in English. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is not required.

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

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 I. 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

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: Spring
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
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 25800, HIST 15603, MDVL 20012

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): Douglas Inglis 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 15604, CLCV 25900

NEHC 20014. Ancient Empires IV. 100 Units.
This course introduces students to the Achaemenid Empire, also known as the First Persian Empire (ca. 550-330 BCE). We will be examining the political history and cultural accomplishments of the Achaemenids who, from their homeland in modern-day Iran, quickly rose to become one of the largest empires of the ancient world, ruling from North Africa to North India at their height. We will also be examining the history of Greek-Persian encounters and the image of the Achaemenids in Greek and Biblical literature. The students will visit the Oriental Institutes' archive and object collection to learn more about the University of Chicago's unique position in the exploration, excavation, and restoration of the Persian Empire’s royal architecture and administrative system through the Persian Expedition carried out in the 1930s.
Instructor(s): Mehrnoush Soroush Terms Offered: Autumn
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): CLCV 21722

NEHC 20015. ANCIENT EMPIRES V: THE UMAYYADS. 100 Units.
The Umayyads ruled over the last “great empire” of late antiquity; the early Islamic empire, spanning from the Atlas to the Hindu Kush, from the Atlantic to the Ama Darya, and embracing regions with different cultural and political traditions. This course introduces to the history of the Umayyad caliphate, focusing on some of the visible legacies its inhabitants left behind: texts, objects, and monumental buildings that are still standing in cities of the Middle East and Europe. But we will also reflect upon less material legacies: for example, cities with a long-lasting urban culture, infrastructures for communicating across a vast empire, the consolidation of religious traditions, and exchanges and cohabitation of different religious groups.
Instructor(s): Cecilia Palombo Terms Offered: Winter

NEHC 20016. Ancient Empires VI: Assyrian Empire. 100 Units.
The course introduces students to the first “empires” in the ancient Middle East. We will study the earliest attempts under both Sumerian and Akkadian leadership at unifying the old Sumerian city states in what is
In the Middle East, students will study the history and theoretical debates of ethnography. Fieldwork about the Middle East through assignments that mobilize various techniques, including participant observation, mapping a field-site, interviews, “deep hanging out,” gathering documents, producing genealogies, and observing social life. This class has two primary learning objectives. First, to teach students how to do ethnographic fieldwork about the Middle East, and why, and what political and social conditions have shaped the discipline of cultural anthropology. In this course, we will study what ethnography is, where ethnographic discourse has been conducted in the Middle East, and why, and what political and social conditions have shaped knowledge of the region. We will ultimately discover the ways in which ethnography is a complex embodied human practice. This class has two primary learning objectives. First, to teach students how to do ethnographic fieldwork about the Middle East through assignments that mobilize various techniques, including participant observation, mapping a field-site, interviews, “deep hanging out,” gathering documents, producing genealogies, and writing up field-notes. Over the course of the semester students will draw on these short assignments to produce a final ethnographic research paper on some aspect of social life. Second, alongside short fieldwork assignments, students will study the history and theoretical debates of ethnography in the Middle East, such as discussions about the politics of representation, the construction of “otherness” in knowledge, colonialism and its relationship to the social sciences, gender and race theory, and the ethics of conducting research among different vulnerable groups.

Instructor(s): Rania Sweis Terms Offered: Spring

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

NEHC 20024. Everyday Life in the Early Islamic Period. 100 Units.
How did people live in the early Islamic period? How did they work and study? What do we know about their relations with family members, loved ones, and neighbors? How did they relate to the administration and to people who ruled them? Did they get together to celebrate religious festivals? Did they have parties? What sources do we have to learn about their habits, routines, and feelings? What can we learn about everyday struggles, and how much do these differ from our own? This course aims to introduce undergraduate and early graduate students to the study of social history through a combination of literary and documentary sources from the early centuries of Islam. We will learn about both opportunities and limits of studying history from the “bottom-up.”
Instructor(s): CECILIA PALOMBO Terms Offered: Winter
Equivalent Course(s): RLST 20324, NEHC 30024, HIST 35705, ISLM 30024, HIST 25705

NEHC 20034. From the Harem to Helém: Gender and Sexuality in the Modern Middle East. 100 Units.
This course will provide a historical and theoretical survey of issues pertaining to gender and sexuality in the modern Middle East. First, we will outline the colonial legacies of gender politics and gendered discourses in modern Middle Eastern history. We will discuss orientalist constructions of the harem and the veil (Allouche, Laila Ahmed, Lila Abu-Loghod), and their contested afterlives across the Middle East. We will also explore colonial (homo)sexuality, and attendant critiques (Najmabadi, Massad). We will pay especial attention to local discourses about gender and sexuality, and trouble facile assumptions of “writing back” while attending to the various specificities of local discourses of everyday life across various sites of the Middle East. Eschewing reductive traps for more nuanced explorations of the specifics of life in Beirut, Cairo, Istanbul, or Tehran - as well as to rural areas - we will show how gender and sexuality are constructed and practiced in these locales. In addition to foundational scholarly texts in the field, we will also engage with an array of cultural texts (films, novels, poetry, comics) and - where possible - have conversations with activists who are working in these sites via Skype/teleconferencing.
Instructor(s): Ghena Hayek Terms Offered: Winter
Equivalent Course(s): NEHC 30034, GNSE 20112, GNSE 30112

NEHC 20041. Ethnography in the Middle East. 100 Units.
This anthropology course centers on ethnographic research conducted in and about the Middle East, but it also train students in the practice of ethnographic field research methods. Ethnography is at the heart of the discipline of cultural anthropology. In this course, we will study what ethnography is, where ethnographic fieldwork has been conducted in the Middle East, and why, and what political and social conditions have shaped knowledge of the region. We will ultimately discover the ways in which ethnography is a complex embodied human practice. This class has two primary learning objectives. First, to teach students how to do ethnographic fieldwork about the Middle East through assignments that mobilize various techniques, including participant observation, mapping a field-site, interviews, “deep hanging out,” gathering documents, producing genealogies and writing up field-notes. Over the course of the semester students will draw on these short assignments to produce a final ethnographic research paper on some aspect of social life. Second, alongside short fieldwork assignments, students will study the history and theoretical debates of ethnography in the Middle East, such as discussions about the politics of representation, the construction of “otherness” in knowledge, colonialism and its relationship to the social sciences, gender and race theory, and the ethics of conducting research among different vulnerable groups.
Instructor(s): Rania Sweis Terms Offered: Spring
Equivalent Course(s): NEHC 30041

NEHC 20042. Medicine and Culture in the Middle East. 100 Units.
This course examines the intersections of culture, politics, and biomedicine in the Middle East from a variety of theoretical and scholarly approaches. Students will study different conceptualizations of health, healing, the body, and personhood in the region, with a strong emphasis on biomedicine and contemporary state and governmental processes. Key topics covered in class include but are not limited to: the rise of western biomedicine in the region; religious perspectives of the body; Islam and organ trafficking and transplantation; racialized bodies in medical science; war and medicine, sex, gender, and reproductive technologies, and the impact of COVID-19 across the region.
Instructor(s): R. Zanca
Equivalent Course(s): NEHC 30042

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): Rania Sweis Terms Offered: Spring
Equivalent Course(s): CMES 30055

NEHC 20160. Central Asia Past and Present/From Alexander the Great to Al Qaeda. 100 Units.
Central Asia Past and Present serves as a multi-disciplinary course, spanning anthropology, history and political science. This course introduces students to the fluid, political-geographic concept of Central Asia as well as to the historical and cultural dimensions of this particular and oft-redefined world. My understanding of Central Asia comes from studies of ex-Soviet Central Asia, which includes five independent countries (since 1991) within central Eurasia—the former U.S.S.R. Thus the course encompasses Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan in addition to parts of northern Iran, Afghanistan, Pakistan, India, and western China (Xinjiang/Sinkiang). Students will familiarize themselves with universal and divergent factors among the Central Asian peoples based on phenomena such as human migrations, cross-cultural influences, historical events, and the economic organization of peoples based on local ecology and natural boundaries. Working together and as individuals, we will study maps and atlases to gain a fuller understanding of historical movements and settlements of the Central Asian peoples.
Instructor(s): R. Zanca
Equivalent Course(s): ANTH 23616, NEHC 30160

NEHC 20201-20202-20203. Islamicate Civilization I-II-III.
This course is an introduction to the history and the study of early Islamicate societies, from the rise of Islam in late antiquity to the early Abbasid period (ca. 600-950 CE), considering various religious and social groups. We will look at the same historical arc from multiple perspectives: political events, such as the Muslim conquests and the rise of ruling dynasties, but also other factors that impacted people’s lives in the early centuries of Islamic rule—the environment they inhabited and transformed, documents they created, social institutions, and economic activities. What broad developments characterized the early Islamic period? Who brought those changes about? And how are they studied today?
Instructor(s): CECILIA PALOMBO Terms Offered: Autumn. This course will not be offered for the 2021-2022 academic year.
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): HIST 15611, RLST 20201, NEHC 30201, HIST 35621, MDVL 20201, ISLM 30201

NEHC 20201. Islamicate Civilization I: 600-950. 100 Units.
This course is an introduction to the history and the study of early Islamicate societies, from the rise of Islam in late antiquity to the early Abbasid period (ca. 600-950 CE), considering various religious and social groups. We will look at the same historical arc from multiple perspectives: political events, such as the Muslim conquests and the rise of ruling dynasties, but also other factors that impacted people’s lives in the early centuries of Islamic rule—the environment they inhabited and transformed, documents they created, social institutions, and economic activities. What broad developments characterized the early Islamic period? Who brought those changes about? And how are they studied today?
Instructor(s): CECILIA PALOMBO Terms Offered: Autumn. This course will not be offered for the 2021-2022 academic year.
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): HIST 15611, RLST 20201, NEHC 30201, HIST 35621, MDVL 20201, ISLM 30201

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
Near Eastern Languages and Civilizations

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. This course will not be offered for the 2021-2022 academic year.
Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-1 (NEHC 20601), or the equivalent
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): NEHC 30202, ISLM 30202, MDVL 20202, RLST 20202, HIST 35622, 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): Carl Shook
Terms Offered: Spring. This course will not be offered for the 2021-2022 academic year.
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, HIST 15613, HIST 35623, RLST 20203, NEHC 30203

NEHC 20210. Greek and Near Eastern Creation Stories. 100 Units.
This course will offer a comparative view of Greek traditions about the origin of the world (cosmogony) and the origin of the gods (theogony), and the multiple layers on which they were entangled with Near Eastern narratives. On the Greek side, we will focus on Hesiod, Homer, and the Orphic poems. Near Eastern sources will include Mesopotamian, Egyptian, Hittite, Phoenician, and Hebrew texts. The reading of primary sources will be done in translation (though students are always encouraged to check the texts in the original language for closer reading and discussion, if training allows). We will engage with secondary bibliography, especially works that take a comparative approach or discuss the comparative method. We will discuss the methodological challenges and advantages of comparative mythology and the phenomenon of cultural exchange, as revealed in these mythical and literary connection.
Instructor(s): Carolina López-Ruiz
Terms Offered: Spring
Equivalent Course(s): RLST 20210, CLCV 20222

NEHC 20211. Alexander and his Successors on the Silk Road: History and Reception. 100 Units.
In usual historiography, Alexander's campaigns from 336 to 323 BCE ushered in an age of intense cultural exchange between Hellenism and various eastern cultures that lasted until late antiquity. Applying the concept of the "Silk Road," this course will explore cultural exchanges between the Greco-Roman world and the East from the 4th century BCE to the 3rd century CE as well as how contemporary East Asian media products represent this age. Primary sources originally written in Greek, Latin, Iranian, Babylonian, and Chinese will be read in English translations.
Instructor(s): Yanxiao He
Terms Offered: Spring
Equivalent Course(s): HIST 24120, CLCV 28622

NEHC 20212. Introduction to Egyptian Religion and Magic. 100 Units.
Why did the Egyptians wrap mummies in linen? Did they believe in a human soul? How did they envision life after death? Who was Osiris? This course will seek answers to those (and other) questions through an introduction to the religious beliefs and practices of the ancient Egyptians. Each week we will cover a thematic topic with readings, lectures, and discussions. Focus will be placed on trying to understand ancient Egyptian perspectives in order to evaluate popular mischaracterizations. Students will get the chance to investigate ancient Egyptian creation accounts, the pantheon of gods, the role of humans, conceptions of the afterlife, the mysteries of Osiris, ritual practices, and domestic religion while applying what they learn to portrayals found in popular media such as The Mummy films, pulp fiction, and scifi horror.
Instructor(s): Foy Scalf
Terms Offered: Spring
Equivalent Course(s): NEHC 30212

NEHC 20290. Media and Social Change in the Middle East. 100 Units.
Media are commonly viewed as catalysts of social change, particularly in reference to recent uprisings in the Middle East. This course will consider how scholars have assessed the relationship between media and social change from the early diffusion of mass communication in the mid-twentieth century to the contemporary world of social media.
Instructor(s): Thomas Maguire
Terms Offered: Spring
Equivalent Course(s): NEHC 30290

NEHC 20381. Introduction to Arabic Poetry. 100 Units.
The course is an introduction to the texts, contexts, functions, and rhythms of Arabic poetry. Students read, translate, and analyze the most eloquent verse of the Arabic poetic canon, with a view to understanding its themes, metaphors, and forms. In addition, they study the prosody and rhetoric that underpins these texts in
order to acquire a feel for its music and aesthetics. The class is part lecture, part readings. Its focus is on the classical material, but modern poetry (MSA and colloquial) is also introduced.

Instructor(s): Tahera Qutbuddin Terms Offered: Winter
Prerequisite(s): 2 years of Arabic or equivalent
Equivalent Course(s): ISLM 30381, ARAB 20381, ARAB 30381

NEHC 20500. Identity and the Other in the Qur'an. 100 Units.
How did the Qur'an, Islam's holy text, articulate what it meant to be a Muslim by constructing the confessional other? How did it construct the social, cultural, and political context of the Qur'an's interpreters influence their conceptions of gender or ethnicity? This course explores identities and identity formation in the Qur'an and its interpretation by asking how identity was articulated through the construction of the religious, ethnic, or gendered "other." You will read English translations from the Qur'an, literature associated with its interpretation (exegesis tafsir, biography sira, sayings of the Prophet hadith, and "occasions of revelation" ashab al-nuzul), as well as relevant secondary literature. By the end of the course, you will be familiar with the structure and content of the Qur'an, its history as a text, the early Islamic community, and Qur'anic revelations' relationship to other Abrahamic faiths (Christianity and Judaism). No prior knowledge of Middle Eastern history or languages is required, but if you have interests in the study of the Middle East, the Qur'an, or identity, you are strongly encouraged to incorporate your own experiences, research, or projects into the course.

Instructor(s): Tahera Qutbuddin 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): ISLM 30381, ARAB 20381, ARAB 30381

NEHC 20504. Introduction to the Hebrew Bible. 100 Units.
The course surveys the contents of the Hebrew Bible, through the concepts of book culture, literature, history, and religion. It introduces critical questions regarding the HB's figures and ideas, its literary qualities and anomalies, the history of its composition and transmission, its relation to other artifacts from the period, its place in the history and society of ancient Israel and Judea, and its relation to the larger culture of the ancient Near East in the Iron Age and Persian period (12th-4th cents. BCE).

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): NEHC 30504, RLST 11004, HIJD 31004, BIBL 31000, JWSC 20120

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 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.

Instructor(s): Kyle Longworth Terms Offered: Spring
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): NEHC 30504, RLST 11004, HIJD 31004, BIBL 31000, JWSC 20120

NEHC 20555. Gender and Sexuality in the Middle East. 100 Units.
This course focuses on the ways in which anthropologists have approached gender in the modern Middle East and North Africa. In addition to providing a survey of key anthropological theories and debates about gender in the discipline of anthropology, it also centers on the writings of local authors, social scientists, and critical theorists, such as Islamic feminists and "native" scholars. Key themes will be: kinship, sexuality, and the body; women and nationalism; post-colonialism; violence, war and displacement; the politics of childhood and youth; and globalization and neoliberalism.

Instructor(s): Tahera Qutbuddin Terms Offered: Winter
Prerequisite(s): 2 years of Arabic or equivalent
Equivalent Course(s): GSNE 30555, NEHC 30555, ANTH 30555, GSNE 23149

NEHC 20560. Global Humanitarianism in the Middle East. 100 Units.
Today, the Middle East is host to the world's largest humanitarian crises since World War II. This course examines the politics and ethics of humanitarian intervention in the region, including emergency medical aid and global healthcare. It takes a critical approach to humanitarian action, focusing on long-term, lived effects as well as intentions, and foregrounds the experiences, voices, and perspectives of local aid recipients. In class we will examine works produced by leading Middle East scholars including anthropologist, sociologist, historians, philosophers, and political scientists. Beginning in the 1980s, with the rise of global humanitarianism, and leading up to the present day, topics covered in class include but are not limited to: the politics of vulnerability and innocence; the body in humanitarianism; war and refugees; food aid; children and global humanitarianism; and medical aid and global health.

Instructor(s): Rania Sweis Terms Offered: Autumn
Equivalent Course(s): NEHC 30560, SOCI 30336, GLST 29560, HMRT 30560

NEHC 20568. Balkan Folklore. 100 Units.
Vampires, fire-breathing dragons, venetual 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
Equivalent Course(s): CMLT 23301, CMLT 33301, REES 39009, NEHC 30568, ANTH 25908, REES 29009, ANTH 35908

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
Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.
Equivalent Course(s): SALS 27701, SALS 37701, NEHC 30570, HIST 36602

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
Equivalent Course(s): SALC 27701, SALC 37701, NEHC 30570, HIST 36602

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.

Instructor(s): Flowers, Adam
Equivalent Course(s): RLST 20401, MDVL 20601, SOSC 22000, HIST 25610

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): Ahmed El Shamsy
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): SOSC 22100, RLST 20402, MDVL 20602, HIST 25615

NEHC 20603. Islamic Thought and Literature III. 100 Units.
This course covers the period from ca. 1700 to the present. It explores Muslim intellectuals’ engagement with tradition and modernity in the realms of religion, politics, literature, and law. We discuss debates concerning the role of religion in a modern society, perceptions of Europe and European influence, the challenges of maintain religious and cultural authenticity, and Muslim views of nation-states and nationalism in the Middle East. We also give consideration to the modern developments of transnational jihadism and the Arab Spring. This course sequence meets the general education requirement in civilization studies.
Instructor(s): Orit Bashkin
NEHC 20640. History of the Qur'an and its Interpretation. 100 Units.
This course explores the content and literary features of the Qur'an and charts the historical development of Muslim communal engagement with its holy scripture. Beginning with its revelation in the early-seventh century CE, the Qur'an has been an object of interpretation and debate, culminating in the solidification of the exegetical tradition, or tafsīr, in the tenth through fourteenth centuries CE. The course begins with an in-depth investigation into the history and text of the Qur'an and is followed by a survey of tafsīr literature until modern times. By the end of the semester, students will understand: 1) The Qur'an's core themes, arguments, and literary features 2) The historical context in which the Qur'an was first promulgated and codified 3) The relationship between the Qur'an and the preceding literary traditions of the ancient world, in particular the Bible, post-biblical Jewish and Christian writings, and Arabic poetry 4) Muslim utilization of the Qur'an towards intellectual, social, religious, legal, and political ends 5) The pre-modern and modern scholarly traditions of interpreting the Qur'an 6) The skills of close reading, argumentation, and academic writing
Instructor(s): Flowers, Adam Terms Offered: Spring

NEHC 20645. History of the Fatimid Caliphate. 100 Units.
This course will cover the history of the Fatimid (Shiite) caliphate, from its foundation in the North Africa about 909 until its end in Egypt 1171. Most of the material will be presented in classroom lectures. Sections of the course deal with Fatimid history treated chronologically and others with separate institutions and problems as they changed and developed throughout the whole time period. Readings heavily favored or highly recommended are all in English.
Instructor(s): P. Walker Terms Offered: Winter
Equivalent Course(s): NEHC 30645, HIST 24401, MDSL 20645, HIST 34401

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): ARTH 20692, ARCH 20692, HIST 25711, NEHC 30692

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

NEHC 20765. Introduction to the Musical Folklore of Central Asia. 100 Units.
This course explores the musical traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.
Instructor(s): Kagan Arik Terms Offered: Spring
Equivalent Course(s): RES 35001, MUSI 35003, RES 25001, NEHC 30765, MUSI 23503, ANTH 25905

NEHC 20802. Empires and Peoples: Ethnicity in Late Antiquity. 100 Units.
Late antiquity witnessed an unprecedented proliferation of peoples in the Mediterranean and the Middle East. Vandals, Arabs, Goths, Huns, Franks, and Iranians, among numerous others, took shape as political communities within the Roman and Iranian empires or along their peripheries. Recent scholarship has undone the traditional image of these groups as previously undocumented communities of "barbarians" entering history. Ethnic communities emerge from the literature as political constructions dependent on the very malleability of identities, on specific acts of textual and artistic production, on particular religious traditions, and, not least,
on the imperial or postimperial regimes sustaining their claims to sovereignty. The colloquium will debate the origin, nature, and roles of ethno-political identities and communities comparatively across West Asia, from the Western Mediterranean to the Eurasian steppes, on the basis of recent contributions. As a historiographical colloquium, the course will address the contemporary cultural and political concerns—especially nationalism—that have often shaped historical accounts of ethnogenesis in the period as well as bio-historical approaches—such as genetic history—that sometimes sit uneasily with the recent advances of historians.

Instructor(s): R. Payne
Prerequisite(s): Open to advanced undergraduates and graduate students.
Equivalent Course(s): HIST 30902, CLCV 23718, NEHC 30802, LLSO 20902, MDVL 20902

NEHC 20838. Further Topics in Late Ottoman History-I. 100 Units.
This course will introduce students to a number of important topics in Eighteenth and nineteenth century Ottoman history, such as the nature of the great local notables, the growing importance of proteges, and the bureaucratic reform.

Instructor(s): H. Shissler
Prerequisite(s): Open to Graduate students and undergraduates with some knowledge of Middle Eastern History.
Equivalent Course(s): NEHC 30838

NEHC 20852. Race and Ethnicity in the Modern Middle East. 100 Units.
This seminar examines the ways that race and ethnicity are identified and discussed in Middle Eastern societies from the late-eighteenth century to the contemporary period. This class will analyze debates surrounding Middle Eastern racial and ethnic constructions in order to consider the extent to which these are the products of European colonialism—-as some claim—or other legacies including Ottoman slave trade networks. This course addresses the ways these categories have shaped nationalist discourses, anticolonial struggles, US involvement in the Middle East, and contemporary questions of citizenship. Students will examine the role of diaspora encounters in Europe and the Americas in crafting these categories and ask whether new flows of migrants from sub-Saharan Africa, South Asia, and the Philippines to the Middle East are reconfiguring old constructions or creating new ones. Sources will include literature, music, and film and methodologies are cultural, social, and political history. The class comprises case studies from Morocco, the Nile Valley, Turkey, Israel, and the Gulf States.

Instructor(s): K. Hickerson
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—that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Usually taught as a two-quarter research seminar, this year only the first quarter is offered, with a 15-20 page due at the end. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Süleyman the Lawgiver (1520-1566), who appeared to give the Empire its “classical” form. Topics include: the Mongol legacy; the reformation 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
Note(s): Undergraduates must receive consent from the instructor to enroll
Equivalent Course(s): ISLM 30852, CMES 30852, NEHC 30852, HIST 58302

NEHC 20888. Evliya Çelebi. 100 Units.
This course will explore the exciting intersections of worldviews to understand how people of bygone societies imagined others, and how their perceptions may have been transformed as they encountered and developed a closer contact with people from other places. Our course takes the Ottoman globetrotter Evliya Çelebi as a sample case to study about the questions outlined above. Evliya was born in Istanbul in the early seventeenth century and travelled across the territories of the Ottoman Empire (that is the wider Middle East) as well as beyond its borders. His (oftentimes witty) take on different groups of people, events, marvellous happenings and other exciting topics are recorded in his ten-volume Book of Travels (probably the longest and greatest travel account of premodern times). We will read Evliya’s account in English translation and approach several exciting topics by studying and discussing secondary literature.

Instructor(s): Hakan Karateke
Equivalent Course(s): NEHC 30888

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
NEHC 22002. 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 related 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): HIST 23613, MOGK 31001, MOGK 21001, REES 21001

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): Stuart Creason Terms Offered: Spring
Equivalent Course(s): HIST 23613, MOGK 31001, MOGK 21001, REES 21001

NEHC 21780. Poetry of the Hebrew Bible. 100 Units.
The course will survey poetic genres of the Hebrew Bible, their elements and tropes, scholarship on biblical poetry specifically, and approaches to poetry in general.
Instructor(s): Simeon Chavel Terms Offered: Winter
Prerequisite(s): PQ: Introductory Biblical Hebrew I–III (BIBL 33900–34000 + Text course) or equivalent.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): RLST 21780, NEHC 41780, HIIJ 41780, BIBL 41780

NEHC 21865. Zion and Zaphon: Biblical Texts and Memory Studies. 100 Units.
The course will engage memory studies to analyze how ancient authors responded to the campaigns of Assyria against Judea and Israel in the 8th-7th cents BCE. Sources will include ancient art, archaeological finds, and literature of many genres in the Hebrew Bible and outside it.
Instructor(s): Simeon Chavel Terms Offered: Autumn
Prerequisite(s): Introductory Biblical Hebrew sequence (BIBL 33900–34000 + Text course) or equivalent.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): NEHC 44600, KNOW 44600, BIBL 44600, RLST 21865, HIIJ 44600

NEHC 22010. Jewish Civilization I: Ancient Beginnings to Medieval Period. 100 Units.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter course will begin with the early 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 22011. Jewish Civilization II: Early Modern Period to 21st Century. 100 Units.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter course will begin with the early
modern period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X). Instructor(s): Kenneth Moss Jessica Yiftach Ofek Terms Offered: Winter
Equivalent Course(s): RSLT 22011, JWSC 12001, MDVL 12010, HIST 11702

NEHC 22308. Phoenician Religion (In Their Own Words And Those of Their Neighbors) 100 Units.
The Phoenicians were a Canaanite people who maintained their language, religion, and culture until Roman times. One of the main challenges facing the study of the Phoenician religion (and culture in general) is that most of their literature is lost. This course gathers together a variety of emic sources in the Phoenicians' own language or stemming from the Phoenician realm but written in Greek or Latin, as well as sources written by others about the Phoenicians, with a special focus on cult and religious identity. The texts we will read and discuss range from royal, votive, and funerary inscriptions, to the views about the Phoenicians in the Hebrew Bible, and Greek and Roman writers. This course is partly a text-based, reading course, and partly a thematic, culture course.
Instructor(s): Carolina López-Ruiz Terms Offered: Winter
Prerequisite(s): Intermediate knowledge (2 years) of a Semitic language (e.g., Hebrew, Phoenician, Aramaic, Ugaritic, Arabic) OR of ancient Greek and/or Latin.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): CLCV 22322, RSLT 22308, NEHC 42308, CLAS 32322, HREL 42308

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 notions, questions, and definitions of race and gender. 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: structural racism, colonialism, slavery, local nationalisms, whiteness, racism in nation building, eugens, 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 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): GNSE 22509, CRES 12500

NEHC 22707. Rumi: Poetry, Wisdom, and Metaphysics. 100 Units.
Hailed as one of the world’s greatest mystical poets, Jalal al-Din Rumi (d. 1273) transcends the boundaries of language, religion and ethnicity. Today Rumi’s poems can be heard in mosques, monasteries, churches and synagogues. This course examines Rumi’s teachings, the metaphysics of love and his perennial wisdom through translations of his sublime verse, the quintessential art form of the Sufis. Students will engage with the field of Persian Sufi literature and understand the methods employed by scholars in studying Sufi poetry.
Instructor(s): Mukhtar Ali Terms Offered: Spring
Equivalent Course(s): RSLT 22707, FNDL 22707

NEHC 23250. Introduction to Islamic Theology. 100 Units.
Survey of ideas and arguments formulated by renowned Muslim theologians and responses that their doctrines triggered. Major doctrines will be covered, starting with early debates over the nature of belonging to the Muslim community, the nature of God, revelation, prophecy, freewill and predestination. The course roughly follows the historical development of Islamic theology in conversation with other Islamic sciences (philosophy, sufism, law), with a close examination of the confrontation between a group of rationalist theologians (Muḥtazilites), the traditionalist hadith-scholars, and the emergence of Sunni Ashʿarite theology between the 9th and 11th centuries.
Instructor(s): Yousef Casewit Terms Offered: Autumn
Note(s): No knowledge of Arabic is required. Reading materials will be in English. Open to graduate students. This course meets the CS Committee distribution requirement for Divinity students.
Equivalent Course(s): NEHC 36250, RSLT 23250, ISLM 36250

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.
Equivalent Course(s): MUSI 23613
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, RETH 34592, NEHC 34592, ISLM 34592, RLST 24592, JWSC 24592, HIJD 34592

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): BIBL 44800, HIJD 44801, NEHC 44801, RLST 22304

NEHC 25020. Culture and Zionism. 100 Units.
This seminar will examine the intersection of culture and Zionism. We will begin by considering the historical formation referred to as ‘cultural Zionism’ and examining its ideological underpinnings. Other topics include: Hebrew revival, the role of culture in the Zionist revolution, Israeli culture as Zionist culture. Readings include: Ahad Haam, Haim Nahman Bialik, S.Y. Agnon, Orly Kastel-Blum, Edward Said, Benjamin Harshav.
Instructor(s): Na’ama Rokem Terms Offered: Autumn
Equivalent Course(s): CMLT 25020, NEHC 35020, HIJD 35020, CMLT 35020, JWSC 25020

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

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 and popular films 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: Autumn
Equivalent Course(s): ANTH 24110, GLST 25209

NEHC 25222. Languages of the Ancient World: diversity and survival. 100 Units.
The five continents of the Modern World are multilingual areas, some countries even have more than one official language. Individual languages in different communities use daily two or three languages to communicate at home and in society. The same was true in the Ancient World. The Mediterranean, the Roman Empire, Africa, Asia, the Ancient Americas, were the stage of different cultures and languages, many of them lost forever, others surviving in written sources and transmitted literature. In this class we will explore the types of sources we have for the study of ancient languages, methods to study them, the decipherment of lost languages and writing systems, and the application of modern linguistics to dead languages. We will also study the approach that the ancients had to their own languages and the languages of the other, and the different sociolinguistic situations of multilingual spaces in Antiquity, with a special emphasis on the Mediterranean.
Instructor(s): Sofía Torallas Tovar Terms Offered: Winter
Equivalent Course(s): CMLT 25522, SIGN 26087, LING 25522

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 theologopolitical 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

Near Eastern Languages and Civilizations 29
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.
Equivalent Course(s): THEO 35806, RLST 25806, HIJD 35806, HIST 39403, JWSC 27940

NEHC 26062. Jewish Graphic Narrative: Between Memory and Caricature. 100 Units.
Over the past decade, there has been an explosion of "graphic novels" aimed at adult readers concerning Jewish society, history, and religion. This course explores the history of comics through the lens of its Jewish creators and Jewish themes, and the history of Jewish culture and society through the lens of graphic storytelling. We learn to interpret this complex art form that combines words and hand-drawn images, translating temporal progression into a spatial form. Reading American, European, and Israeli narratives, our discussions will focus on autobiographical and journalistic accounts of uprooting, immigration, conflict, and loss. We will ask: how do Jewish graphic novelists grapple with the history of racist caricature? What is the relationship between graphic narrative and memory culture? Authors whose work we will study include: Art Spiegelman, Rutu Modan, Lianna Finck, Joann Sfar, Joe Sacco, R. Crumb
Instructor(s): Na’ama Rokem Terms Offered: Autumn
Equivalent Course(s): SIGN 26062, JWSC 20701, CMLT 20711, RLST 26062

NEHC 26151. The History of Iraq in the 20th Century. 100 Units.
The class explores the history of Iraq during the years 1917-2015. We will discuss the rise of the Iraqi nation state, Iraqi and Pan-Arab nationalism, and Iraqi authoritarianism. The class will focus on the unique histories of particular group in Iraqi society; religious groups (Shiis, Sunnis, Jews), ethnic groups (especially Kurds), classes (the urban poor, the educated middle classes, the landed and tribal elites), Iraqi women, and Iraqi tribesmen. Other classes will explore the ideologies that became prominent in the Iraqi public sphere, from communism to Islamic radicalism. We will likewise discuss how colonialism and imperialism shaped major trends in Iraqi history. The reading materials for the class are based on a combination of primary and secondary sources: we will read together Iraqi novels, memoirs and poems (in translation), as well as British and American diplomatic documents about Iraq.
Instructor(s): Orit Bashkin Terms Offered: Winter
Equivalent Course(s): SIGN 26028, NEHC 36152

NEHC 26322. Healing Traditions. 100 Units.
This seminar is a comparative exploration of medical and healing traditions and their religious, spiritual, and cultural intersections. Students will gain an understanding of the history of medicine in the Middle East, India, China, and the West, including the metaphysical systems that inform those traditions. Within the frameworks of Islamic Medicine, i.e. "prophetic medicine" and Sufi healing practices, Avicenna and the Galenic tradition, Chinese Medicine, Ayurveda and Buddhist medicine, we will discuss the following topics: Ritual healing, faith and prayer, divine healers and medical authority, etiology and pathology, religious pharmacology and drugs, mental health, spiritual states and possession, and near death experiences, among others. Students will conduct research on a particular modality in conversation with recent trends in health in modern allopathy while evaluating efficacy, scope and place of traditional modalities.
Instructor(s): Mukhtar Ali Terms Offered: Winter
Equivalent Course(s): KNOW 26322, HLTH 26322, GLST 26322, CCTS 26322, RLST 26322

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): GNSE 26505, RLST 16500, GNSE 36505, HCHR 36500, BIBL 36500, NEHC 36500

NEHC 26614. Making the Monsoon: The Ancient Indian Ocean. 100 Units.
The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery—at different times in different places—resulted in commerce 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
Equivalent Course(s): NEHC 36614, HIST 26614, SALC 36614, SALC 26614, CLCV 26620, MDVL 26614, HIST 36614, CLAS 36620

NEHC 27213. Partings, Encounters, and Entangled Histories: The Formation of Judaism and Christianity. 100 Units.

When did the fault lines between Judaism and Christianity emerge? This course explores this question by examining the formation of Judaism and Christianity within the world of the Ancient Mediterranean. What religious views, texts, and practices did Jews and Christians hold in common? How did early writers construct communal boundaries and project "ideal" belief and practice? What role did the changing political tides of the Roman and Persian empires play? We will explore continuities and growing distinctions between Jews and Christians in the areas of scriptural interpretation, ritual practices, and structures of authority. Special attention will be paid to debates around gender and sexuality, healing, and views of government and economics. We will approach these issues through material evidence and close readings of early literature in light of contemporary scholarship. Students interested in modern histories of Judaism and Christianity will gain a firm foundation in the pivotal debates, texts, and events that set the trajectories for later centuries.

Instructor(s): Erin Galgay Walsh
Terms Offered: Winter
Prerequisite(s): No prerequisite knowledge of the historical periods, literature, or religious traditions covered is expected.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): CLAS 34021, HIST 31600, RLST 27213, HIJD 37213, CLCV 24021, HCHR 37213, JWSC 27213, BIBL 37213, NEHC 37213

NEHC 27550. Black Power and Jews, Black Power and Palestine. 100 Units.

This course focuses on how several movements with goals of a more liberated future negotiated mutual recognition and were inspired by each other. Mainly, we’ll look at the influence the Black Power Movement and women of color feminism in the U.S. had on Middle Eastern Jewish struggles against racism in Israel and Palestinian struggles against Israeli occupation. Looking at Black Power’s influence on Middle Eastern Jews and Palestinians will also necessitate explorations into shared organizing among U.S. based efforts to combat racism and anti-semitism. Our examination of these influences and intersectional organizing will focus not only on when solidarity seemed productive, but when it seemed limited or difficult, often due to presentist concerns. A major goal of the course is for the liberated future these anti-discriminatory movements were and are working towards to be thought of as possible. To this end, by the end of the course students will be able to understand the motivations for solidarity efforts among black, Jewish, and Palestinian activists, recognize what factors have historically disrupted these efforts, and by extension use this knowledge to feel hopeful about the shared struggle of these movements. While reading and analyzing historical and theoretical articles, memoirs, podcasts, and op-eds, the course will also include instruction on and practice of writing visionary fiction and op-eds.

Instructor(s): Chelsie May
Terms Offered: Winter
Equivalent Course(s): CRES 37550, JWSC 26610, CRES 27550, GNE 37550, GNSE 27550

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): BIBL 48402, HIJD 48402, NEHC 48402, RLST 22302

NEHC 28499. How Did The Ancients Interpret Their Myths? 100 Units.

How did the ancient Greeks interpret their own narratives about the gods? How did their encounter with Near Eastern mythologies shape their own story-telling, and how did their understanding and use of myths evolve with time? In this course, we will explore the ancient interpretation of myth from the archaic Greek to the Roman periods. First, we will focus on the cross-cultural adaptations of Near Eastern traditions in Greek epic (Homer and Hesiod), as a form of interpretation itself. Then we will discuss how ancient poets and thinkers interpreted and reinterpreted divine narratives, paying attention to their philosophical, literary, and cultural strategies, from Orphism and Plato to the Stoics and later philosophical schools, including Euhemerism and its engagement with Phoenician mythology.

Instructor(s): Carolina López-Ruiz
Terms Offered: Spring
Equivalent Course(s): HREL 38499, CLCV 28422, RLST 28499, CLAS 38422, NEHC 38499
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): MDVL 22700, JWSC 22701, HIJD 42700, RLVC 42700, ISLM 42700, NEHC 42700, RLST 28504

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 12th14th 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): HIJD 48610, RLST 28611, ISLM 48610, MDVL 28610, NEHC 48610, JWSC 28610, RLVC 48610

NEHC 29018. Love, Desire, and Sexuality in Islamic Texts and Contexts. 100 Units.
What separates love from lust? How do our erotic desires and sexual practices intersect with our beliefs? This interdisciplinary class explores these questions in conversation with foundational thinkers from the Islamic tradition alongside insights from feminist and queer theory. We will delve into questions on the relationship between romantic, familial, and divine love; gender, sexuality, and the body; and Orientalism and the politics of reading desire cross-culturally. Exploring a diverse set of primary sources that range from the Qur’an to Rûmî’s Masnâvî to contemporary Bollywood, we will encounter different representations of love, desire, and sexuality in religious and philosophical discourses, literary representations, and visual media. We will examine not only how these representations reflect different historical norms, but also how and to what extent texts and images can inform or impact the norms of their contexts as well. No prerequisite knowledge of the topics or time periods discussed is needed, and students will have the opportunity over the course of the class to develop a project that relates our content to their own interests.
Instructor(s): Allison Kanner-Botan Terms Offered: Spring
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): CMLT 28013, GNSE 23135, RLST 28013, SALC 28013, MDVL 28013

NEHC 29023. Returning the Gaze: The West and the Rest. 100 Units.
‘Aware of being observed. And judged. Inferior... Abject... Angry... Proud...’ This course provides insight into identity dynamics between the ‘West,’ as the center of economic power and self-proclaimed normative humanity, and the ‘Rest,’ as the poor, backward, volatile periphery. We investigate the relationship between South East European self-representations and the imagined Western gaze. Inherent in the act of looking at oneself through the eyes of another is the privileging of that other’s standard. We will contemplate the responses to this existential position of identifying symbolically with a normative site outside of oneself-self-consciousness, defiance, arrogance, self-exoticization-and consider how these responses have been incorporated in the texture of the national, gender, and social identities in the region. Orhan Pamuk, Ivo Andrić, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski.
Instructor(s): Angelina Ilieva Terms Offered: Winter
Equivalent Course(s): REES 29023, CMLT 29023, NEHC 39023, REES 39023, HIST 23609, HIST 33609, CMLT 39023

NEHC 29538. Global Jewish History since the 1960s. 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-

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 geopolitically 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: Winter
Equivalent Course(s): CMLT 39714, CMLT 29714, NEHC 39714

NEHC 29899. Research Colloquium. 100 Units.
Required of fourth-year students who are majoring in NELC. This is a workshop course designed to survey the fields represented by NELC and to assist students in researching and completing their Research Project. Students must get a Reading and Research form from their College Adviser and complete the form in order to be registered. Signatures are needed from the adviser and Director of Undergraduate Studies. Please indicate on the form that you wish to register for NEHC 29899 Section 01.
Instructor(s): Karev, Ella
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): RLST 29109, CRES 27699, NEHC 49989, HIJD 49999, HCHR 49999, BIBL 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 course 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 20502. Persian Literary Translation. 100 Units.
This course aims at strengthening the proficiency level of students beyond the intermediate level. Through a survey of translation techniques and strategies, students will do hands-on translations of various kinds of literary texts, both prose and poetry, both classical and modern. In addition, students will be introduced to prevailing theories of translation and the most efficient methodology of translating Persian literary texts by means of a close comparison of translated texts with the original. As term project, students will translate a short story or a long poem, either classical or modern from Persian into English. Class meets two days per week, each session for an hour and a half.
Instructor(s): Shabani-Jadidi, Pouneh Terms Offered: Spring
Prerequisite(s): PERS 20502

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: Fīnāyatallāh'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 10101-10102-10103. Elementary Sumerian I-II-III.
This sequence typically begins in Winter Quarter and concludes Autumn Quarter of the next academic year. This sequence covers the elements of Sumerian grammar, with reading exercises in Ur III, pre-Sargonic, and elementary literary texts. This sequence is offered in alternate years.
SUMR 10101. Elementary Sumerian I. 100 Units.
This course covers Elementary Sumerian.
Instructor(s): Jana Matuszak Terms Offered: Winter. This sequence is offered in alternate years.
Prerequisite(s): AKKD 10101

SUMR 10102. Elementary Sumerian II. 100 Units.
Elementary Sumerian II
Instructor(s): Jana Matuszak Terms Offered: Spring. This sequence is offered in alternate years.
Prerequisite(s): SUMR 10101

SUMR 10103. Elementary Sumerian III. 100 Units.
This sequence 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 20320. Readings in Emesal. 100 Units.
The nature and function of Emesal, the most important variety of Sumerian after the so-called main dialect, remain debated. This is mainly due to the heterogeneity of the corpus of texts transmitted in Emesal. After familiarizing ourselves with the characteristics of Emesal, available resources and the latest scholarly discourse, we will approach the question of how we might define Emesal by reading excerpts from a variety of sources dating to the 2nd and 1st millennia BCE, ranging from proverbs and literary disputations between women to 'love songs', mythological narratives, city laments, and ritual lamentations.
Instructor(s): Jana Matuszak Terms Offered: Winter
Equivalent Course(s): SUMR 30320

TURKISH COURSES

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

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

TURK 10102. Elementary Turkish II. 100 Units.
Elementary Turkish (First Year)
Instructor(s): Kagan Arik Terms Offered: Winter
Prerequisite(s): TURK 10101
Note(s): This class meets for five hours a week

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

TURK 10105-10106-10107. Introduction to Old Turkic I-II-III.
An introductory sequence in the written language of the Orkhon Inscriptions, dating back to the fifth-to-eighth-century Kök Türk State of Central Eurasia, and of related inscriptions from the Yenisei River area, Mongolia, Central Asia, and Eastern Europe. The language of the inscriptions is considered to be the ancestor of the majority of Turkic languages spoken today and uses a distinctive alphabet sometimes known as the Old Turkic Runiform Alphabet. The course covers a brief historic overview, basic grammar, reading selections from the inscriptions in the original and in translation, and familiarization with the alphabet itself.

TURK 10105. Introduction to Old Turkic I. 100 Units.
An introductory course in the written language of the Orkhon Inscriptions, dating back to the 5th-8th Century Kök Türk State of Central Eurasia, and of related inscriptions from the Yenisei River area, Mongolia, Central Asia and Eastern Europe. The language of the inscriptions is considered to be the ancestor of the majority of Turkic languages spoken today, and uses a distinctive alphabet sometimes known as the Old Turkic Runiform Alphabet. The course covers a brief historic overview, basic grammar, reading selections from the inscriptions in the original and in translation, and familiarization with the alphabet itself. K. Arik, Autumn.
Instructor(s): K. Arik Terms Offered: Autumn
Prerequisite(s): One year of a Turkic language or the equivalent, and/or consent of the instructor
Equivalent Course(s): MDVL 10105
TURK 10106. Introduction to Old Turkic II. 100 Units.
An introduction to the language and inscriptions of the Old Turkic period.
Instructor(s): K. Arik Terms Offered: Winter
Prerequisite(s): TURK 10105
Equivalent Course(s): MDVL 10106

TURK 10107. Introduction to Old Turkic III. 100 Units.
An introduction to the language and inscriptions of the Old Turkic period.
Instructor(s): K. Arik Terms Offered: Spring
Prerequisite(s): TURK 10106
Equivalent Course(s): MDVL 10107

TURK 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): KAZK 10501, UZBK 10501

TURK 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, UZBK 10502

TURK 10503. Introduction to Turkic Languages III. 100 Units.
Introduction to Turkic languages III
Instructor(s): Arik, Kagan Terms Offered: Spring

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

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

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

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

TURK 20123. Summer Intensive Intermediate Turkish. 300 Units.
Summer Intensive Intermediate Turkish enables students to develop strong intermediate speaking, listening,
reading and writing skills and further solidify their foundation and proficiency in Turkish. Students study Turkish as it is used in authentic media, literature, and film, and gain familiarity with Turkish culture and civilization. The course will also address the needs of those preparing to study Ottoman. The first half of the course emphasizes completing skills acquired in Beginning Turkish and improving competency, while the second half further deepens students’ proficiency, using an introductory sample of authentic textual and audio-visual
Near Eastern Languages and Civilizations

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 10103. Elementary Uzbek-3. 100 Units.
TBD

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