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 civilizationsal studies, economics and numismatics, gender studies, history (economic, political, religious, and social), human rights, public policy, and digital humanities approaches.

Areas of specialization within NELC include:

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

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

MAJOR REQUIREMENTS

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

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

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

Two or three quarters of one of the following civilization sequences: * 200-300

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NEHC 20004-20005-20006</td>
<td>Ancient Near Eastern Thought and Literature I-II-III</td>
</tr>
<tr>
<td>NEHC 20011-20012-20013</td>
<td>Ancient Empires I-II-III</td>
</tr>
<tr>
<td>NEHC 20201-20202-20203</td>
<td>Islamicate Civilization I-II-III</td>
</tr>
<tr>
<td>NEHC 20501-20502-20503</td>
<td>Islamic History and Society I-II-III</td>
</tr>
<tr>
<td>NEHC 20601-20602-20603</td>
<td>Islamic Thought and Literature I-II-III</td>
</tr>
<tr>
<td>JWSC 12000-12001-12004</td>
<td>Jewish Civilization I-II-III</td>
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</table>

Six courses in one, or three courses each in two of the Near Eastern languages (e.g., Arabic, Armenian, Babylonian, Egyptian, Hebrew, Kazakh, Persian, Turkish, Uzbek) 600

Three or four elective courses in the student's area of specialization **+** 300-400

NEHC 29899 Research Colloquium 100

Total Units in the Major 1300

* Note that the course sequence on “Islamicate Civilization” does not fulfill the general education requirement in civilization studies. All of the other NELC civilization sequences do fulfill the general education requirement. NEHC 20501-20502-20503 Islamic History and Society I-II-III will not be offered in 2021–22. If a Near Eastern civilization sequence is used to meet the College general education requirement, a second Near Eastern civilization sequence is required for the NELC major. Students who took NEHC 20001-20002-20003 Ancient Near Eastern History and Society I-II-III prior to 2020–21 may continue to apply these courses toward NELC requirements. Students who took NEHC 20001-20002-20003-20006 Ancient Near Eastern History and Society I-II-III-VI prior to 2020–21 may continue to apply these courses toward the Language and Culture Track.

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

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

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

**SUMMARY OF REQUIREMENTS: ARCHAEOLOGY TRACK**

One archaeological methods course 100

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NEAA 20100</td>
<td>Introduction to Archaeology</td>
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One course in geographic information science 100

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NEAA 20061</td>
<td>Ancient Landscapes I</td>
</tr>
<tr>
<td>or GEOG 28202</td>
<td>Geographic Information Science I</td>
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</table>

Three methodologically oriented courses, chosen from among the following: * 300

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

Three courses in the archaeology, history, or culture of the region(s) of interest offered by NELC or another department, for example: + 300
NEAA 2001-20002-20003-20006  
Archeology of the Ancient Near East I-II-III-VI

NEAA 20501  
Introduction to Islamic Archeology

EALC 28010  
Archeology of Anyang: Bronzes, Inscriptions, and World Heritage

EALC 28015  
Archeology of Bronze Age China

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

One course in statistical methods  
100

STAT 22000  
Statistical Methods and Applications

or DIDS 20002  
Data Analysis for the Humanities I

NEAA 20091  
Field Archeology ++

NEHC 29899  
Research Colloquium

Total Units  
1300

* Students can also choose other approved undergraduate courses in archeological methods or in the application of social theory in archeological interpretation that may be offered in NELC or another department (e.g., archeobotany, archeometallurgy, archeological 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 archeological 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 archeology, 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 archeological fieldwork as a requirement of the major.

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

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

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

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

Year 3: Spring Quarter
NELC majors in their third year should discuss possible topics for their Research Project with NELC faculty members with whom they have worked or who have expertise in their topic. This may grow out of a paper written from a course or may be an entirely new project.

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

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

Year 4: Winter Quarter

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

Year 4: Spring Quarter

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

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

Double Majors

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

Research Funding

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

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

Honors

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

Prizes

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

MINOR PROGRAM IN NEAR EASTERN LANGUAGES AND CIVILIZATIONS

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

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

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

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

Language Track Sample Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>NEHC 2004-20005-20006</td>
<td>Ancient Near Eastern Thought and Literature I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>HEBR 10101-10102-10103</td>
<td>Elementary Classical Hebrew I-II-III</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>600</strong></td>
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Language Track Sample Minor

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

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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>NEHC 20011-20012-20013</td>
<td>Ancient Empires I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>NEHC 2004-20005-20006</td>
<td>Ancient Near Eastern Thought and Literature I-II-III</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>600</strong></td>
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Archaeology Track Sample Minor

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>NEAA 20100</td>
<td>Introduction to Archaeology</td>
<td>100</td>
</tr>
<tr>
<td>GEOG 28202</td>
<td>Geographic Information Science I</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 10020</td>
<td>Ceramic Analysis in Archaeology</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 20035</td>
<td>Introduction to Zooarchaeology</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 20003</td>
<td>Archaeology of the Ancient Near East III: Levant</td>
<td>100</td>
</tr>
<tr>
<td>NEAA 20006</td>
<td>Archaeology of the Ancient Near East VI: Egypt</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>600</strong></td>
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Akkadian Courses

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

Introduction to Babylonian

**AKKD 10501. Introduction to Babylonian I. 100 Units.**
Introduction to the grammar of Akkadian, specifically to the Old Babylonian dialect. The class covers the first half of the Old Babylonian grammar, an introduction to the cuneiform script, and easy translation exercises.
Instructor(s): Susanne Paulus Terms Offered: Autumn

**AKKD 10502. Introduction to Babylonian II. 100 Units.**
This course is the second quarter of the annual introductory sequence to the Babylonian language and the Cuneiform script. Students will further explore the grammar of Babylonian in its Old Babylonian dialect (19th-16th c. BCE) and read ancient inscriptions (especially the Laws of Hammu-rabi) in the Old Babylonian monumental script. They will also be introduced to the Old Babylonian cursive used in letters and the documents of everyday life.
Instructor(s): Herve Reculeau Terms Offered: Winter
Prerequisite(s): AKKD 10501 or equivalent
AKKD 10503. Introduction to Babylonian III: Divinatory Texts. 100 Units.
Akkadian readings in a wide variety of divinatory cuneiform texts, including omens from extispicy, teratology, libanomancy, medical diagnosis, and lunar eclipses, among others. Students are graded based on their preparation and mastery of cuneiform script—Old Babylonian cursive, in particular—and Akkadian philology.
Instructor(s): John Wee Terms Offered: Spring
Prerequisite(s): AKKD 10502 or equivalent

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARAB 10250. Colloquial Levantine Arabic. 100 Units.
Spoken Levantine Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic, and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions and grammar, the course will build the students’ competence in spoken Arabic. Students will also be introduced to the Levantine culture of Syria, Lebanon, Jordan, and Palestine.
Instructor(s): O. abu-Eledam Terms Offered: Autumn
ARAB 10257. Colloquial Levantine Arabic II. 100 Units.
Colloquial Levantine Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic, and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions and grammar, the course will build the students' competence in spoken Arabic. Students will also be introduced to the Levantine culture.
Instructor(s): Osama Abu-Eledam
Terms Offered: Winter

ARAB 15001. Elementary Arabic in Jerusalem. 100 Units.

ARAB 15002. Elementary Arabic in Jerusalem. 100 Units.

ARAB 15003. Intermediate Arabic in Jerusalem. 100 Units.

ARAB 15004. Intermediate Arabic in Jerusalem. 100 Units.

ARAB 15005. Advanced Arabic in Jerusalem. 100 Units.

ARAB 15006. Advanced Arabic in Jerusalem. 100 Units.

ARAB 15007. Elementary Arabic in Cairo. 100 Units.
Elementary Arabic in Cairo

ARAB 15008. Elementary Arabic in Cairo. 100 Units.
Elementary Arabic in Cairo

ARAB 15009. Intermediate Arabic in Cairo. 100 Units.
Intermediate Arabic in Cairo

ARAB 15010. Intermediate Arabic in Cairo. 100 Units.
Intermediate Arabic in Cairo

ARAB 15011. Advanced Arabic in Cairo. 100 Units.
Advanced Arabic in Cairo

ARAB 15012. Advanced Arabic in Cairo. 100 Units.
Advanced Arabic in Cairo

ARAB 15013. Elementary Arabic in Morocco. 100 Units.

ARAB 15014. Elementary Arabic in Morocco. 100 Units.

ARAB 15015. Intermediate Arabic in Morocco. 100 Units.

ARAB 15016. Intermediate Arabic in Morocco. 100 Units.

ARAB 15017. Advanced Arabic in Morocco. 100 Units.

ARAB 15018. Advanced Arabic in Morocco. 100 Units.

ARAB 15019. Elementary Arabic in Granada. 100 Units.

ARAB 15020. Elementary Arabic in Granada. 100 Units.

ARAB 15021. Intermediate Arabic in Granada. 100 Units.

ARAB 15022. Intermediate Arabic in Granada. 100 Units.

ARAB 15023. Advanced Arabic in Granada. 100 Units.

ARAB 15024. Advanced Arabic in Granada. 100 Units.

ARAB 20100. Intermediate Modern Arabic for CPS Students. 100 Units.
StarTalk Arabic-Year 2

ARAB 20101-20102-20103. Intermediate Arabic I-II-III.
This sequence concentrates on speaking, reading, and aural skills at the intermediate level of modern formal Arabic.

ARAB 20101. Intermediate Arabic I. 100 Units.
The first quarter of Intermediate Arabic
Instructor(s): Osama Abu Eledam, Zainab Hermes, TBA, TBA
Terms Offered: Autumn Spring Winter
Prerequisite(s): ARAB 10103 or equivalent

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

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

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

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

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

ARAB 20602. High Intermediate Modern Standard Arabic II. 100 Units.
Arabic Through Debate: Taking debate as its central fulcrum, the course will develop all four language skills: debaters must read on the proposition topic, prepare their arguments in writing, speak clearly to an audience, and listen carefully to their team mates and to the arguments of the opposing team. In the process, they will be immersed in Arab culture (targeted expressions and historical references, of-the-moment issues, etc.). Course Objectives a) Expanding student vocabulary and structures into the abstract, analytic realm, i.e., placing them solidly in the advanced ACTFL levels (see descriptions of ACTFL standards/levels: https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf) b) Improving student speech techniques:...
10 Near Eastern Languages and Civilizations

pronunciation, intonation/voice modulation, pausing, emphasis, gesturing, visual communication
c) Improving listening and writing skills and expanding them to include topics of general and academic interest
d) Through a thoughtful selection of debate propositions, exposing students to some salient social, cultural, and political themes of importance to the Arab public
e) Sharpening the logical argumentative skills of students

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

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: Winter
Prerequisite(s): ARAB 20103 or equivalent

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

ARAB 20800. Arabic Language & Culture for Heritage Learners. 100 Units.
This course is meant to prepare heritage speakers of Arabic to enter either Arabic 202 or Arabic 302 in the Winter Quarter. By "heritage" learners, we mean those students who know the alphabet, speak or have spoken Arabic at home, are familiar with a broad vocabulary but lack the grammatical underpinnings of Arabic, its case system, its structure, verb forms, etc. As such, the course will train students in listening, speaking, reading and writing in Modern Standard Arabic, but with an overt and systematic focus on grammar. Materials used will be authentic, up-to-date, and relevant to student interests. In addition, the class will host guests from Chicago's Arab community to visit and speak with the students.
Instructor(s): Noha Forster
Terms Offered: Spring
Equivalent Course(s): ARAB 30800

ARAB 20850. Arabic for Academic Purposes. 100 Units.
This course is for the student of Arabic who has attained an advanced level (by ACTFL standards) and who seeks to practice the four skills (reading, writing, speaking, and listening) on written and oral academic texts. Some of the themes we will examine in the class are minorities, women's rights, childhood, education, aspects of discrimination in the Arab world, labor challenges etc. The course is taught in Arabic. Students will listen to and read authentic discourse on the selected topics, and they will discuss, write on, and produce presentations on these topics.
Instructor(s): Hala Abdelmonem
Terms Offered: Autumn
Equivalent Course(s): ARAB 30850

ARAB 29001. Arabic Through Film. 100 Units.
This course immerses the student in Arabic through the genre of film, specifically, Egyptian film, a potent and pervasive medium since Arabs started making films in the 1920s, but more pervasive with the advent of television in the early 1960s. Proceeding chronologically, we examine the Egyptian film through distinct stages, from the early musicals and romantic comedies of the forties and fifties, to the slew of post-1952 films offering new notions of the nation, of citizens, of womanhood, to the films of the 1970s with their commentary on the new capitalist society Sadat espoused, to the nuanced realism and focus on individual angst of the 1980s and 90s, to the gritty realism of the pre and post Arab Spring period.
Instructor(s): Hala Abdelmonem
Terms Offered: Winter
Prerequisite(s): Prerequisite: 2 years of MSA or equivalent

ARAMAIC COURSES

ARAM 10401-10402-10403. Elementary Syriac I-II-III.
Elementary Syriac I-II-III

ARAM 10401. Elementary Syriac I. 100 Units.
The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to
acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of
Syriac prose and poetic texts and includes a review of grammar.

Instructor(s): Stuart Creason Terms Offered: Autumn

ARAM 10402. Elementary Syriac II. 100 Units.
The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high
degree of comprehension. The course is divided into two segments. The first two quarters are devoted to
acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of
Syriac prose and poetic texts and includes a review of grammar.

Instructor(s): Stuart Creason Terms Offered: Winter
Prerequisite(s): ARAM 10401

ARAM 10403. Elementary Syriac III. 100 Units.
The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high
degree of comprehension. The course is divided into two segments. The first two quarters are devoted to
acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of
Syriac prose and poetic texts and includes a review of grammar.

Instructor(s): Stuart Creason Terms Offered: Spring
Prerequisite(s): ARAM 10402

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 survival's needs in Armenian, understand simple texts and
to achieve a minimal level of proficiency in modern formal and spoken Armenian. A considerable amount
of historical-political and social-cultural issues about Armenia are skillfully built into the course for students
who have intention to conduct research in Armenian Studies or related fields, to visit or to pursue work in
Armenia. A language competency exam is offered at the end of spring quarter for those taking this course as
college language requirement.

Instructor(s): H. Haroutunian Terms Offered: 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 survival's needs in Armenian, understand simple texts and
to achieve a minimal level of proficiency in modern formal and spoken Armenian. A considerable amount
of historical-political and social-cultural issues about Armenia are skillfully built into the course for students
who have intention to conduct research in Armenian Studies or related fields, to visit or to pursue work in
Armenia. A language competency exam is offered at the end of spring quarter for those taking this course as
college language requirement.

Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 10101

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

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

ARME 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

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

**EGPT 10101. Introduction to Middle Egyptian Hieroglyphs I. 100 Units.**
This course and its sequel EGPT 10102 provide an introduction to the hieroglyphic writing system, vocabulary and grammar of Middle Egyptian, the ‘classic’ phase of the Egyptian language developed during the Middle Kingdom (circa 2025-1773 BCE) and used until the disappearance of hieroglyphs over two thousand years later.

Instructor(s): Jan Johnson
Terms Offered: Autumn
Prerequisite(s): None
Equivalent Course(s): ANCM 30500

**EGPT 10102. Introduction to Middle Egyptian Hieroglyphs II. 100 Units.**
This course completes an introduction to the hieroglyphic writing system, vocabulary and grammar of Middle Egyptian, the ‘classic’ phase of the Egyptian language developed during the Middle Kingdom (circa 2025-1773 BCE) and used until the disappearance of hieroglyphs over two thousand years later. It also begins an introduction to ancient Egyptian culture and society through a close reading of its ‘classic’ literature.

Instructor(s): Jan Johnson
Terms Offered: Winter
Prerequisite(s): EGPT 10101 or consent of the instructor
Equivalent Course(s): ANCM 30500
EGPT 10103. Middle Egyptian Texts I. 100 Units.
This course continues an introduction to ancient Egyptian culture and society through a close reading of its 'classic' literature from the Middle Kingdom (circa 2025-1773 BCE) and beyond, until the disappearance of hieroglyphs over two thousand years later.
Instructor(s): Brian Muhs Terms Offered: Spring
Prerequisite(s): EGPT 10101-10102 or consent of the instructor
Equivalent Course(s): ANCM 30502

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

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

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

EGPT 20101. Middle Egyptian Texts II. 100 Units.
This course features readings in a variety of genres, including historical, literary, and scientific texts.
Instructor(s): Robert Ritner Terms Offered: Autumn
Prerequisite(s): EGPT 20101

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

EGPT 20110. Introduction to Old Egyptian. 100 Units.
This course provides an introduction to the hieroglyphic writing system, vocabulary and grammar of Old Egyptian, the phase of the Egyptian language used during the Old Kingdom (circa 2686-2181 BCE). It also provides an introduction to the culture and society of Egypt's 'Pyramid Age' through a close reading of monumental texts from private tombs, royal and private stelae, administrative decrees, economic documents, and Pyramid texts. Some attention is given to Old Egyptian texts written in cursive Hieratic.
Instructor(s): Janet Johnson Terms Offered: Spring
Prerequisite(s): EGPT 10101-10103 or equivalent

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

GE'EZ COURSES

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

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

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

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

HEBREW COURSES

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

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

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

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

HEBR 10501-10502-10503. Introductory Modern Hebrew I-II-III.
This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew; read materials designed to their level, and write short essays.

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-diachronic text; writing of directed sentences, paragraphs, and compositions; and speaking. You will learn the Hebrew root pattern system, and by the end of the year you will have mastered the five (active) basic verb conjugations in both the past and present tenses (as well as simple future). This grammatical knowledge is complemented by an 800+ word vocabulary, which is presented with an eye toward the major syntactic structures, including the proper use of prepositions. At the end of the year, you will conduct short conversations in Hebrew; read materials designed to this level and write short compositions.
Instructor(s): Ari Almog Terms Offered: Autumn
Equivalent Course(s): JWSC 25000

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

Instructor(s): Ari Almog
Terms Offered: Winter
Prerequisite(s): HEBR 10501 or equivalent
Equivalent Course(s): JWSC 25100

HEBR 10503. Introductory Modern Hebrew III. 100 Units.
The beginner’s course is the first of three sequential courses offered to students at the university. The course aims to introduce students to reading, writing and speaking Modern Hebrew. Toward that end all four-language skills are emphasized: comprehension of written and oral materials; reading of non-diaccritical text; writing of directed sentences, paragraphs, and compositions; speaking. You will learn the Hebrew root pattern system, and by the end of the year you will have mastered the five (active) basic verb conjugations in both the past and present tenses (as well as simple future). This grammatical knowledge is complemented by an 800+ word vocabulary, which is presented with an eye toward the major syntactic structures, including the proper use of prepositions. At the end of the year, you will conduct short conversations in Hebrew; read materials designed to this level and write short compositions.

Instructor(s): Ari Almog
Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): JWSC 25200

HEBR 15001. Elementary Hebrew in Jerusalem. 100 Units.

HEBR 15002. Elementary Hebrew in Jerusalem. 100 Units.

HEBR 15003. Intermediate Hebrew in Jerusalem. 100 Units.

HEBR 15004. Intermediate Hebrew in Jerusalem. 100 Units.

HEBR 15005. Advanced Hebrew in Jerusalem. 100 Units.

HEBR 15006. Advanced Hebrew in Jerusalem. 100 Units.

HEBR 20001. Hebrew Letters and Inscriptions. 100 Units.
Initiation to the reading and interpretation of pre-exilic Hebrew and Transjordanian inscriptions. This course involves reading and analysis of the inscriptional material from Palestine written during the first millennium BC (including texts from Transjordan).
Instructor(s): D. Pardee
Terms Offered: Autumn
Prerequisite(s): HEBR 20104 or equivalent
Note(s): This course is offered in alternate years.

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

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

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

HEBR 20104. Intermediate Classical Hebrew I. 100 Units.
Review basic Hebrew grammar, emphasis on morphology and basic syntax - Review/acquire historical morphology - Acquire facility in reading Biblical Hebrew prose
Instructor(s): D. Pardee
Terms Offered: Autumn
Prerequisite(s): HEBR 10103 or equivalent
Equivalent Course(s): JWSC 22300

HEBR 20105. Intermediate Classical Hebrew II. 100 Units.
Continue acquisition of basic Biblical Hebrew; Continue acquisition of basic notions of historical grammar; Acquire the rudiments of analysis of Biblical Hebrew poetry.
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 22400

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

HEBR 20503. Intermediate Modern Hebrew III. 100 Units.
The course, which builds upon Introductory Modern Hebrew (first year HEB) focuses on the acquisition
of proficiency and communicative skills in Modern Hebrew. The purpose of this class is to expand and
strengthen beginners’ Hebrew skills so that they become more self-assured, communicative, and versatile
when they listen to, read, speak, and write Hebrew. It emphasizes both communicative and cultural themes
and focuses on developing a rich and active vocabulary in several language domains.
Instructor(s): Staff Terms Offered: Fall
Prerequisite(s): HEBR 20502 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew
courses.
Equivalent Course(s): JWSC 25500

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

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

Instructor(s): Staff

Terms Offered: Autumn

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

Equivalent Course(s): JWSC 25550 HEBR 20603. High Intermediate Modern Hebrew III. 100 Units.

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

Instructor(s): Staff

Terms Offered: Spring

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

Equivalent Course(s): JWSC 25570 HEBR 29700. Rdg/Rsch: Hebrew. 100 Units.

TBD

KAZAKH COURSES

KAZK 10501. Intro to Turkic Languages I. 100 Units.

The first quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik

Terms Offered: Autumn

Equivalent Course(s): UZBK 10501, TURK 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): UZBK 10502, TURK 10502

KAZK 29700. Independent Study: Kazakh. 100 Units.

Independent Study: Kazakh - Continuation of Introduction to Turkic Languages

Instructor(s): Kagan Arik

Terms Offered: Spring

Prerequisite(s): TURK 10502

NEAR EASTERN ART AND ARCHEOLOGY COURSES

NEAA 10020. Ceramic Analysis in Archaeology. 100 Units.

This course introduces the theoretical foundations and analytical techniques that allow archaeologists to use ceramics to make inferences about ancient societies. Ethnographic, experimental, and physical science approaches are explored to develop a realistic, integrated understanding of the nature of ceramics as a form of material culture. Practical training in the use of the ceramic labs is included.

Instructor(s): James Osborne

Terms Offered: Winter

Equivalent Course(s): ANTH 36200, ANTH 26200, NEAA 40020

NEAA 20035. Introduction to Zooarchaeology. 100 Units.

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

Instructor(s): G. Stein

Terms Offered: Spring

Prerequisite(s): Any introductory course in archaeology

Equivalent Course(s): ANTH 28410, NEAA 30035, ANTH 38810

NEAA 20070. Intro to the Archaeology of Afghanistan. 100 Units.

Intro to the Archaeology of Afghanistan

Instructor(s): Gil J. Stein

Terms Offered: Winter

Prerequisite(s): Any introductory course in archaeology is desirable but not required
NEAA 20991. Field Archaeology. 100 Units.
This course entails four weeks of full-time, hands-on training in field archaeology in an excavation directed by a University of Chicago faculty member. At the Tell Keisan site in Israel, students will learn techniques of excavation and digital recording of the finds; attend evening lectures; and participate in weekend field trips. Academic requirements include the completion of assigned readings and a final written examination. For more information about this archaeological field opportunity in Summer 2020, see http://keisan.uchicago.edu. Students who are enrolled in this course will pay a Summer Session tuition fee in addition to the cost of participation in the dig. UChicago College students are eligible to apply for College Research Scholar grants to fund their participation.

NEAA 20100. Introduction to Archaeology. 100 Units.
Archaeology is the study of the material evidence of past human activity. This course, which is offered every year in the Autumn Quarter, explores the history of archaeology as a discipline and the methods used by archaeologists to obtain evidence about past human activity via excavations, surface surveys, and remote-sensing technologies such as satellite imagery and ground-penetrating radar, with emphasis on archaeological fieldwork in the Middle East. This course also surveys the latest methods used to date, classify, and analyze various kinds of evidence after it has been obtained. And since archaeological data is always collected and interpreted within an intellectual framework of theoretical conceptions concerning human society, culture, and history, this course provides a brief overview of "archaeological theory," i.e., the uses made by archaeologists of a wide range of different social theories that may lead to quite different interpretations of the same data. This topic is explored in more depth in a companion course on "Social Theory and Ancient Studies" (NEHC 20010/30010), which is offered in alternate years in the Winter Quarter.
Instructor(s): David Schloen Terms Offered: Autumn
Equivalent Course(s): NEAA 30100

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

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

NEAA 20450. Maritime Archaeology and Shipwrecks of the Ancient World. 100 Units.
While the ships and exploits of ancient mariners were memorialized in art and literature, many aspects of maritime history were lost beneath the waves until technological advances opened the seas to archaeological investigation. This course will examine how seafaring connected and transformed the far-flung societies of the ancient Mediterranean and Near East by facilitating trade, diplomacy, warfare, and cross-cultural exchange. This course takes a broadly comparative approach. We will examine diverse seafaring traditions from the Mediterranean, Aegean, Red Sea, Persian Gulf, and Indian Ocean, and cover material from the Bronze Age up to the Classical Period. Class themes include: methods (underwater archaeology, deep-sea ROV survey, and shipwreck conservation), seafaring (navigation, sailing, and shipbuilding), trade (ports, merchants, commodities, and shipping routes), and impact on society (warfare, diplomacy, colonization, and religion). We will also discuss the ethics surrounding underwater excavation, treasure hunting, shipwreck "ownership," and the protection of submerged resources. By the end of this course, students will have a basic foundation in maritime archaeology, an appreciation for the impact seafaring had on the ancient world, and a greater respect for the capabilities of ancient mariners.
Instructor(s): Douglas Inglis Terms Offered: Winter
Equivalent Course(s): NEAA 30450

NEAA 20610. Visual Culture of the Ancient Near East. 100 Units.
This course explores the vast corpus of material objects that makes up the visual culture of the ancient Near East-specifically, the palaces, temples, ziggurats, obelisks, carved reliefs, votive statues, inlays, cylinder seals, and cuneiform tablets of Mesopotamia, Syro-Anatolia, the Levant, Persia, and Egypt from 3500 to 330 BCE. In addition to their formal qualities, we will explore the practices by which these artifacts and monuments were made; the cultural value of their raw material components, including clay, stone, metals, ivory, and pigments; their life histories, modes of circulation, interactive potential, and significance within the larger social and political climate; and the modern reception and response to these works of art. Students will also obtain an understanding of art historical approaches to the study of ancient Near Eastern visual culture and the value of Art History to the field of ancient Near Eastern Studies. Class meetings-structured around thematic case studies of material groups from different regions presented in chronological sequence-emphasize conceptual issues...
Near Eastern Languages and Civilizations Courses

NEHC 12005. Jewish Civilization III - Narratives of Assimilation. 100 Units.
This course offers a survey into the manifold strategies of representing the Jewish community in East Central Europe beginning from the nineteenth century to the Holocaust. Engaging the concept of liminality—of a society at the threshold of radical transformation—it will analyze Jewry facing uncertainties and challenges of the modern era and its radical changes. Students will be acquainted with problems of cultural and linguistic isolation, hybrid identity, assimilation, and cultural transmission through a wide array of genres-novel, short story, epic poem, memoir, painting, illustration, film. The course draws on both Jewish and Polish-Jewish sources; all texts are read in English translation.
Instructor(s): Bozena Shallcross Terms Offered: Spring
Equivalent Course(s): JWSC 12005, RLST 22014, REES 27005

NEHC 17203. Twentieth-Century Jewish History. 100 Units.

Instructor(s): K. Moss Terms Offered: Winter
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): HIST 17203, JWSC 17203

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

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

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

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

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

NEHC 20011-20012-20013. Ancient Empires I-II-III.
This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

NEHC 20011. Ancient Empires I. 100 Units.
This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?
Instructor(s): James Osborne Terms Offered: Winter
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): HIST 15602, CLCV 25700

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

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

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

Instructor(s): M. Roth Terms Offered: Winter
Equivalent Course(s): SIGN 26022, NEHC 30019, LLSO 20019

**NEHC 20035. Babylonian Knowledge: The Mesopotamian Way of Thought. 100 Units.**

This course has two goals. The first is an interior goal, to introduce students to the major categories of knowledge created and employed in ancient Assyria and Babylonia, as the Mesopotamian "core curriculum." This was the corpus of material that had to be mastered by scribes of the Neo-Sumerian and Neo-Assyrian periods, including proverbs, lists, omens, geographies, medicine, magic, law, mathematics, history, royal wisdom, and accounting. The second goal is "exterior": to examine the epistemological precepts on which knowledge was constructed. What was held to be knowable? What methods and techniques were used to identify and justify knowledge as valid or authentic? What roles did copying, editing, authorship, and literacy play in the production of knowledge texts? How the organization and preservation of texts create canons and curricula? No prior knowledge of Mesopotamian history or literature is required. Students are asked to think with the primary texts, not to demonstrate mastery of them.

Instructor(s): Seth Richardson Terms Offered: Winter
Equivalent Course(s): KNOW 20035, KNOW 30035

**NEHC 20055. Iran Between Constitutional and Islamic Revolutions: 1905-1979. 100 Units.**

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

Instructor(s): Elif Bozgan Terms Offered: Spring

**NEHC 20085. BIG: Monumental Buildings and Sculptures in the Past and Present. 100 Units.**

Why are so many societies - including our own - obsessed with building monumental things like pyramids and palaces? What do we learn about cultures past and present from the monuments they built? This course explores famous monuments from around the world to answer these questions through the lens of archaeology, architecture, and art history.

Instructor(s): James Osborne Terms Offered: Spring
Equivalent Course(s): ARCH 20085, KNOW 26000, SIGN 26000

**NEHC 20145. Gender Relations in Israel. 100 Units.**

Israel is widely known as a state that treats men and women equally. Israel has had a female Prime Minister, women gradually earn their right to integrate into the army as combat soldiers, and Tel Aviv has a reputation as one of the most queer-friendly cities in the world. Yet, Israel does not separate between religion and state, family law in Israel is largely influenced by religious patriarchal norms, same-sex couples cannot get married in Israel, there are relatively few women representatives at the Knesset and the government, and no woman has ever represented a ultra-orthodox political party at the Knesset. The aim of the course is to unpack these contradictions, and provide an overview of the complex myriad of gender relations in Israeli society with a focus on specific case studies. To do so, we will study the lives and status of women and the LGBT community in light of the reality of their lives. We will explore ways in which they act creatively to affect social change, and the projects and organizations they form to combat gender prejudice and discrimination.

Instructor(s): Meital Pinto Terms Offered: Winter
Equivalent Course(s): GNSE 20445, NEHC 30145, JWSC 20426, GNSE 30445

**NEHC 20170. Multiculturalism in Israel. 100 Units.**

The course deals with multiculturalism and its manifestation in Israeli society. Israeli citizens are deeply divided by national, religious or ethnic identity. In addition to the difference between the Jewish majority and the Arab minority, there is also a difference between various movements within Judaism (Ultra-Orthodox, Religious, Traditional, Conservative, Reform, and secular Jews), and various religious affiliation within the Arab minority (Muslims, Christians - over ten different communities - and Druze). In terms of ethnic identity, the Jewish majority includes Ashkenazi, Sephardi, and Mizrahi identity. Such diversity creates controversial challenges for Israeli society, such as the extent to which diversity should be accommodated, the possibility, if any, to create a core, shared citizenship with which everyone can identify. The discussion in the first part of the course will focus on the level of theoretical and conceptual analysis. We will review different definitions of terms such as "multiculturalism", "multicultural state", "liberal state", "cultural rights", "group rights", "minority", "minority within minority" and their different manifestation in public debates in Israel. In the second part of the course, we will explore dilemmas and legal issues that arise in multicultural states regarding minority group rights, such as...
representation, language rights, affirmative action, group equality, the problem of the minority within minority, minorities and immigration
Instructor(s): Meital Pinto Terms Offered: Winter
Equivalent Course(s): JWSC 20425, NEHC 30170

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

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

NEHC 20201-20202-20203. Islamicate Civilization I-II-III.
This sequence surveys the intellectual, cultural, religious, and political development of the Islamic world (Middle East and North Africa), from its origins in pre-Islamic Arabia to the late 20th century. The sequence is required for MA students in CMES and counts toward completion of the NELC major and minor. It is recommended that the course be taken in sequence.

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

NEHC 20202. Islamicate Civilization II: 950-1750. 100 Units.
This course, a continuation of Islamicate Civilization I, surveys intellectual, cultural, religious and political developments in the Islamic world from Andalusia to the South Asian sub-continent during the periods from ca. 950 to 1750. We trace the arrival and incorporation of the Steppe Peoples (Turks and Mongols) into the central Islamic lands; the splintering of the Abbasid Caliphate and the impact on political theory; the flowering of literature of Arabic, Turkic and Persian expression; the evolution of religious and legal scholarship and devotional life; transformations in the intellectual and philosophical traditions; the emergence of Shi’i states (Buyids and Fatimids); the Crusades and Mongol conquests; the Mamluks and Timurids, and the "gunpowder empires" of the Ottomans, Safavids, and Moghuls; the dynamics of gender and class relations; etc. This class partially fulfills the requirement for MA students in CMES, as well as for NELC majors and PhD students.
Instructor(s): Franklin Lewis Terms Offered: Winter. 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): MDVL 20202, NEHC 30202, ISLM 30202, RLST 20202, HIST 15612, HIST 35622

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): Orit Bashkin Terms Offered: Spring. This course will not be offered for the 2021-2022 academic year.
NEHC 20212. Introduction to Egyptian Religion and Magic. 100 Units.
This course provides a general introduction to the theology and ritual practice of Ancient Egypt from the Predynastic Period to the late Roman Empire (ca. 3100 BC to AD 543). Illustrated lectures will survey primary mythology, the nature of Egyptian "magic," the evolving role of the priesthood, the function of temple and tomb architecture, mumification and funerary rites, the Amarna revolution and the origins of monotheism, as well as the impact of Egyptian religion on neighboring belief systems. Students will read a wide array of original texts in translation addition to modern interpretive studies. Course requirements include two (2) papers and a final exam. In the first paper the student should discuss in 5-10 pages a specific deity or temple site. The second paper should contain a concise analysis (5-10 pages) of a theological issue pertinent to class discussion and readings. All topics must be cleared in advance with the instructor. Proper bibliographies and footnotes are expected, and any internet sources must be cleared with the instructor.
Instructor(s): Foy Scalf Terms Offered: Spring
Equivalent Course(s): NEHC 30212

NEHC 20232. Journey Down the Silk Roads: Central Eurasia in World History. 100 Units.
This course will explore the narrative history of Central Eurasia and the "Silk Roads" from rise of the nomadism up to the coming of modernity. It will discuss the peoples who lived there, the political entities that ruled, and the region's role in the ancient, medieval and modern world. The course considers a wide range of topics in the context of the Silk Roads history, including nomadism; religions (such as Buddhism and Islam), languages, and ethnicities. It approaches Central Eurasia as a cohesive unit of historical inquiry while connecting to the Middle East, East Asia, Russia among other units surrounding it. In making sense of the past, provides insights into current issues such as Islam in China, terrorism, separatist movements, the construction of the "New Silk Roads," and the Taliban takeover of Afghanistan.
Instructor(s): Carol Fan Terms Offered: Spring
Equivalent Course(s): CRES 20323, HIST 25800

NEHC 20350. Bordering the Middle East. 100 Units.
This is a course on the origins of modern state boundaries in North Africa and Southwest Asia. It examines the history and epistemology of nineteenth-century boundary-making (the Ottomans, French, and British) and processes of colonial state-building after World War I.
Instructor(s): Carl Shook Terms Offered: Winter
Equivalent Course(s): NEHC 30350

NEHC 20464. Did Climate Doom the Ancients? 100 Units.
This course offers a critical introduction to the study of the relationship between human societies and their environment, with a specific focus on situations of rapid climatic change (RCC) in early historical periods. Students will be invited to reflect on discourses about climate and its influence on human societies from Herodotus to the IPCC; on notions such as environmental or social determinism, possibilism and reductionism, societal collapse and resilience; and on recent academic trends at the crossroads of Humanities, Social Sciences and Environmental Studies. Alternating lectures (Tu) and discussion sessions (Th), the first half of the quarter introduces the notion of "climate," from its origins in Classical Greece to the present, and how this concept has been (and still is) used to define human groups and their history; it also offers an overview of the theories and methods that shape our current understanding of climate change and its effect on societies (past and present). The second half of the quarter is devoted to case studies, with a specific focus on the Ancient Near East (from prehistory to the first millennium BCE). Students will be asked to present the readings and participate in classroom discussions; write an article summary; and conduct a personal research (midterm annotated bibliography and research proposal; final essay) on a topic of their choice, which needs not be limited to the Ancient Near East.
Instructor(s): Hervé Reculeau Terms Offered: Spring
Equivalent Course(s): NEHC 30203

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

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

Equivalent Course(s): HIST 22608

NEHC 20568. Balkan Folklore. 100 Units.

Vampires, fire-breathing dragons, vengeful mountain nymphs, 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, “Balkan Dance.”

Instructor(s): Angelina Ilieva Terms Offered: Spring

Equivalent Course(s): NEHC 30568, REES 29009, REES 39009, ANTH 25908, CMLT 33301, CMLT 23301, 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 Terms Offered: Autumn

Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.

Equivalent Course(s): SALC 37701, HIST 36602, HIST 26602, SALC 27701, NEHC 30570

NEHC 20573. The Burden of History: A Nation and Its Lost Paradise. 100 Units.

What makes it possible for the imagined communities called nations to command the emotional attachments that they do? This course considers some possible answers to Benedict Anderson’s question on the basis of material from the Balkans. We will examine the transformation of the scenario of paradise, loss, and redemption into a template for a national identity narrative through which South East European nations retell their Ottoman past. With the help of Žižek’s theory of the subject as constituted by trauma and Kant’s notion of the sublime, we will contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity.

Instructor(s): Angelina Ilieva Terms Offered: Autumn

Equivalent Course(s): REES 29013, HIST 24005, CMLT 33301, CMLT 23301, ANTH 35908

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation.

No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

NEHC 20601. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation.

No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn

Equivalent Course(s): RLST 20401, HIST 25610, MDVL 20601, SOCS 22000

NEHC 20602. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the “gunpowder empires” (Ottomans, Safavids, Mughals).

Instructor(s): Franklin Lewis Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This course sequence meets the general education requirement in civilization studies.
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 maintaining religious and cultural authenticity, and Muslim views of nation-states and nationalism in the Middle East. We also give consideration to the modern developments of transnational jihadism and the Arab Spring. This course sequence meets the general education requirement in civilization studies.
Instructor(s): A. Holly Shissler Terms Offered: Spring
Equivalent Course(s): RLST 20403, SOSC 22200, HIST 25716

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

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

NEHC 20840. Radical Islamic Pieties: 1200 to 1600. 100 Units.
Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transculturalism, antinomianism, and the articulation of sacred sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.
Instructor(s): Cornell Fleischer Terms Offered: Spring
Prerequisite(s): Consent of instructor
Equivalent Course(s): MDVL 20840, ISLM 30840, NEHC 30840, HIST 25901, HIST 25901, RLST 20840

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

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

Instructor(s): Cornell Fleisher Terms Offered: Autumn

Note(s): Undergraduates must receive consent from the instructor to enroll

Equivalent Course(s): ISLM 30852, CMES 30852, NEHC 30852, HIST 58302

NEHC 20911. Prophets in Jewish and Islamic Traditions. 100 Units.

In this course, we will study the tales of the prophets as found in the Bible, the Qur'an, and Jewish and Islamic interpretive traditions. By examining and enjoying the narratives of individual prophets, we will develop an understanding of prophecy as a broad religious phenomenon. The course offers opportunities for comparative enquiry into two sacred scriptures—the Bible and the Qur'an—and the rich interpretive literature that Jewish and Islamic communities created in order to understand them. All readings will be in English translation. Assignments include three short essays, an oral presentation, and a final exam.

Instructor(s): Stuart Creason Terms Offered: Spring

NEHC 21002. Greece and the Balkans in the Age of Nationalism. 100 Units.

This course offers a critical appraisal of the concepts of empire and imperialism in the historiography of ancient Mesopotamia and Iran to address political formations that developed (and vanished) during the first millennium BCE, with a focus on the Neo-Assyrian, Neo-Babylonian, and Achaemenid empires. This seminar will explore the nature of power, control, and resource management in these early empires, and how they served as the blueprint for the later imperial formations of Classical and Late Antiquity. Students will address a substantial part of Mesopotamian and Iranian history and study in depth some key historiography issues for the history of Antiquity. Primary documents will be read in translation and the course has no ancient language requirements. However, some readings of secondary literature in common academic languages (especially French and German) are to be expected. Students will be asked to present the readings and participate in classroom discussions; write a book review; and conduct a personal research on a topic of their choice (midterm annotated bibliography and research proposal; final essay).

Instructor(s): Hervé Reculeau Terms Offered: Winter

Note(s): This course fulfills the requirements of a survey course in Mesopotamian civilization as defined by the Ancient PhD programs in NELC and the MA program in the CMES.

Equivalent Course(s): NEHC 31012

NEHC 21012. The Age of Empires in the Ancient Near East. 100 Units.

This course deals with Tel Aviv as a cultural-social and demographic locus in the Israeli imagination. Since its establishment in 1909 as the ‘First Hebrew City’ and a realization of Theodor Herzl vision for Alt-Neu-Land (Old New Land), Tel Aviv has held a huge significance in the Zionist and Israeli imagination as a cultural-economic capital, attracting young people from all over the world and offering a liberal state of mind inspired by big world cities like New York, Berlin and Vienna. In this course, we will examine the different representations of Tel Aviv in Israeli culture and the gaps between the public image of the city and the reality. Readings and film screenings will include critical writing like White City Black City: Architecture and War in Tel Aviv and Jaffa, latest popular movies taking place in TLV and poems and short stories about the city.

Instructor(s): Ehud Har-Even Terms Offered: Spring

Assignments include three short essays, an oral presentation, and a final exam.

NEHC 21020. Tel Aviv: Urban Culture/Urban Image. 100 Units.

This course offers a critical appraisal of the concepts of empire and imperialism in the historiography of ancient Mesopotamia and Iran to address political formations that developed (and vanished) during the first millennium BCE, with a focus on the Neo-Assyrian, Neo-Babylonian, and Achaemenid empires. This seminar will explore the nature of power, control, and resource management in these early empires, and how they served as the blueprint for the later imperial formations of Classical and Late Antiquity. Students will address a substantial part of Mesopotamian and Iranian history and study in depth some key historiography issues for the history of Antiquity. Primary documents will be read in translation and the course has no ancient language requirements. However, some readings of secondary literature in common academic languages (especially French and German) are to be expected. Students will be asked to present the readings and participate in classroom discussions; write a book review; and conduct a personal research on a topic of their choice (midterm annotated bibliography and research proposal; final essay).

Instructor(s): Hervé Reculeau Terms Offered: Winter

Note(s): This course fulfills the requirements of a survey course in Mesopotamian civilization as defined by the Ancient PhD programs in NELC and the MA program in the CMES.

Equivalent Course(s): NEHC 31012

NEHC 21210. Tel Aviv: Urban Culture/Urban Image. 100 Units.

This course deals with Tel Aviv as a cultural-social and demographic locus in the Israeli imagination. Since its establishment in 1909 as the ‘First Hebrew City’ and a realization of Theodor Herzl vision for Alt-Neu-Land (Old New Land), Tel Aviv has held a huge significance in the Zionist and Israeli imagination as a cultural-economic capital, attracting young people from all over the world and offering a liberal state of mind inspired by big world cities like New York, Berlin and Vienna. In this course, we will examine the different representations of Tel Aviv in Israeli culture and the gaps between the public image of the city and the reality. Readings and film screenings will include critical writing like White City Black City: Architecture and War in Tel Aviv and Jaffa, latest popular movies taking place in TLV and poems and short stories about the city.

Instructor(s): Ehud Har-Even Terms Offered: Spring

Assignments include three short essays, an oral presentation, and a final exam.

NEHC 21012. The Age of Empires in the Ancient Near East. 100 Units.

This course deals with Tel Aviv as a cultural-social and demographic locus in the Israeli imagination. Since its establishment in 1909 as the ‘First Hebrew City’ and a realization of Theodor Herzl vision for Alt-Neu-Land (Old New Land), Tel Aviv has held a huge significance in the Zionist and Israeli imagination as a cultural-economic capital, attracting young people from all over the world and offering a liberal state of mind inspired by big world cities like New York, Berlin and Vienna. In this course, we will examine the different representations of Tel Aviv in Israeli culture and the gaps between the public image of the city and the reality. Readings and film screenings will include critical writing like White City Black City: Architecture and War in Tel Aviv and Jaffa, latest popular movies taking place in TLV and poems and short stories about the city.

Instructor(s): Ehud Har-Even Terms Offered: Spring

Assignments include three short essays, an oral presentation, and a final exam.

NEHC 21020. Tel Aviv: Urban Culture/Urban Image. 100 Units.

This course deals with Tel Aviv as a cultural-social and demographic locus in the Israeli imagination. Since its establishment in 1909 as the ‘First Hebrew City’ and a realization of Theodor Herzl vision for Alt-Neu-Land (Old New Land), Tel Aviv has held a huge significance in the Zionist and Israeli imagination as a cultural-economic capital, attracting young people from all over the world and offering a liberal state of mind inspired by big world cities like New York, Berlin and Vienna. In this course, we will examine the different representations of Tel Aviv in Israeli culture and the gaps between the public image of the city and the reality. Readings and film screenings will include critical writing like White City Black City: Architecture and War in Tel Aviv and Jaffa, latest popular movies taking place in TLV and poems and short stories about the city.

Instructor(s): Ehud Har-Even Terms Offered: Spring

Assignments include three short essays, an oral presentation, and a final exam.

NEHC 21012. The Age of Empires in the Ancient Near East. 100 Units.

This course deals with Tel Aviv as a cultural-social and demographic locus in the Israeli imagination. Since its establishment in 1909 as the ‘First Hebrew City’ and a realization of Theodor Herzl vision for Alt-Neu-Land (Old New Land), Tel Aviv has held a huge significance in the Zionist and Israeli imagination as a cultural-economic capital, attracting young people from all over the world and offering a liberal state of mind inspired by big world cities like New York, Berlin and Vienna. In this course, we will examine the different representations of Tel Aviv in Israeli culture and the gaps between the public image of the city and the reality. Readings and film screenings will include critical writing like White City Black City: Architecture and War in Tel Aviv and Jaffa, latest popular movies taking place in TLV and poems and short stories about the city.

Instructor(s): Ehud Har-Even Terms Offered: Spring

Assignments include three short essays, an oral presentation, and a final exam.
NEHC 22010. Jewish Civilization I: Ancient Beginnings to Medieval Period. 100 Units.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The autumn course will deal with antiquity through the Middle Ages. Its readings will include material from the Bible and writings from the second temple, Hellenistic, rabbinic, and medieval periods. All sections of this course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take the three Jewish Civilization courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment. In the Spring Quarter students have the option of taking a third unit of Jewish Civilization, a course whose topics will vary (JWSC 1200X).
Instructor(s): James Robinson David Barak-Gorodetsky Bevin Blaber Terms Offered: Autumn
Equivalent Course(s): JWSC 12000, RLST 22010, MDVL 12000

NEHC 22011. Jewish Civilization II: Early Modern Period to 21st Century. 100 Units.
Jewish Civilization is a three-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its 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 Kirzane Yiftach Ofek Terms Offered: Winter
Equivalent Course(s): JWSC 12001, RLST 22011

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

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): NEHC 34592, ISLM 34592, HIJD 34592, RETH 34592, RLST 24592, MDVL 24592, JWSC 24592

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

NEHC 25147. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): B. Keysar Terms Offered: Winter
Equivalent Course(s): ANTH 35150, CMES 35150, MAPS 35150, ANTH 25150, JWSC 25149, NEHC 35147

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

NEHC 25806. The Political Theologies of Zionism. 100 Units.
The relationship between nationalism and religion has throughout history been a stormy one, often characterized by antagonisms and antipathy. In this course we will examine from various aspects the complex nexus of these two sources of repeated ideological and political dispute within Judaism, and more specifically within Zionism as its political manifestation. Zionism has mostly been considered a secular project, yet recently, Zionist theory is scrutinized to identify and unearth its supposedly hidden theological origins. In nowadays Israel, a rise in religious identification alongside an increasing religionization of the political discourse calls for the consideration of new theopolitical models of Zionism applicable in a post-secular environment. The aim of this course is to explore this complex intertwining of politics and religion in Israel from both historical and contemporary perspectives. The first part of the course will outline the theoretical foundation of post-secular and political-theological discourses. The second part will address the explicit and implicit political theologies of Zionism. The third part will outline contemporary aspects of political-theological thought in Israel, and their actual appearance in the political sphere.
Instructor(s): David Barak-Gorodetsky Terms Offered: Winter
Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.
Equivalent Course(s): JWSC 27940, HIST 39403, HIJD 35806, THEO 35806, RLST 25806

NEHC 25820. Psychology of Conflict: Lessons from Jerusalem. 100 Units.
Conflict is an inescapable aspect of life. Psychological theories help us to understand the origin of conflict, its escalation and resolution. In this course students will learn about the psychology of power, perspective taking and competition. We will also explore the various barriers to mutually-beneficial solutions. We will study all this in the context of Jerusalem, an ancient city that is sacred to many religions. It is a kaleidoscope of diversity, with multitudes of holy places, traditions, languages, identities and nationalities. Jerusalem will provide the prism through which to look at the intersection of linguistic and cultural landscapes, tensions between and within religions and the Israeli-Palestinian conflict. In this multi-disciplinary course, we will consider concepts from Psychology, History, Sociology, Religion and Political Science. Students will engage in role plays to simulate real-life events, learning from direct experience as well as from discussions of research findings. We will use a variety of media including short videos, art, a virtual tour, and lectures by visiting experts.
Instructor(s): Morris Fred Terms Offered: Winter
Prerequisite(s): B. Keysar Terms Offered: Winter
Prerequisite(s): The course has no pre-requisites.
Equivalent Course(s): RLST 25821, PSYC 25820

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

NEHC 26614. Making the Monsoon: The Ancient Indian Ocean. 100 Units.

The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery—at different times in different places—resulted in communication and commerce across vast distances at speeds more commonly associated with the industrial than the preindustrial era, as merchants, sailors, religious specialists, and scholars made monsoon crossings. The course will consider the participation of Mediterranean, Middle Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to recent comparative historiography on oceanic, climatic, and global histories.

Instructor(s): R. Payne
Terms Offered: Spring
Equivalent Course(s): MDVL 26614, NEHC 36614, HIST 36614, SALC 36614, SALC 26614, HIST 26614, CLCV 26620, CLAS 36620

NEHC 26910. Narrating Israel and Palestine through Literature and Film. 100 Units.

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

Instructor(s): Stephanie Kraver
Terms Offered: Winter
Equivalent Course(s): CMLT 26910, CRES 26910, JWSC 26910

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): RLST 27213, NEHC 37213, CLCV 24021, HCHR 37213, HIJD 37213, JWSC 27213, BIBL 37213, CLAS 34021, HIST 31600

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 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 Black Power’s influence 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.

Instructor(s): Chelsie May Terms Offered: Winter
Equivalent Course(s): CRES 27550, JWSC 26610, 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): RLST 22302, BIBL 48402, NEHC 48402, HIJD 48402

NEHC 28504. Interactions b/w Jewish Phil. and Lit.in Middle Ages. 100 Units.
Any study of Jewish philosophy that focuses on a small collection of systematic summas tells only half the story. In this seminar, the emphasis will be shifted from canonical theologies to lesser-known works of literature. Each class will examine the way a different genre was used to defend philosophy and teach it to the community at large. Emphasis will be on literary form and style, rhetorical, 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): RLVC 42700, HIJD 42700, ISLM 42700, NEHC 42700, RLST 28504, MDVL 22700, JWSC 22701

NEHC 28611. Jewish Sufism. 100 Units.
During the Middle Ages the Jews in the Muslim world developed a robust synthesis of Jewish Spirituality and Islamic Sufism. Even those who did not subscribe to a Sufi pietistic Judaism nevertheless introduced Sufi language and ideas into their Jewish thought. This course will introduce several important figures in this Jewish Sufi movement, from Bahya ibn Paquda in 11th-century Spain to Maimonides and his descendants in 12th-14th century Egypt. There will be a section for Arabists to read Bahya’s “Duties of the Hearts” in Arabic, and a section for Hebraists to read the twelfth-century Hebrew translation of it.
Instructor(s): James T. Robinson Terms Offered: Winter
Equivalent Course(s): NEHC 48610, JWSC 28610, HIJD 48610, RLVC 48610, MDVL 28610, RLST 28611, ISLM 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 Rūmī’s Masnāvī 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): MDVL 28013, CMLT 28013, SALC 28013, RLST 28013, GNSE 23135

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

NEHC 29714. North Africa in Literature and Film. 100 Units.
This course explores twentieth- and twenty-first century literary and cinematic works from the countries of North Africa. We will focus in particular on the region of Northwestern Africa known as the Maghreb-encapsulating Algeria, Morocco, and Tunisia. Situated at the crossroads of Africa, the Middle East, and Europe, the Maghreb has a layered colonial past culminating in France’s brutal occupation of the region through the 1960s. Inflected by this colonial history, Maghrebi studies tends to privilege Francophone works while overlooking the region’s rich Arabic and indigenous traditions. Understanding the Maghreb as both a geopolitical as well as an imagined space, our course materials reflect the region’s diverse cultural histories and practices. We will consider the Maghreb’s ethnic, linguistic, and religious pluralism in dialogue with broader
questions of cultural imperialism, orientalism, decolonization, and globalization. Fictional and cinematic works will be paired with relevant historical and theoretical readings. In light of the recent ‘Arab Spring’ catapulted by the Tunisian uprising in January 2011, we will also touch on contemporary social and political happenings in the region.

Instructor(s): Hoda El Shakry Terms Offered: Spring
Equivalent Course(s): CMLT 29714, NEHC 39714, CMLT 39714

NEHC 29899. Research Colloquium. 100 Units.
Required of fourth-year students who are majoring in NELC. This is a workshop course designed to survey the fields represented by NELC and to assist students in researching and completing their Research Project. Students must get a Reading and Research form from their College Adviser and complete the form in order to be registered. Signatures are needed from the adviser and Director of Undergraduate Studies. Please indicate on the form that you wish to register for NEHC 29899 Section 01.
Terms Offered: Autumn

NEHC 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, BIBL 49999, NEHC 49989, CRES 27699, HIJD 49999, HCHR 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

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

PERS 10101. Elementary Persian I. 100 Units.
This course is designed for complete beginners and teaches students to pronounce, read and write standard Persian, as well as some Iranian colloquial dialect. It includes an introduction to the alphabet, pronunciation patterns, greetings, basic structures, and other fundamentals. Students who have exposure to other Middle Eastern or South Asian languages, but have not formally studied Persian before, should enroll in this course. By the end of the course, students will be able to communicate in Persian at a Novice-Mid level according to the ACTFL National Standards. They should be able to read and compose basic texts in formal Persian relating to themselves and their everyday lives, and handle basic ‘survival’ scenarios that have been covered in class.
Instructor(s): Pouneh Shabani-Jadidi Terms Offered: Autumn

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

PERS 10103. Elementary Persian III. 100 Units.
This sequence concentrates on all skills of language acquisition (reading, writing, listening, and speaking). The class begins with the Persian alphabet, and moves to words, phrases, short sentences, and finally short paragraphs. The goal is to enable the students towards the end of the sequence to read, understand, and translate simple texts in modern standard Persian and engage in short everyday conversations. All the basic grammatical structures are covered in this sequence. Introducing the Iranian culture through the texts is
also a goal. The class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): Pouneh Shabani-Jadidi Terms Offered: Spring
Prerequisite(s): PERS 10102

PERS 20101-20102-20103. Intermediate Persian I-II-III.
This sequence deepens and expands students’ knowledge of modern Persian at all levels of reading, writing, and speaking. Grammar is taught at a higher level, and a wider vocabulary enables students to read stories, articles, and poetry. Examples of classical literature and the Iranian culture are introduced.

PERS 20101. Intermediate Persian I. 100 Units.
This sequence deepens and expands the students’ knowledge of modern Persian. The goal is to enable the students to gain proficiency in all skills of language acquisition at a higher level. In this sequence, the students learn more complex grammatical structures and gain wider vocabulary through reading paragraph-length texts on a variety of topics related to Persian language, literature, and culture. Students will also be familiarized with Persian news and media terminology. Class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): Pouneh Shabani-Jadidi Terms Offered: Autumn
Prerequisite(s): PERS 10103 or consent of the instructor

PERS 20102. Intermediate Persian II. 100 Units.
This sequence deepens and expands the students’ knowledge of modern Persian. The goal is to enable the students to gain proficiency in all skills of language acquisition at a higher level. In this sequence, the students learn more complex grammatical structures and gain wider vocabulary through reading paragraph-length texts on a variety of topics related to Persian language, literature, and culture. Students will also be familiarized with Persian news and media terminology. Class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): Pouneh Shabani-Jadidi Terms Offered: Winter
Prerequisite(s): PERS 20101 or consent of the instructor

PERS 20103. Intermediate Persian III. 100 Units.
This sequence deepens and expands the students’ knowledge of modern Persian. The goal is to enable the students to gain proficiency in all skills of language acquisition at a higher level. In this sequence, the students learn more complex grammatical structures and gain wider vocabulary through reading paragraph-length texts on a variety of topics related to Persian language, literature, and culture. Students will also be familiarized with Persian news and media terminology. Class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): Pouneh Shabani-Jadidi Terms Offered: Spring
Prerequisite(s): PERS 20202 or consent of the instructor

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

PERS 29021. Reading Indo-Persian harmonized prose: Bahār-i dānish. 100 Units.
In this course, we will read excerpts from one of the most popular collections of stories written in harmonized (aka ornate) prose in Mughal India: Finayatallāh’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, PERS 39021, SALC 29021

SUMERIAN COURSES

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

SUMR 20501. Old Sumerian. 100 Units.
We will first read a selection of royal inscriptions mainly from the 1st Dynasty of Lagash. Then we read selected excerpts of the earliest literary texts. The goal of the class is to familiarize students with the sign forms, orthography, and grammatical particularities of Old Sumerian.
Instructor(s): Susanne Paulus Terms Offered: Winter
Prerequisite(s): 3 quarters of Sumerian

SUMR 20601. Advanced Sumerian: Epigraphy. 100 Units.
In this class students will learn to produce line drawings of cuneiform texts first with pen and paper and then using newer technologies. We will study different styles and approaches to line drawings and focus first on the Neo-Sumerian then on the Old Babylonian epigraphy.
Instructor(s): Susanne Paulus Terms Offered: Spring
Prerequisite(s): 3 quarters of Sumerian

TURKISH COURSES

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

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

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

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

TURK 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): UZBK 10501, KAZK 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): UZBK 10502, KAZK 10502

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

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

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

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

TURK 20123. Summer Intensive Intermediate Turkish. 300 Units.
Summer Intensive Intermediate Turkish enables students to develop strong intermediate speaking, listening, reading and writing skills and further solidify their foundation and proficiency in Turkish. Students study Turkish as it is used in authentic media, literature, and film, and gain familiarity with Turkish culture and civilization. The course will also address the needs of those preparing to study Ottoman. The first half of the course emphasizes completing skills acquired in Beginning Turkish and improving competency, while the second half further deepens students’ proficiency, using an introductory sample of authentic textual and audio-visual materials, and excerpts from Turkish literature and texts, ranging from late Ottoman and early Republican period to the present time. Students will have 25 contact hours per week in this course, including synchronous and asynchronous online class time with the instructor, and time spent similarly with the native language assistant. Several hours will be allocated each week to cultural activities such as viewing films, clips, and presentations, and virtual conversation tables. Intensive Intermediate Turkish is the equivalent of the 20100-20200-20300 sequence offered during the regular academic year at the University of Chicago.
Instructor(s): Staff Terms Offered: Summer
Prerequisite(s): Successful completion of TURK 10300 or equivalent placement.

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

UZBEK COURSES

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

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