NEAR EASTERN LANGUAGES
AND CIVILIZATIONS

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

PROGRAM OF STUDY

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

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

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

Areas of specialization within NELC include:

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

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

MAJOR REQUIREMENTS

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

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

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

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Title</th>
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<tbody>
<tr>
<td>NEHC 20004-20005-20006</td>
<td>Ancient Near Eastern Thought and Literature I-II-III</td>
</tr>
<tr>
<td>NEHC 20011-20012-20013</td>
<td>Ancient Empires I-II-III</td>
</tr>
<tr>
<td>NEHC 20201-20202-20203</td>
<td>Islamicate Civilization I-II-III</td>
</tr>
<tr>
<td>NEHC 20501-20502-20503</td>
<td>Islamic History and Society I-II-III</td>
</tr>
<tr>
<td>NEHC 20601-20602-20603</td>
<td>Islamic Thought and Literature I-II-III</td>
</tr>
<tr>
<td>JWSC 12000-12001-12003</td>
<td>Jewish Civilization I-II-III</td>
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Six courses in one, or three courses each in two of the Near Eastern languages (e.g., Arabic, Armenian, Babylonian, Egyptian, Hebrew, Kazakh, Persian, Turkish, Uzbek) **

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

NEHC 29899 Research Colloquium

Total Units in the Major 1300

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

++ 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

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

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NEAA 10020</td>
<td>Ceramic Analysis in Archaeology</td>
</tr>
<tr>
<td>NEAA 20027</td>
<td>New Approaches to Old Stones: Chipped &amp; Ground Stone Analysis</td>
</tr>
<tr>
<td>NEAA 20035</td>
<td>Introduction to Zooarchaeology</td>
</tr>
<tr>
<td>NEAA 20062</td>
<td>Ancient Landscapes II</td>
</tr>
<tr>
<td>GEOG 28402 &amp; GEOG 28602</td>
<td>Geographic Information Science II and Geographic Information Science III</td>
</tr>
<tr>
<td>ANTH 26900</td>
<td>Archaeological Data Sets</td>
</tr>
<tr>
<td>ANTH 28400</td>
<td>Bioarchaeology and the Human Skeleton</td>
</tr>
<tr>
<td>BIOS 22265</td>
<td>Human Origins: Milestones in Human Evolution and the Fossil Record</td>
</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: +
NEAA 2001-20002-20003-20006
Archaeology of the Ancient Near East I-II-V-VI

NEAA 20501
Introduction to Islamic Archaeology

HIST 16700-16800-16900
Ancient Mediterranean World I-II-III

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

EALC 28015
Archaeology of Bronze Age China

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

One course in statistical methods

STAT 22000
Statistical Methods and Applications **

or DIGS 20002
Data Analysis for the Humanities I

NEAA 20091
Field Archaeology ++

NEHC 29899
Research Colloquium

Total Units
1300

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

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

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

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

GRADING

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

ADVISING

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

BA RESEARCH PROJECT

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

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

Year 3: Spring Quarter

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

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

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

Year 4: Winter Quarter

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

Year 4: Spring Quarter

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

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

Double Majors

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

Research Funding

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

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

Honors

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

Prizes

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

MINOR PROGRAM IN NEAR EASTERN LANGUAGES AND CIVILIZATIONS

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

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

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

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

Language Track Sample Minor
NEHC 20004-20005-20006 Ancient Near Eastern Thought and Literature I-II-III 300
HEBR 10101-10102-10103 Elementary Classical Hebrew I-II-III 300
Total Units 600

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

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

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

All undergraduate courses being offered in the 2019–20 academic year are listed below, by subject. Upper-level courses and the most up-to-date course information can be found in the NELC section of Class Search (http://registrar.uchicago.edu/classes/).

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

Introduction to Babylonian

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

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

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

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

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

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

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

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

AANL 20125. Advanced Readings in Hittite. 100 Units.
This course focuses on a particular genre of Hittite texts. The Hittite texts are read in cuneiform and placed in their social-historical context and the reading hones the student’s philological skills.
Instructor(s): Theo Van Den Hout Terms Offered: Autumn
Prerequisite(s): AANL 10101, 10102, 10103

AANL 20225. Readings: Palaic. 100 Units.
TBD

AANL 20302. Luwian-2: Second Millennium Texts. 100 Units.
This course focuses on the Hieroglyphic Luwian inscriptions of the second millennium BC. Since Hieroglyphic Luwian I (AANL 20301) is required this course will not offer a grammatical overview but start with the texts immediately.
Instructor(s): Goedegebuure, Petra Terms Offered: Winter
Prerequisite(s): AANL 20301/1 Hieroglyphic Luwian I

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

AANL 20601. Carian/Pisidian/Sidetic. 100 Units.
TBD
Equivalent Course(s): ANCM 30200

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

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

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

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

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: Autumn

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ARME 20103. Intermediate Modern Armenian III. 100 Units.
The course is aiming to enable students to reach a reasonable level of proficiency in the Armenian language. The curriculum is heavily based on real life situations. Each class session includes a healthy balance of real-life like conversations (shopping, placing an order in a restaurant, asking directions, talking with natives, getting around in the city, banking, etc.), readings (dialogues, jokes, stories, news, etc.) and writings (essays on selected topics, filling forms, etc.). The students can also communicate in Armenian well beyond basic needs about the daily life and obtain some level of fluency in their professional interests. This sequence covers a wider-range vocabulary and more complex grammatical structures in modern formal and colloquial Armenian. Reading assignments also include a selection of simple original Armenian literature. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or related fields, or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 20102 or equivalent
ARME 29700. Rdg/Rsch: Armenian. 100 Units.

EGYPTIAN COURSES

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

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

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

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

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

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

EGPT 20220. Texts and Society in the Nubian Kingdom of Napata. 100 Units.
This course examines the culture and society of the Nubian kingdom of Napata (circa 750-350 BCE) through a close reading of its texts written in the ancient Egyptian language and hieroglyphic script. We will also review the language and script of the Nubian kingdom of Meroe (circa 350 BCE - 350 CE), in order to look for possible language contact in the Napatan texts written in ancient Egyptian.
Instructor(s): Brian Muhs Terms Offered: Autumn
Prerequisite(s): EGPT 10101-10103 or equivalent

GE’EZ COURSES

HEBREW COURSES

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

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

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

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

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

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

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

HEBR 10503. Introductory Modern Hebrew III. 100 Units.
This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essays.
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 10502 or equivalent
Equivalent Course(s): JWSC 25200
HEBR 15001. Elementary Hebrew in Jerusalem. 100 Units.

HEBR 15002. Elementary Hebrew in Jerusalem. 100 Units.

HEBR 15003. Intermediate Hebrew in Jerusalem. 100 Units.

HEBR 15004. Intermediate Hebrew in Jerusalem. 100 Units.

HEBR 15005. Advanced Hebrew in Jerusalem. 100 Units.

HEBR 15006. Advanced Hebrew in Jerusalem. 100 Units.

HEBR 20104-20105-20106. Intermediate Classical Hebrew I-II-III. 100 Units.
A continuation of Elementary Classical Hebrew. The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts. The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

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

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

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

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

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

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

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

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

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

KAZK 29701. Independent Study: Intermediate Kazakh. 100 Units.
Independent Study: Intermediate Kazakh
Instructor(s): Kagan Arik Terms Offered: Autumn Spring Winter

NEAR EASTERN ART AND ARCHEOLOGY COURSES

NEAA 10631. Islamic Art and Architecture 1500-1900. 100 Units.
This course surveys the art and architecture of the Islamic world from 1500-1900. This was the period of the
great Islamic empires: the Ottomans, the Safavids, and the Mughals. Each of these multi-religious, multi-
linguistic, multi-ethnic empires developed styles of art and architecture that expressed their own complex
identities. Further, they expressed their complex relations with each other through art and architecture. The
various ways in which contact with regions beyond the Islamic world throughout this period impacted the arts
will also be considered.
Instructor(s): P. Berlekamp Terms Offered: Winter
Note(s): Students must attend first class to confirm enrollment. This course meets the general education
requirement in the arts.
Equivalent Course(s): ARTH 16809, ARCH 16809

NEAA 20006. Archaeology of the Ancient Near East VI: Egypt. 100 Units.
This sequence provides a thorough survey in lecture format of the art and archaeology of ancient Egypt from the
late Pre-dynastic era through the Roman period.
Instructor(s): STAFF Terms Offered: Autumn
Note(s): This sequence does not meet the general education requirements in civilization studies.
Equivalent Course(s): NEAA 30006

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

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

NEAA 20091. Field Archaeology. 100 Units.
This course entails four weeks of full-time, hands-on training in field archaeology in an excavation directed
by a University of Chicago faculty member. At the Tell Keisan site in Israel, students will learn techniques of
evacuation and digital recording of the finds; attend evening lectures; and participate in weekend field trips.
Academic requirements include the completion of assigned readings and a final written examination. For more
information about this archaeological field opportunity in Summer 2020, see http://keisan.uchicago.edu. Students
who are enrolled in this course will pay a Summer Session tuition fee in addition to the cost of participation
in the dig. UChicago College students are eligible to apply for College Research Scholar grants to fund their
participation.
NEAA 20100. Archaeological Methods and Interpretations. 100 Units.
The first part of this course surveys the history of archaeology as a discipline and the methods used by archaeologists to obtain evidence about past human activity via excavations, surface surveys, and remote-sensing technologies; and also surveys the methods used to date, classify, and analyze various kinds of evidence after it has been obtained. The second half of the course surveys the main paradigms in social theory and examines the theoretical concepts and assumptions archaeologists have used to make sense of what they find.
Instructor(s): David Schloen Terms Offered: Winter
Equivalent Course(s): NEAA 30100

NEAA 20161. Topics in Mesopotamian Prehistory: The Ubaid Horizon & Origins of Social Complexity in Mesopotamia. 100 Units.
The Ubaid period (6th-5th millennia BC) saw the earliest documented agricultural settlement of the south Mesopotamian alluvium, the beginnings of social complexity, major innovations in craft technology, and the coalescence of an interaction system that extended outward from southern Mesopotamia to encompass an area extending from southeast Anatolia down to the western littoral of the Persian gulf. Ubaid developments constitute the foundation for the emergence of the first cities and states in the subsequent Uruk period. This seminar examines the Ubaid horizon from several perspectives - a close examination of key Ubaid sites, and a consideration of the main theoretical issues involved in understanding inter-regional variation in the social, economic, and political organization of this period.
Instructor(s): Gil Stein Terms Offered: Spring
Prerequisite(s): Any introductory course in archaeology.
Equivalent Course(s): NEAA 30161, ANTH 36725

NEAA 20170. The King on the Mountain: Images of Power in Late Antique Iranian Rock Reliefs. 100 Units.
This course focus on the study of the rock reliefs that were patronized by the kings of the Sasanian dynasty in Iran in late antiquity (Sasanian dynasty, 244 - 651). Particular attention will be paid to how these images formulate conceptions of royal power and are witness to the exercise of this power. These rock reliefs will be approached as a corpus of art history and this course will provide an opportunity to focus on the practice of art history. The latter is as diverse as there are art historians and corpuses and it is not a question of giving magic recipes. Rather, we will be interested in some of the thinkers and thoughts that punctuate the discipline, but also that come from other fields, and that can nourish our reflection. The course is therefore organized into themes of two sessions. The first session will be devoted to the study of a “methodology/theory” employed by art historians, the second session will be devoted to what the critical use of this “methodology/theory” can bring to the knowledge of Sasanian rock reliefs. More broadly, we will question what art history is in the field of Near Eastern studies. If possible, some of the sessions will take place at the Museum of the Oriental Institute.
Instructor(s): Delphine Poinso Term Offered: Winter
Equivalent Course(s): NEAA 30170

NEAA 20211. Introduction to Ancient Egyptian Art. 100 Units.
This course will provide an introduction to Egyptian art focusing specifically on a diachronic analysis of statues, reliefs, and paintings. The aim is to acquire the basic stylistic overview of the material and the contexts as well as purpose of these objects. This class is not designed as a ‘material culture’ class and therefore cannot take into account other object categories which would simply be too much to cover in the available time frame. For each class the readings will be discussed in depth with additional points concerning the cultural framework and context being provided by the instructor. In addition, there will be short visits to the OI museum galleries whenever appropriate (and/or possible). For the class presentations at the end of the Quarter, each student will select an object or a group of objects and do an in-depth analysis. This can be from a catalogue or from the OI museum/basement.
Instructor(s): Staff Terms Offered: Spring
Equivalent Course(s): NEAA 30211, EGPT 30211

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

NEAA 20522. Archaeology of Islamic Syria-Palestine. 100 Units.
This course is an exploration of the cultural patterns in the Levant from the late Byzantine period down to modern times, a span of some 1500 years. While the subject matter is archaeological sites of this period in Syria, Lebanon, Jordan, and Israel, the focus is on the role of medieval archaeology in amplifying the history of economic and social systems. It is this connective quality of Islamic archaeology that contributes to an understanding of the earlier history and archaeology of this region.
Instructor(s): D. Whitcomb Terms Offered: Spring
Prerequisite(s): Introductory course in archaeology
Equivalent Course(s): MDVL 20522, NEAA 30522
NEHC 10101. Introduction to the Middle East. 100 Units.
Prior knowledge of the Middle East not required. This course aims to facilitate a general understanding of some key factors that have shaped life in this region, with primary emphasis on modern conditions and their background, and to provide exposure to some of the region’s rich cultural diversity. This course can serve as a basis for the further study of the history, politics, and civilizations of the Middle East.
Instructor(s): Hakan Karateke Terms Offered: Spring
Equivalent Course(s): HIST 15801

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

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

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

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

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

NEHC 20011-200012-200013. 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, CLCV 25800, MDVL 20012

NEHC 20013. Ancient Empires III. 100 Units.
For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.
Instructor(s): Brian Muhs 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, LLSS 20019

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

NEHC 20201. Islamicate Civilization I: 600-950. 100 Units.
This course covers the rise and spread of Islam, the Islamic empire under the Umayyad and early Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain. The main focus will be on political, economic and social history.
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements.
Equivalent Course(s): NEHC 30201, ISLM 30201, HIST 15611, RLST 20201, HIST 35621, MDVL 20201

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

Instructor(s): Franklin Lewis Terms Offered: Winter
Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-1 (NEHC 20601), or the equivalent
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): RLST 20202, ISLM 30202, HIST 15612, NEHC 30202, MDVL 20202, 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): Holly Shissler Terms Offered: Spring
Prerequisite(s): Islamicate Civilization II (NEHC 20202) or Islamic Thought & Literature-2 (NEHC 20602), or the equivalent
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): HIST 15613, HIST 35623, ISLM 30203, RLST 20203, NEHC 30203

NEHC 20235. Imaging Armenia: Diaspora and the Constitution of Subjectivity. 100 Units.
What does it mean to be "Armenian"? Despite centuries of dispersion and displacement, there has remained, in the Armenian diaspora, a sense of Armenian-ness—a sense, in other words, of being Armenian. This course will serve as an interrogation of and meditation on what that sense of being has looked like across time and space, as seen through the lens of pivotal musical and other artistic works from the post-genocide diaspora. Through in-depth analyses of these works and the discourses surrounding them, this course will trace the emergence, articulation, and negotiation of Armenian diasporic subjectivities and the ways in which those subjectivities have emerged in relation to and in conversation with power structures both internal and external to the Armenian communities under discussion. Diaspora, then, will be approached not as a fixed unit of analysis, but as something that emerges and is sustained through complex relationships and negotiations with sociopolitical forces both within and outside the diasporic community. Through this course, we will see that artistic expression in the Armenian diaspora functions as a site of agency: a site in which the question of what it is to be Armenian is explored in ways that shape, challenge, and upend notions and understandings of diasporic identity.
Instructor(s): Sylvia Alajaji Terms Offered: Spring
Equivalent Course(s): MUSI 33325, NEHC 30235

NEHC 20240. Women's Movements in the Modern Middle East. 100 Units.
If asked about women’s movements in the United States, one could expect responses of “Susan B. Anthony,” “first wave versus second wave,” “‘pussy hats’ and so-on. But what about women’s movements in the Middle East?
Can you name a famous Middle Eastern feminist? This course will expose you to the rich and diverse history of women’s movements in the Modern Middle East. Beginning in the late nineteenth century when concepts of love and marriage changed popularly and legally, we will move into the twentieth century exploring Middle Eastern women’s involvement at major international women’s congresses, the assimilation of feminism groups by the state in numerous nations, and into the twenty-first century looking at LGBTQ activism. In this course, we will assess the different varieties of feminism and women’s movements, as these concepts are intersectional and not monolithic. You will interrogate the role of the press, education, colonialism/anticolonialism, religion, and popular culture. Alongside secondary sources, you will examine primary sources produced by these movements - pamphlets, posters, memoirs, and even YouTube videos. We will develop close reading skills and you will have the quarter long project of researching, writing, and producing a podcast episode for a class series. Some prior knowledge of Middle Eastern history is helpful, but certainly not required, and all materials will be available in translation.
Instructor(s): Kara Peruccio Terms Offered: Spring
Equivalent Course(s): JWSC 20540, HIST 25712, RLST 20240, GNSE 22240, NEHC 30240

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): Herve Reculeau Terms Offered: Spring
Equivalent Course(s): HIST 20310

NEHC 20504. Introduction to the Hebrew Bible. 100 Units.
The course will survey the contents of the Hebrew Bible, and introduce critical questions regarding its figures and ideas, its literary qualities and anomalies, the history of its composition and transmission, its relation to other artifacts from the biblical period, its place in the history and society of ancient Israel and Judea, and its relation to the larger culture of the ancient Near East.

Instructor(s): Simeon Chavel Terms Offered: Autumn
Note(s): This course counts as a Gateway course for RLST majors/minors.
Equivalent Course(s): HIJD 31004, NEHC 30504, JWSC 20120, RLST 11004, BIBL 31000

NEHC 20525. Women’s Writing/Writing Women in Islamic Literary History. 100 Units.
Despite commonplace assumptions about their restricted status in Islam, Muslim women have a long, if sometimes fraught, history of participation in literary culture. Nevertheless, the male-dominated sphere of literary history writing has tended to minimize, misrepresent, or entirely mute their significant contributions. In this course, students will read and discuss the literary works of important yet all-too-often forgotten women writers from the Islamic world from the 7th-21st centuries. We will be reading and analysing works authored by women translated from Arabic, Turkish, Persian, and Urdu, including various genres of poetry (Sufi, lyric, erotic), oratory, short stories, novels, life writing, and songs. Additionally, students will probe methodological and theoretical issues which pertain to the study of women’s writing and Islamicate cultural history. In the context of a weekly seminar guided by primary and secondary readings, presentations, and group discussion, together we will interrogate the gendered aspects of canon formation in the premodern and modern Islamic world; consider how gender has affected form, content, and access to literary spaces; explore modern feminist literature by Muslim women; question Eurocentric approaches to the study and translation of women’s writing; and ask: how can women’s literary history be written and criticised responsibly?

Instructor(s): Staff Terms Offered: Spring
Equivalent Course(s): GNSE 20525, CMLT 20525

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

Equivalent Course(s): HIST 22608

NEHC 20568. Balkan Folklore. 100 Units.
Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, “Balkan Dance.”

Instructor(s): A. Ilieva Terms Offered: Spring
Equivalent Course(s): CMLT 33301, ANTH 25908, REES 29009, REES 39009, ANTH 35908, NEHC 30568, CMLT 23301

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 26602, NEHC 30570, HIST 36602, SALC 27701

NEHC 20573. The Burden of History: The Nation and Its Lost Paradise. 100 Units.
What makes it possible for the imagined communities called nations to command the emotional attachments that they do? This course considers some possible answers to Benedict Anderson’s question on the basis of material from the Balkans. We will examine the transformation of the scenario of paradise, loss, and redemption into a template for a national identity narrative through which South East European nations retell their Ottoman past. With the help of Žižek’s theory of the subject as constituted by trauma and Kant’s notion of the sublime, we will contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity.
we will discuss the influence of independence movements, wars, and revolts on Arabic literature: how do writers
This course is an exploration of conflict in the Arab world through literature, film and new media. In this course,
NEHC 20658. Narrating Conflict in Modern Arabic Literature. 100 Units.
Instructor(s): Ami Huang Terms Offered: Spring
antiquities.
and nationalism, depictions of the field in popular media, and recent controversies surrounding the trade of
studies, this discussion-based seminar class will explore how we as humans relate to the past by considering
preservation, and repatriation of cultural heritage have become all the more relevant. Through a series of case
of artifacts, the boom of the antiquities market, and the rise of ISIS, issues surrounding the interpretation,
day world. Following the outbreak of the Iraq War and the subsequent increase in the looting and destruction
In this course, students will explore the complex questions surrounding the politics of the past in the modern-
 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.
Instruction(s): Ahmed El Shamsy Terms Offered: Autumn
Equivalent Course(s): RLST 20401, SOSC 22000, MDVL 20601, HIST 25610
NEHC 20602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).
Instructor(s): Franklin Lewis Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): RLST 20402, MDVL 20602, HIST 25615, SOSC 22100
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): Orit Bashkin Terms Offered: Spring
Equivalent Course(s): RLST 20403, HIST 25616, SOSC 22200
NEHC 20605. Colloquium: Sources for the Study of Islamic History. 100 Units.
This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of premodern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.
Instruction(s): J. Woods Terms Offered: Winter
Equivalent Course(s): ISLM 30605, HIST 26005, MDVL 20605, NEHC 30605, HIST 36005
NEHC 20625. Politics of Cultural Heritage Practices. 100 Units.
In this course, students will explore the complex questions surrounding the politics of the past in the modern-day world. Following the outbreak of the Iraq War and the subsequent increase in the looting and destruction of artifacts, the boom of the antiquities market, and the rise of ISIS, issues surrounding the interpretation, preservation, and repatriation of cultural heritage have become all the more relevant. Through a series of case studies, this discussion-based seminar class will explore how we as humans relate to the past by considering subjects such as the meaning of cultural heritage, the origins of archaeology and its connections to colonialism and nationalism, depictions of the field in popular media, and recent controversies surrounding the trade of antiquities.
Instruction(s): Ami Huang Terms Offered: Spring
Equivalent Course(s): HIST 21009
NEHC 20658. Narrating Conflict in Modern Arabic Literature. 100 Units.
This course is an exploration of conflict in the Arab world through literature, film and new media. In this course, we will discuss the influence of independence movements, wars, and revolts on Arabic literature: how do writers
write about, or film, conflict? How does conflict affect language itself? How do these texts engage with issues of trauma and bearing witness? To answer these questions, we will look at a number of key moments of conflict in the Arab world, including the Arab-Israeli conflicts, the Algerian war of independence, the 2011 Egyptian revolution, the Lebanese and Iraq wars, and the ongoing war in Syria. Rather than follow a historical chronology of these events, we will read these texts thematically, beginning with texts that seek to present themselves as direct, sometimes eye-witness, accounts and then moving on to narratives that complicate the relationship between conflict and its narration.

Instructor(s): G. Hayek Terms Offered: Spring
Equivalent Course(s): ARAB 20658, NEHC 30658, ARAB 30658

NEHC 20692. Armenian History through Art and Culture. 100 Units.
Who are the Armenians and where do they come from? What is the cultural contribution of Armenians to their neighbors and overall world heritage? This crash-course will try to answer these and many other similar questions while surveying Armenian history and elements of culture (mythology, religion, manuscript illumination, art, architecture, etc.). It will also 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 great 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 Civilization Studies, Art and Cultural Studies, etc.

Instructor(s): Hripsime Haroutunian Terms Offered: Winter
Equivalent Course(s): HIST 25711, ARTH 20692, NEHC 30692

NEHC 20725. Cultural Identities in the Ancient Near East. 100 Units.
The ancient Near East (ANE) was comprised of multiple cultures with a variety of languages, economies, and religions. The close proximity of these cultures precipitated interactions via trade, migration, and/or conflict. This course will explore the dynamic reality of cultural identity in the midst of cultural interaction. By examining the available data we will identify key features of particular ANE cultures and then consider how cross-cultural interaction changed or replaced those features. Topics include comparing religions and religious expression, treatment and description of international enemies and allies, as well as the similarities and differences in how ANE cultures describe the world around them. Focus will be placed on engaging with original source material, including physical artifacts, iconography, and texts in English translation. This course will also utilize modern theory on culture, cultural identity, and comparative methodology in the analysis of the data.

Instructor(s): Robert Marineau Terms Offered: Winter
Equivalent Course(s): CMS 30725, NEHC 30725

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

Instructor(s): Hervé Reculeau Terms Offered: Winter
Equivalent Course(s): HIST 30312, NEHC 30737, HIST 20312

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

Equivalent Course(s): CMLT 22609, HIST 22609

NEHC 20765. Introduction to the Musical Folklore of Central Asia. 100 Units.
This course explores the musical traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental
genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.

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

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

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

NEHC 21010. The Age of Innovation - Famous Firsts 5,000 Years Ago. 100 Units.
The first man on moon’, ‘the first Thanksgiving,’ or ‘the first kiss’—our society is still fascinated and remembers the exact moment something happened for the first time. The history of the Ancient Near East, especially the ancient civilization of Mesopotamia (modern Iraq), is quite rich of such ‘firsts in history.’ From the moment, writing is discovered there is an abundance of textual record, covering the first documents about politics, law, and economics. The first private documents allow us a glimpse into what living and dying were like more than 5,000 years ago. This course will explore what the cultural conditions of those innovations were, how innovations transform societies, and why it matters to study ancient civilizations. By discovering primary sources (in English translation), the fascination of reading those texts for the “first” time will be experienced. We will work mostly with original objects from the Oriental Institute. We will use exclusive high-resolution photographs and, if possible, will see the objects in-person during several museum visits. Being able to participate in those visits is not a prerequisite but highly recommended.
Instructor(s): S. Paulus Terms Offered: Winter
Equivalent Course(s): SIGN 26016

NEHC 21215. Abraham’s Sacrifice of Isaac in Multiple Perspectives. 100 Units.
The story of Abraham’s (near) sacrifice of his son, Isaac, found in Genesis 22:1-19, is one of the most influential and enduring stories in Western literature and art. It is part of the living tradition of Judaism, Christianity, and Islam and its meaning and implications have been repeatedly explored in the communities defined by these religions, and has, in turn, helped to shape the self-perception of those communities. This course will consider the multiple perspectives from which this story has been viewed and the multiple interpretations which this story has generated, starting with its earliest incorporation into the Hebrew Bible, moving to its role in Judaism,
NEHC 24110. The Soviet Empire. 100 Units.

What kind of empire was the Soviet Union? Focusing on the central idea of Eurasia, we will explore how discourses of gender, sexuality and ethnicity operated under the multinational empire. How did communism shape the state’s regulation of the bodies of its citizens? How did genres from the realist novel to experimental film challenge a cohesive patriarchal, Russophone vision of Soviet Eurasia? We will examine how writers and filmmakers in the Caucasus and Central Asia answered Soviet Orientalist imaginaries, working through an interdisciplinary archive drawing literature and film from the Soviet colonial ‘periphery’ in the Caucasus and Central Asia as well as writings about the hybrid conception of Eurasia across linguistics, anthropology, and geography.

Instructor(s): Leah Feldman Terms Offered: Autumn
Equivalent Course(s): NEHC 34110, CMLT 24111, CRES 24111, CMLT 34111, CRES 34111, REES 24110, REES 34110
NEHC 25147. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Morris Fred Terms Offered: Spring
Equivalent Course(s): ANTH 25150, JWSC 25149, ANTH 35150, NEHC 35147, MAPS 35150, CMES 35150

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

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

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 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
Equivalent Course(s): RLST 25806, JWSC 27940

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

NEHC 26500. The Radiant Pearl: Introduction to Syriac Literature and its Historical Contexts. 100 Units.
After Greek and Latin, Syriac literature represents the third largest corpus of writings from the formative centuries of Christianity. This course offers students a comprehensive overview of the dominant genres and history of Syriac-speaking Christians from the early centuries through the modern day. Moving beyond traditional historiography that focuses exclusively on early Christianity within the Roman Empire, this class examines Christian traditions that took root in the Persian and later Islamic Empires as well. Through studying the history and literature of Syriac-speaking Christians, the global reach of early Christianity and its diversity comes to the fore. Syriac-speaking Christians preached the Gospel message from the Arabian Peninsula to early
modern China and India. Syriac writers also raised female biblical figures and holy women to prominent roles within their works. Students will broaden their understanding of the development of Christian thought as they gain greater familiarity with understudied voices and visions for Christian living found within Syriac literature. Special attention will be paid to biblical translation, asceticism, poetry, differences between ecclesial communities as well as the changing political fortunes of Syriac-speaking populations. No previous knowledge or study expected.

Instructor(s): Erin Galgay Walsh
Terms Offered: Autumn
Equivalent Course(s): GNEE 26505, RSLT 16500, BIBL 36500, HCHR 36500, GNEE 36505, NEHC 36500

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

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

NEHC 26903. History and Literature of Pakistan: Postcolonial Representations. 100 Units.

TBD
Instructor(s): C.R. Perkins
Terms Offered: Autumn
Equivalent Course(s): SALC 46903, HIST 26608, SALC 26903

NEHC 28504. Interactions b/w Jewish Phil. and Lit.in Middle Ages. 100 Units.

Any study of Jewish philosophy that focuses on a small collection of systematic summas tells only half the story. In this seminar, the emphasis will be shifted from canonical theologies to lesser-known works of literature. Each class will examine the way a different genre was used to defend philosophy and teach it to the community at large. Emphasis will be on literary form and style, rhetoric, methods of teaching and argumentation, all in relation to questions about reception and dissemination, progress and creativity, science and religion.

Instructor(s): James T. Robinson
Terms Offered: Winter
Equivalent Course(s): ISLM 42700, HIJD 42700, MDVL 22700, NEHC 42700, RLVC 42700, JWSC 22701, RSLT 28504

NEHC 28611. Jewish Sufism. 100 Units.

During the Middle Ages the Jews in the Muslim world developed a robust synthesis of Jewish Spirituality and Islamic Sufism. Even those who did not subscribe to a Sufi pietistic Judaism nevertheless introduced Sufi language and ideas into their Jewish thought. This course will introduce several important figures in this Jewish Sufi movement, from Bahya ibn Paquda in 11th-century Spain to Maimonides and his descendants in 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): RSLT 28611, RLVC 48610, JWSC 28610, HIJD 48610, ISLM 48610, NEHC 48610, MDVL 28610

NEHC 29023. Returning the Gaze: The West and the Rest. 100 Units.

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

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

NEHC 29714. North Africa in Literature and Film. 100 Units.

This course explores twentieth- and twenty-first century literary and cinematic works from the countries of North Africa. We will focus in particular on the region of Northwestern Africa known as the Maghreb—encompassing Algeria, Morocco, and Tunisia. 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): NEHC 39714, CMLT 39714, CMLT 29714

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

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

NEAR EASTERN LANGUAGES COURSES

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

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

PERSIAN COURSES

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

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

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

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

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

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

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

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

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: Ināyatallāh'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 29021, PERS 39021, SALC 39021

SUMERIAN COURSES

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

SUMR 20311. Sumerian Literary Texts 2. 100 Units.
This course is a continuation of Sumerian Literary Texts I. We will continue, and finish, reading Gilgamesh and Huwawa A, and then continue on to Gilgamesh, Enkidu, and the Netherworld before reading Enki and Ninhursag.
Instructor(s): Chris Woods Terms Offered: Autumn
Prerequisite(s): Sumerian Literary Texts I (SUMR 20310) and the full-year Sumerian A sequence (SUMR 10101)

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

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

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

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

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

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

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

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

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

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

TURK 20123. Summer Intensive Intermediate Turkish. 300 Units.
Summer Intensive Intermediate Turkish enables students to develop strong intermediate speaking, listening, reading and writing skills and further solidify their foundation and proficiency in Turkish. Students study Turkish as it is used in authentic media, literature, and film, and gain familiarity with Turkish culture and civilization. The course will also address the needs of those preparing to study Ottoman. The first half of the
Near Eastern Languages and Civilizations

Intensive Intermediate Turkish course emphasizes completing skills acquired in Beginning Turkish and improving competency, while the second half further deepens students’ proficiency, using an introductory sample of authentic textual and audio-visual materials, and excerpts from Turkish literature and texts, ranging from late Ottoman and early Republican period to the present time. Students will have 25 contact hours per week in this course, including synchronous and asynchronous online class time with the instructor, and time spent similarly with the native language assistant. Several hours will be allocated each week to cultural activities such as viewing films, clips, and presentations, and virtual conversation tables. Intensive Intermediate Turkish is the equivalent of the 20100-20200-20300 sequence offered during the regular academic year at the University of Chicago.

Instructor(s): Staff Terms Offered: Summer
Prerequisite(s): Successful completion of TURK 10300 or equivalent placement.

TURK 20350. Readings in Ottoman Court Records. 100 Units.
This course introduces the students to the scholarship on and the original texts of Ottoman court records. Thousands of registers with millions of court cases covering the period from the sixteenth century to modern times have survived to date. These documents are celebrated by modern historians as exceptional snapshots into the daily lives of common people. Monday sessions are reserved for the discussion of secondary literature; we will read from the original court records on Fridays.
Instructor(s): Hakan Karateke Terms Offered: Winter
Prerequisite(s): Some exposure to Ottoman texts
Equivalent Course(s): TURK 30350

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

UZBEK COURSES

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