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, Hittitiology, 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 for further details.

Thirteen courses and a Research Project are required for a NELC major.
Summary of Requirements: Language and Culture Track

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NEHC 20001-20002-20003</td>
<td>Ancient Near Eastern History and Society I-II-III</td>
</tr>
<tr>
<td>NEHC 20004-20005-20006</td>
<td>Ancient Near Eastern Thought and Literature I-II-III</td>
</tr>
<tr>
<td>NEHC 20011-20012-20013</td>
<td>Ancient Empires I-II-III</td>
</tr>
<tr>
<td>NEAA 20001-20002-20003-20006</td>
<td>Archaeology of the Ancient Near East I-II-V-VI</td>
</tr>
<tr>
<td>NEHC 20416-20417-20418</td>
<td>Semitic Languages, Cultures, and Civilizations 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</td>
<td>Jewish Civilization I-II *</td>
</tr>
</tbody>
</table>

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

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

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

Total Units in the Major 1300

* Note that the course sequence on “Archaeology of the Ancient Near East” does not fulfill the general education requirement in civilization studies. All of the other NELC civilization sequences do fulfill the general education requirement. 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 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 page for details.

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

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

Summary of Requirements: Archaeology Track

One archaeological methods course 100

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<tr>
<th>Course Code</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 100

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NEAA 10020</td>
<td>Ceramic Analysis in Archaeology</td>
</tr>
<tr>
<td>NEAA 20027</td>
<td>New Approaches to Old Stones: Chipped &amp; Ground Stone Analysis</td>
</tr>
<tr>
<td>NEAA 20035</td>
<td>Zooarchaeology</td>
</tr>
<tr>
<td>NEAA 20062</td>
<td>Ancient Landscapes II</td>
</tr>
<tr>
<td>GEOG 28402 &amp; GEOG 28602</td>
<td>Geographic Information Science II and Geographic Information Science III</td>
</tr>
<tr>
<td>ANTH 26900</td>
<td>Archaeological Data Sets</td>
</tr>
<tr>
<td>ANTH 28400</td>
<td>Bioarchaeology and the Human Skeleton</td>
</tr>
<tr>
<td>BIOS 22265</td>
<td>Human Origins: Milestones in Human Evolution and the Fossil Record</td>
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Three courses in the archaeology, history, or culture of the region(s) of interest offered by NELC or another department, for example: * 300

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<th>Course Code</th>
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<tbody>
<tr>
<td>NEAA 20001</td>
<td>Introduction to the Archaeology of the Ancient Near East I - Mesopotamia</td>
</tr>
<tr>
<td>&amp; NEAA 20002</td>
<td>and Archaeology of the Ancient Near East II: Anatolia</td>
</tr>
<tr>
<td>&amp; NEAA 20003</td>
<td>and Archaeology of the Ancient Near East III: Levant</td>
</tr>
<tr>
<td>&amp; NEAA 20004</td>
<td>and</td>
</tr>
<tr>
<td>&amp; NEAA 20005</td>
<td>and</td>
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<tr>
<td>&amp; NEAA 20006</td>
<td>and Archaeology of the Ancient Near East VI: Egypt</td>
</tr>
</tbody>
</table>
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

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications **</td>
<td>100</td>
</tr>
<tr>
<td>DIGS 20002</td>
<td>Basic Mathematics and Statistics for Digital Studies</td>
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</tr>
<tr>
<td>NEAA 20091</td>
<td>Field Archaeology ++</td>
<td>100</td>
</tr>
<tr>
<td>NEHC 29899</td>
<td>Research Colloquium</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Units 1300

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

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

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

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

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

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

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

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

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

**Program Requirements for the Minor**

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

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

**Language Track Sample Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>NEHC 20001-20002-20003</td>
<td>Ancient Near Eastern History and Society I-II-III</td>
<td>300</td>
</tr>
<tr>
<td>HEBR 10101-10102-10103</td>
<td>Elementary Classical Hebrew I-II-III</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>600</strong></td>
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</tbody>
</table>

**Language Track Sample Minor**

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

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

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

**Akkadian Courses**

**AKKD 10103. Elementary Akkadian III. 100 Units.**
Selected readings of Akkadian texts in the Standard Babylonian dialect of the 1st millennium BC.

Terms Offered: Spring
Prerequisite(s): AKKD 10102 or equivalent

**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
Prerequisite(s): AKKD 10102 or equivalent

**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 Hammurabi) in the Old Babylonian monumental script. The reference grammar used for this course is John Huehnergard's A Grammar of Akkadian (third edition), 2011.

Instructor(s): Hervé Reculeau
Terms Offered: Winter
Prerequisite(s): AKKD 10501 or equivalent
AKKD 10503. Introduction to Babylonian III: Divinatory Texts. 100 Units.
Selected readings of Akkadian texts in the Standard Babylonian dialect of the 1st millennium BC.
Terms Offered: Spring
Prerequisite(s): AKKD 10502 or equivalent

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 Hammurabi) in the Old Babylonian monumental script. The reference grammar used for this course is John Huehnergard's A Grammar of Akkadian (third edition), 2011.
Instructor(s): Herve Reculeau Terms Offered: Winter
Prerequisite(s): AKKD 10501 or equivalent

AKKD 10503. Introduction to Babylonian III: Divinatory Texts. 100 Units.
Selected readings of Akkadian texts in the Standard Babylonian dialect of the 1st millennium BC.
Terms Offered: Spring
Prerequisite(s): AKKD 10502 or equivalent

AKKD 20604. Intermediate Akkadian - The Standard Babylonian Gilgamesh Epic. 100 Units.
We will read highlights of the Standard Babylonian Gilgamesh Epic including the creation and taming of Enkidu, the fight in the Cedar Forest, Gilgamesh and Ishtar, as well as the flood story. You will learn how to use advanced dictionaries and sign lists and to write score and composite editions of Mesopotamian literature.
Instructor(s): Susanne Paulus Terms Offered: Autumn
Prerequisite(s): One year of Akkadian
Equivalent Course(s): AKKD 30604

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

AANL 10101. Elementary Hittite I. 100 Units.
This is the first 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): Theo Van Den Hout Terms Offered: Autumn
Prerequisite(s): Second Year Standing

AANL 10102. Elementary Hittite II. 100 Units.
This is the second 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): 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 10102. Elementary Hittite II. 100 Units.
This is the second 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): 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 20150. Art and Iconography of the Hittite Kingdom. 100 Units.  
This course offers an overview of the art/visual culture from the period of the Hittite Kingdom (1650-1200 BC). We will explore all materials (stone, metal, ceramics, etc.), problems of dating, iconography and its possible developments, questions of  
Instructor(s): Theo van den Hout Terms Offered: Winter  
Equivalent Course(s): AANL 30150

AANL 20301. Hieroglyphic Luwian I. 100 Units.  
This course introduces the student to the grammar and writing system of the Hieroglyphic Luwian language of the first millennium BC (1000 to 700). Once the grammar is discussed, older and younger texts of that period are read, including the Karatepe Bilingual.  
Instructor(s): Goedegebuure, Petra Terms Offered: Autumn  
Prerequisite(s): Consent of the instructor

Arabic Courses  
ARAB 10101-10102-10103. Elementary Arabic I-II-III.  
This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic. The class meets for six hours a week.  
ARAB 10101. Elementary Arabic-I. 100 Units.  
This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic. The class meets for six hours a week.  
Instructor(s): Osama Abu-Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Autumn  
ARAB 10102. Elementary Arabic-II. 100 Units.  
This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.  
Instructor(s): Osama Abu-Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Winter  
Prerequisite(s): ARAB 10101 or equivalent  
ARAB 10103. Elementary Arabic-III. 100 Units.  
This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.  
Instructor(s): Osama Abu-Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Spring  
Prerequisite(s): ARAB 10102 or equivalent

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

ARAB 10251. Colloquial Egyptian Arabic: Language and Culture. 100 Units.  
This course introduces the student to the spoken language of Egypt, particularly of Cairo. Through extensive engagement with films, songs, talk shows, and other media, as well as productive student activities (skits, songs, riddles, etc.) the student will improve their listening and speaking skills. In addition, the course will introduce the student to the new phenomenon of written colloquial, found on social media as well as in some new literature.  
Instructor(s): Noha Forster Terms Offered: Spring  
Prerequisite(s): One year of Modern Standard Arabic
ARAB 10501-10502-10503. Low Intermediate Arabic-I-II-III.
This is a parallel sequence to the regular Intermediate track, tailored for students who may have completed Elementary Arabic in unorthodox ways: in the far past, intensively (in the summer, etc.) without the benefit of practice over time, through self-study, or who feel they are not ready for the intensive Intermediate level. The classes train students in all 4 skills, by focusing on certain themes and genres (poetry, songs, short stories, food, music). The courses will lead the student to the Intermediate Mid to Intermediate High level at the end of the sequence (depending on students’ levels upon entering the class). Depending on an informal assessment at the end of any of the 3 classes, students may enter the Intermediate or High Intermediate classes.

ARAB 10501. Low Intermediate Arabic-I. 100 Units.
This is a parallel sequence to the regular Intermediate track, tailored for students who may have completed Elementary Arabic in unorthodox ways: in the far past, intensively (in the summer, etc.) without the benefit of practice over time, through self-study, or who feel they are not ready for the intensive Intermediate level. The classes train students in all 4 skills, by focusing on certain themes and genres (poetry, songs, short stories, food, music). The courses will lead the student to the Intermediate Mid to Intermediate High level at the end of the sequence (depending on students’ levels upon entering the class). Depending on an informal assessment at the end of any of the 3 classes, students may enter the Intermediate or High Intermediate classes.
Terms Offered: Autumn

ARAB 10502. Low Intermediate Arabic-II. 100 Units.
This is a parallel sequence to the regular Intermediate track, tailored for students who may have completed Elementary Arabic in unorthodox ways: in the far past, intensively (in the summer, etc.) without the benefit of practice over time, through self-study, or who feel they are not ready for the intensive Intermediate level. The classes train students in all 4 skills, by focusing on certain themes and genres (poetry, songs, short stories, food, music). The courses will lead the student to the Intermediate Mid to Intermediate High level at the end of the sequence (depending on students’ levels upon entering the class). Depending on an informal assessment at the end of any of the 3 classes, students may enter the Intermediate or High Intermediate classes.
Terms Offered: Winter

ARAB 10503. Low Intermediate Arabic-III. 100 Units.
This is a parallel sequence to the regular Intermediate track, tailored for students who may have completed Elementary Arabic in unorthodox ways: in the far past, intensively (in the summer, etc.) without the benefit of practice over time, through self-study, or who feel they are not ready for the intensive Intermediate level. The classes train students in all 4 skills, by focusing on certain themes and genres (poetry, songs, short stories, food, music). The courses will lead the student to the Intermediate Mid to Intermediate High level at the end of the sequence (depending on students’ levels upon entering the class). Depending on an informal assessment at the end of any of the 3 classes, students may enter the Intermediate or High Intermediate classes.
Terms Offered: Spring
ARAB 15001. Elementary Arabic in Jerusalem. 100 Units.
ARAB 15002. Elementary Arabic in Jerusalem. 100 Units.
ARAB 15003. Intermediate Arabic in Jerusalem. 100 Units.
ARAB 15004. Intermediate Arabic in Jerusalem. 100 Units.
ARAB 15005. Advanced Arabic in Jerusalem. 100 Units.
ARAB 15006. Advanced Arabic in Jerusalem. 100 Units.
ARAB 15013. Elementary Arabic in Morocco. 100 Units.
ARAB 15014. Elementary Arabic in Morocco. 100 Units.
ARAB 15015. Intermediate Arabic in Morocco. 100 Units.
ARAB 15016. Intermediate Arabic in Morocco. 100 Units.
ARAB 15017. Advanced Arabic in Morocco. 100 Units.
ARAB 15018. Advanced Arabic in Morocco. 100 Units.
ARAB 15019. Elementary Arabic in Granada. 100 Units.
ARAB 15020. Elementary Arabic in Granada. 100 Units.
ARAB 15021. Intermediate Arabic in Granada. 100 Units.
ARAB 15022. Intermediate Arabic in Granada. 100 Units.
ARAB 15023. Advanced Arabic in Granada. 100 Units.
ARAB 15024. Advanced Arabic in Granada. 100 Units.

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

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

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

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

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

ARAB 20103. Intermediate Arabic III. 100 Units.
ARAB 20103 is the spring quarter continuation of the Intermediate Arabic sequence that began with ARAB 20101 last fall, and continued with ARAB 20102 in the winter. We will continue to work through the second half of Al-Kitaab Part 2. As in any language course, we address all four of the fundamental skills: reading, writing, listening, and speaking. A particular focus of this sequence, however, is ensuring that students have a solid, comprehensive understanding of the rules of Arabic syntax. In addition to readings and exercises from the textbook, we will increasingly make use of articles from Arabic-language news media.
Instructor(s): Osama Abu Eledam, Lakhdar Choudar, Zainab Hermes Terms Offered: Spring
Prerequisite(s): ARAB 20102 or equivalent
ARAB 20123. Summer Intensive Introductory Arabic Level 2. 300 Units.
Summer Intensive Arabic Level 2 is designed for students who have completed the equivalent of Alif Baa' and al-Kitaab part I. In this eight-week summer course in Arabic, students will improve and refine their language skills using al-Kitaab part 2 (2nd edition), along with authentic 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, with the Arabic-speaking community in Chicago, 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 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

Aramaic Courses
ARAM 10401-10402-10403. Elementary Syriac I-II-III.
Elementary Syriac I-II-III
ARAM 10401. Elementary Syriac I. 100 Units.
The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar.
Instructor(s): Stuart Creason Terms Offered: Autumn
Prerequisite(s): Second-year standing
ARAM 10402. Elementary Syriac-2. 100 Units.
The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar.
Instructor(s): Stuart Creason Terms Offered: Winter
Prerequisite(s): ARAM 10401
ARAM 10403. Elementary Syriac III. 100 Units.
The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar.
Instructor(s): Stuart Creason Terms Offered: Spring
Prerequisite(s): ARAM 10402

Armenian Courses
ARME 10101-10102-10103. Elementary Modern Armenian I-II-III.
This three-quarter sequence utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet and basic grammatical structures and to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages). A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.
ARME 10101. Elementary Modern Armenian I. 100 Units.
Elementary Modern Armenian I, II, III. The course 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 language competency exam is offered at the end of spring quarter for those taking this course as college language requirement. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Autumn
ARME 10102. Elementary Modern Armenian II. 100 Units.
Elementary Modern Armenian I, II, III. The course 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 language competency exam is offered at the end of spring quarter for those taking this course as college language requirement. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia. Instructor(s): H. Haroutunian Terms Offered: Winter Prerequisite(s): ARME 10101

ARME 10103. Elementary Modern Armenian III. 100 Units.
Elementary Modern Armenian I, II, III. The course 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 language competency exam is offered at the end of spring quarter for those taking this course as college language requirement. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia. Instructor(s): H. Haroutunian Terms Offered: Spring Prerequisite(s): ARME 10102

ARME 10102. Elementary Modern Armenian II. 100 Units.
Elementary Modern Armenian I, II, III. The course 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 language competency exam is offered at the end of spring quarter for those taking this course as college language requirement. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia. Instructor(s): H. Haroutunian Terms Offered: Winter Prerequisite(s): ARME 10101

ARME 10103. Elementary Modern Armenian III. 100 Units.
Elementary Modern Armenian I, II, III. The course 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 language competency exam is offered at the end of spring quarter for those taking this course as college language requirement. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies or to pursue work in Armenia. Instructor(s): H. Haroutunian Terms Offered: Spring Prerequisite(s): ARME 10102

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 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. Instructor(s): H. Haroutunian Terms Offered: Autumn Prerequisite(s): ARME 10103
ARME 20102. Intermediate Modern Armenian II. 100 Units.
This three-quarter sequence enables the students to reach an Intermediate level of proficiency in the Armenian language. The course 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. 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 and related area studies or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Winter
Prerequisite(s): ARME 20101

ARME 20103. Intermediate Modern Armenian III. 100 Units.
This three-quarter sequence enables the students to reach an Intermediate level of proficiency in the Armenian language. The course 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. 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 and related area studies or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 20102

ARME 29700. Rdg/Rsch: Armenian. 100 Units.
ARME 29702. Independent Study: Intermediate Modern Armenian. 100 Units.
The goal of this three-quarter sequence is to enable students to reach an advanced level of proficiency in the Armenian language. This sequence covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media. 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 and related area studies or to pursue work in Armenia.
Instructor(s): H. Haroutunian Terms Offered: Spring
Prerequisite(s): ARME 20102

ARME 29703. Independent Study: Advanced Mid Armenian. 100 Units.
The goal of this three-quarter sequence is to enable students to reach an advanced level of proficiency in the Armenian language. This sequence covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media.
Terms Offered: Spring

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.
Introduction to Middle Egyptian Hieroglyphs I
Instructor(s): Brian Muhs Terms Offered: Autumn
Prerequisite(s): Second-year standing
Equivalent Course(s): ANCM 30500

EGPT 10102. Introduction to Middle Egyptian Hieroglyphs II. 100 Units.
Introduction to Middle Egyptian Hieroglyphs II
Instructor(s): Brian Muhs Terms Offered: Winter
Prerequisite(s): EGPT 10101 or consent of the instructor
Equivalent Course(s): ANCM 30501
EGPT 10102. Introduction to Middle Egyptian Hieroglyphs II. 100 Units.
Introduction to Middle Egyptian Hieroglyphs II
Instructor(s): Brian Muhs Terms Offered: Winter
Prerequisite(s): EGPT 10101 or consent of the instructor
Equivalent Course(s): ANCM 30501

EGPT 10103. Middle Egyptian Texts I. 100 Units.
This course features readings in a variety of genres, including historical, literary, and scientific texts.
Instructor(s): Robert Ritner Terms Offered: Spring
Prerequisite(s): EGPT 10101-10102 or consent of the instructor
Equivalent Course(s): ANCM 30502

EGPT 20006. Ancient Near Eastern Thought & Literature-3. 100 Units.
This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.
Instructor(s): Brian Muhs Terms Offered: Winter
Equivalent Course(s): NEHC 20006, EGPT 30006, NEHC 30006

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

EGPT 20210. Introduction to Late Egyptian. 100 Units.
This course is a comprehensive examination of the grammar, vocabulary, and orthographic styles of the nonliterary vernacular of New Kingdom Egypt (Dynasties XVII to XXIV), as exhibited by administrative and business documents, private letters, and official monuments. We also study the hybrid “literary Late Egyptian” used for tales and other compositions. Texts from the various genres are read and analyzed in EGPT 20211.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): EGPT 10101-10102-10103 or equivalent required; EGPT 20101 recommended

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

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

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

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

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

GEEZ 10103. Readings: Classical Ethiopic. 100 Units.
In this course, we will finish the grammar of Classical Ethiopic (Ge'ez) and start readings in Classical Ethiopic literature.
Instructor(s): R. Hasselbach Terms Offered: Spring
Prerequisite(s): GEEZ 10101-10102 or equivalent
Hebrew Courses
HEBR 10101-10102-10103. Elementary Classical Hebrew I-II-III.
The purpose of this three-quarter sequence is to enable the student to read biblical Hebrew prose with a high degree of comprehension. The course is divided into two segments: (1) the first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis); and (2) the third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

HEBR 10101. Elementary Classical Hebrew I. 100 Units.
The 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).
Instructor(s): S. Creason Terms Offered: Autumn
Note(s): This class meets 5 times a week
Equivalent Course(s): JWSC 22000, JWSC 30101

HEBR 10102. Elementary Classical Hebrew II. 100 Units.
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).
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 third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.
Instructor(s): S. Creason Terms Offered: Spring
Prerequisite(s): HEBR 10102
Note(s): This class meets 5 times a week
Equivalent Course(s): JWSG 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 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 essays.
Instructor(s): A. Almog
Terms Offered: Winter
Prerequisite(s): HEBR 10501 or equivalent
Equivalent Course(s): JWSC 25100

HEBR 15001. Elementary Hebrew in Jerusalem. 100 Units.
HEBR 15002. Elementary Hebrew in Jerusalem. 100 Units.
HEBR 15003. Intermediate Hebrew in Jerusalem. 100 Units.
HEBR 15004. Intermediate Hebrew in Jerusalem. 100 Units.
HEBR 15005. Advanced Hebrew in Jerusalem. 100 Units.
HEBR 15006. Advanced Hebrew in Jerusalem. 100 Units.
HEBR 20104-20105-20106. Intermediate Classical Hebrew I-II-III.
A continuation of Elementary Classical Hebrew. The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts. The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

HEBR 20104. Intermediate Classical Hebrew I. 100 Units.
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 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 20501-20502-20503. Intermediate Modern Hebrew I-II-III.
The main objective of this sequence is to provide students with the skills necessary to approach modern Hebrew prose, both fiction and nonfiction. In order to achieve this task, students are provided with a systematic examination of the complete verb structure. Many syntactic structures are introduced (e.g., simple clauses, coordinate and compound sentences). At this level, students not only write and speak extensively but are also required to analyze grammatically and contextually all of material assigned.

HEBR 20501. Intermediate Modern Hebrew I. 100 Units.
No description available.
Instructor(s): A. Almog Terms Offered: Autumn
Prerequisite(s): HEBR 10503 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25300

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

HEBR 20503. Intermediate Modern Hebrew III. 100 Units.
Intermediate Modern Hebrew III
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 20502 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25500

HEBR 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): A. Almog Terms Offered: Winter
Prerequisite(s): HEBR 20501 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25400

HEBR 20503. Intermediate Modern Hebrew III. 100 Units.
Intermediate Modern Hebrew III
Instructor(s): A. Almog Terms Offered: Spring
Prerequisite(s): HEBR 20502 or equivalent
Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
Equivalent Course(s): JWSC 25500

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

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

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

NEAA 20001-20002-20003-20006. Archaeology of the Ancient Near East I-II-V-VI.
This sequence surveys the archaeology and art of the Near East from prehistoric times to the Hellenistic and Roman periods. Taking these courses in sequence is not required; each course in the sequence focuses on a particular cultural region. This sequence does not meet the general education requirement in civilization studies.

NEAA 20001. Introduction to the Archaeology of the Ancient Near East I - Mesopotamia. 100 Units.
This course will give an overview of the archaeology of ancient Mesopotamia. We will examine the material remains of various cultures in and around ancient Mesopotamia and engage with themes of social complexity, urbanism, collapse, and continuity/change through time. Students in this survey course will gain basic knowledge of the archaeological data used to create a picture of life in the Mesopotamian region in ancient times.
Instructor(s): Teagan Wolter
Terms Offered: Winter
Equivalent Course(s): NEAA 30001

NEAA 20002. Archaeology of the Ancient Near East II: Anatolia. 100 Units.
Situated in the heart of the ancient Mediterranean, Anatolia lies at the crossroads of Mesopotamia, the Levant, Persia, Greece, and the Caucasus. Among Anatolia's mountains, plains, and rich river valleys, people first experimented with ideas like agriculture and monumental architecture that define human life around the world today. In this course, we will use the archaeological record to delve into the lives of the people of the hillside villages and magnificent cities of Anatolia, from the severed skull cult of the Pre-Pottery Neolithic and the regimented bureaucratization of the Late Chalcolithic, to the thousand gods of the Hittites and the mountain fortresses of Urartu. This material is well-suited for understanding the basis, in material flows and rhythms of daily life, of the development of religious and secular authority, large-scale violence, ideologies of domination, and resistance movements that played out again and again in the ever-changing cultural contexts of the region.
Instructor(s): Staff
Terms Offered: Autumn
Prerequisite(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies.
Note(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies.
Equivalent Course(s): NEAA 30002

NEAA 20003. Archaeology of the Ancient Near East III: Levant. 100 Units.
Archaeology of the Ancient Near East III: Levant
Terms Offered: Winter
Note(s): This sequence does not meet the general education requirement in civilization studies.
Equivalent Course(s): NEAA 30003

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: Winter
Note(s): This sequence does not meet the general education requirements in civilization studies.
Equivalent Course(s): NEAA 30006
NEAA 20061-20062. Ancient Landscapes I-II.
The landscape of the Near East contains a detailed and subtle record of environmental, social, and economic processes that have obtained over thousands of years. Landscape analysis is therefore proving to be fundamental to an understanding of the processes that underpinned the development of ancient Near Eastern society. This sequence provides an overview of the ancient cultural landscapes of this heartland of early civilization from the early stages of complex societies in the fifth and sixth millennia B.C. to the close of the Early Islamic period around the tenth century A.D.

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

Instructor(s): Staff Terms Offered: Autumn
Equivalent Course(s): ANTH 36710, NEAA 30061, GEOG 25400, GEOG 35400, ANTH 26710

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

Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): NEAA 20061

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

Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): NEAA 20061

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

Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): NEAA 20061

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

Instructor(s): Gil J. Stein Terms Offered: Winter
Prerequisite(s): Any introductory course in archaeology is desirable but not required
Equivalent Course(s): ANTH 26755, ANTH 36755, NEAA 30070

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. Students will learn techniques of excavation and digital recording of the finds; attend evening lectures; and participate in weekend field trips. Academic requirements include the completion of assigned readings and a final written examination. For more information about this archaeological field opportunity in Summer 2019, 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.
This course surveys (1) the wide range of methods used by archaeologists to recover and analyze evidence concerning the human past; and (2) the various theoretical paradigms archaeologists have employed to interpret their finds and reconstruct ancient societies and cultures.

Instructor(s): David Schloen Terms Offered: Autumn
Equivalent Course(s): NEAA 30100
NEAA 20162. Topics: Mesopotamian History II: Uruk Mesopotamia and Neighbor. 100 Units.  
The Uruk period (4th millennium BC) saw the emergence of the earliest known state societies, urbanism, kingship, writing, and colonial network extending from Mesopotamia across the Jazira and into neighboring resource zones in the Taurus and Zagros mountains. This seminar examines Uruk Mesopotamia and neighboring regions from several perspectives â€” an examination of key sites in Mesopotamia and contemporaneous local late chalcolithic polities in Syria, southeast Anatolia and Iran. The seminar also considers the main theoretical issues involved in understanding inter-regional interaction in the social, economic, and political organization of this period.  
Instructor(s): G. Stein  
Terms Offered: Spring  
Prerequisite(s): Any introductory course in Near Eastern archaeology.  
Equivalent Course(s): NEAA 30162

NEAA 20332. Trade and Exchange in the Ancient Near East. 100 Units.  
In this course, we will discuss premodern modes of economic exchange and their systemic societal effects in light of their institutional embedding, with emphasis on trade and markets in the ancient Mediterranean and Middle East.  
Instructor(s): David Schloen  
Terms Offered: Winter  
Equivalent Course(s): NEAA 30332

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): NEAA 30522

NEAA 20532. Problems in Islamic Archaeology: The Islamic City. 100 Units.  
This course is intended to present the dominant typologies of Islamic ceramics, most of which have been studied from an art historical approach. Specific archaeological typologies will be assembled from published reports and presented in seminar meetings. Half of the course will consist of analysis of sherd collections, observatory analysis of typological criteria, and training in drawing these artifacts.  
Instructor(s): Donald Whitcomb  
Terms Offered: Winter  
Equivalent Course(s): MDVL 20532, NEAA 30532

Near Eastern History and Civilizations Courses

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

NEHC 10300. Ancient Middle Eastern Religions. 100 Units.  
This course is an introduction to the religions of the ancient Middle East-Egypt, the Levant, Anatolia, and Mesopotamia-with an emphasis on the variety to these religions and the ways regional religious expression and practice changed over time. We will read several famous myths, hymns, and other narrowly "religious" texts-including excerpts from the Akkadian creation myth Enûma elîš, the Egyptian Book of the Dead, and a Hittite myth of a disappearing god. But we will also explore visual art and other material culture sources and we will read letters, treaties, and other more mundane texts to define how these sources differently show how religion manifested "on the ground." The social and political resonances of religion will be stressed, with examples ranging from kings dubiously claiming the rediscovery of important religious texts to international theft of divine statues. We will discuss the influence of ancient Middle Eastern religions on that of neighboring regions, especially the Greco-Roman world. Students will pursue creative projects with the goal of more deeply understanding ancient Middle Eastern religions; these may include adapting a known religious phenomenon to a different medium or genre or even fabricating new texts, images, or practices while demonstrating their innovative benefits and historical connections to skeptical adherents.  
Instructor(s): Madadh Richey  
Terms Offered: Winter  
Equivalent Course(s): RLST 10300, JWSC 10300

NEHC 10666. Hell! Discussion about Hell in Middle Eastern Cultures. 100 Units.  
The class looks at images of, and narratives about, hell, from depictions of hell in the Quran to depictions of contemporary refugee camps as modern infernos. We will also study the construction of the image of Satan (Iblis) and of demons (jins) in various Islamic texts. The class will focus on reading of primary sources in translation (The Quran, Ibn 'Arabi, Abu al-'Ala al-Ma'ari, Nagib Mahfouz, Ghassan Kanfani) and the text book "Locating Hell in Islamic Traditions", edited by Christian Lange (Brill, 2015, open online access)  
Instructor(s): Orit Bashkin  
Terms Offered: Autumn  
Equivalent Course(s): NEHC 40666
NEHC 20001-20002-20003. Ancient Near Eastern History and Society I-II-III.
This sequence meets the general education requirement for civilization studies.

NEHC 20001. Ancient Near Eastern History and Society I: Egypt. 100 Units.
This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.
Instructor(s): Brian Muhs, Robert Riter Terms Offered: Autumn
Equivalent Course(s): NEHC 30001

NEHC 20002. Ancient Near Eastern History and Society II. 100 Units.
This course offers an overview of the history of Mesopotamia from its origins down to the Achaemenid and Hellenistic periods, when Mesopotamia became part of larger empires. Weeks 1 to 5, preceding mid-term exam, cover the periods ranging from the late Chalcolithic down to the end of the Middle Bronze age (late fifth to mid-second millennia BCE). Weeks 6 to 10 study the developments of the Late Bronze and Iron Ages, from the period of the archives of El-Amarna in the fourteenth century BCE down to the time of Alexander the Great in the late fourth century BCE.
Instructor(s): Hervé Reculeau Terms Offered: Winter
Prerequisite(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 30002

NEHC 20003. Ancient Near Eastern History and Society III. 100 Units.
This course introduces students to the history of ancient Anatolia and its neighbors from the first historical texts around 2000 BCE, with a short detour through prehistory and the appearance of Proto-Indo-European culture, to the arrival of Alexander the Great. Some of the famous ancient Near Eastern civilizations that we encounter include the Assyrians, Hittites, Phrygians, Lydians, Persians, and Israelites. We will focus on the information provided by inscriptions - especially political and socioeconomic history - as well as the relevant archaeological and art historical records. No prior knowledge of Anatolian or Near Eastern history is required.
Instructor(s): Petra Goedegebuure Terms Offered: Spring
Equivalent Course(s): NEHC 30003

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.
Equivalent Course(s): NEHC 30004
NEHC 20005. Ancient Near Eastern Thought & Literature-2: Anatolian Lit. 100 Units.
This course will provide an overview of Anatolian/Hittite literature, as "defined" by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. In the course of discussions, we will try to answer some important questions about Hittite inscriptions, such as: 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 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.
Equivalent Course(s): NEHC 30005

NEHC 20006. Ancient Near Eastern Thought & Literature-3. 100 Units.
This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.
Instructor(s): Brian Muhs Terms Offered: Winter
Equivalent Course(s): EGPT 20006, EGPT 30006, NEHC 30006

NEHC 20005. Ancient Near Eastern Thought & Literature-2: Anatolian Lit. 100 Units.
This course will provide an overview of Anatolian/Hittite literature, as "defined" by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. In the course of discussions, we will try to answer some important questions about Hittite inscriptions, such as: 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 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.
Equivalent Course(s): NEHC 30005

NEHC 20006. Ancient Near Eastern Thought & Literature-3. 100 Units.
This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.
Instructor(s): Brian Muhs Terms Offered: Winter
Equivalent Course(s): EGPT 20006, EGPT 30006, NEHC 30006

NEHC 20011-20012-20013. Ancient Empires I-II-III.
This sequence introduces three great empires of the ancient world. Each course in the sequence focuses on one empire, with attention to the similarities and differences among the empires being considered. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): HIST 15602, CLCV 25700

NEHC 20011. Ancient Empires I. 100 Units.
The Ottomans ruled in Anatolia, the Middle East, South East Europe and North Africa for over six hundred years. The objective of this course is to understand the society and culture of this bygone Empire whose legacy continues, in one way or another, in some twenty-five contemporary successor states from the Balkans to the Arabian Peninsula. The course is designed as an introduction to the Ottoman World with a focus on the cultural history of the Ottoman society. It explores identities and mentalities, customs and rituals, status of minorities, mystical orders and religious establishments, literacy and the use of the public sphere.
Instructor(s): Hakan Karateke Terms Offered: Autumn
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): 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): James Osborne Terms Offered: Winter
Equivalent Course(s): HIST 15603, CLCV 25800
NEHC 20013. Ancient Empires-3. 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 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): James Osborne Terms Offered: Winter
Equivalent Course(s): HIST 15603, CLCV 25800

NEHC 20013. Ancient Empires-3. 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 20020. Encounters: Travelling and Meeting People Before Modernity. 100 Units.
This course will explore the exciting intersections of worldviews to understand how people of bygone societies imagined others, and how their perceptions may have been transformed as they encountered and developed a closer contact with people from other places. We will study primary sources on the contacts and interactions between individuals from different cultures, and explore the meaning of culture, identity, tradition and how borders between people were formed and crossed. What does it mean to belong to a culture and what results from an encounter with a foreign culture? Why were some encounters peaceful and others violent? What are the present-day analogues, in the age of mass migration, to such historical encounters? By exploring these questions, the course aims to provide historical perspectives on cross-cultural human encounters, as well probe into deep questions of identity and belonging.
Instructor(s): Hakan Karateke Terms Offered: Spring
Equivalent Course(s): HIST 29532, SIGN 26060

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

NEHC 20035. Babylonian Knowledge: The Mesopotamian Way of Thought. 100 Units.
This course has two goals. The first is an interior goal, to introduce students to the major categories of knowledge created and employed in ancient Assyria and Babylonia, as the Mesopotamian "core curriculum." This was the corpus of material that had to be mastered by scribes of the Neo-Sumerian and Neo-Assyrian periods, including proverbs, lists, omens, geographies, medicine, magic, law, mathematics, history, royal wisdom, and accounting. The second goal is "exterior": to examine the epistemological precepts on which knowledge was constructed. What was held to be knowable? What methods and techniques were used to identify and justify knowledge as valid or authentic? What roles did copying, editing, authorship, and literacy play in the production of knowledge texts? How the organization and preservation of texts create canons and curricula? No prior knowledge of Mesopotamian history or literature is required. Students are asked to think with the primary texts, not to demonstrate mastery of them.
Instructor(s): Seth Richardson Terms Offered: Spring
NEHC 20085. BIG: Monumental Buildings and Sculptures in the Past and Present. 100 Units.

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

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

NEHC 20092. Classical Arabic Linguistics. 100 Units.

This course delves into debates in Arabic linguistics of the classical period (before the fifteenth century) on questions such as, What is the origin of language? How does language work? How do languages relate to one another? Where does the Arabic language come from? Is the distinction between literal and figurative uses of language real? We read writings by seminal Arabic linguists, such as al-Tabari, Abu Hilal al-'Askari, Ibn Faris, al-Qadi 'Abd al-Jabbar, and Ibn Taymiyya, addressing not only linguistics proper but also topics in fields such as Quranic exegesis, theology, and legal theory. We also discuss key works of secondary scholarship on the subject. Undergraduate students by instructor permission only.

Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Prerequisite(s): 3 years of Arabic or the equivalent
Equivalent Course(s): ISLM 30092, NEHC 30092

NEHC 20121. The Bible and Archaeology. 100 Units.

In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20120 (Introduction to the Hebrew Bible).

Instructor(s): David Schloen Terms Offered: Winter
Equivalent Course(s): RLST 20121, NEHC 30121, JWSC 20121

NEHC 20214. Devils and Demons: Agents of Evil in the Bible and Ancient World. 100 Units.

While the words "devil," "demon," and "Satan" usually conjure the image of a horned and hooted archfiend, this has not always been the case. Students in this course will discover both the origins of and complications to dominant popular images of "the Devil" by engaging ancient Middle Eastern and Mediterranean texts, including Mesopotamian literature, the Hebrew Bible, the New Testament, and other early Christian and Jewish texts. We will discuss Satan's origins as the biblical god Yahweh's henchman, Mesopotamian and Greco-Roman conceptions of subordinate divine entities, Hellenistic and Roman-period tendencies towards cosmic dualism, and much more. Students will also have the opportunity to explore pop culture and political discourse to examine how Biblical and other ancient demons productively recur in such contexts. A guiding question will be why the category of "demon" has proven so productive and necessary to diverse religious worldviews and what the common features and actions of these figures reveal about persistent human anxieties.

Instructor(s): Madadh Richey Terms Offered: Spring
Equivalent Course(s): JWSC 20214, RLST 20214

NEHC 20215. Babylon and the Origins of Knowledge. 100 Units.

In 1946 the famed economist John Maynard Keynes declared that Isaac Newton "was the last of the magicians, the last of the Babylonians." We find throughout history, in the writings of Galileo, Jorge Luis Borges, Ibn Khaldun, Herodotus, and the Hebrew Bible, a city of Babylon full of contradictions. At once sinful and reverential, a site of magic and science, rational and irrational, Babylon seemed destined to resound in the historical imagination as the birthplace of knowledge itself. But how does the myth compare to history? How did the Babylonians themselves envisage their own knowledge? And is it reasonable to draw, as Keynes did, a line that begins with Babylon and ends with Newton? In this course we will take a cross comparative approach, investigating the history of the ancient city and its continuity in the scientific imagination.

Instructor(s): E. Escobar Terms Offered: Autumn
Equivalent Course(s): KNOW 27004, HIPS 27004, HIST 25617

NEHC 20222. Masculinities in pre-modern Middle Eastern Literature. 100 Units.

Have you ever wondered what men looked like, how they lived and loved in the pre-modern Middle East? In this class, we will encounter cuckolded husbands, muscular heroes, angry kings, mad lovers, and chivalrous bandits - all fictional. We will analyze how masculinities are constructed in selected passages of Arabic, Persian, and Turkish literature in translation, and evaluate normative expectations, caricatures, and anxieties about masculinities in the cultural consciousness of the pre-modern Middle East. In this course, you will become familiar with theoretical principles of the study of masculinities as well as acquire tools for literary analysis and close reading. Case studies will be drawn from a variety of literary sources, such as the Thousand and One Nights (Alf Layla wa-layla), the Persian Book of Kings (Sh#hn#meh), the love story of Layl# and Majn#n, as well as other texts.

Instructor(s): STAFF Terms Offered: Spring
Equivalent Course(s): GNSE 22222
NEHC 20344. Modern Shi’a Thought and Identity. 100 Units.
This course provides an interdisciplinary survey of modern Shi’a thought and identity in the Middle East. It complicates dominant narratives and conventional understandings of sectarianism, Shi’a Islam, and geopolitical conflict in the Middle East by differentiating between distinct yet overlapping factors such as state competition (i.e. between Iran and Saudi Arabia), historical legacies of empire and state building, and actual substantive theological and intellectual differences between Shi’a and Sunni Islam. It looks at the origins of Shi’ism and who the Shi’a are today as the second largest denomination within Islam including their diverse ethnic, geographic, cultural, and political backgrounds. The course will focus on modern intellectual and political movements in Shi’a thought from the post-colonial period onwards including Shi’i revivalist thought and national liberation movements in the early 20th century; Shi’a clerical innovation and institutions (including wilayat al-faqih, the theocratic system dominant in Iran); mass pilgrimage practices and sociological changes in the Shi’a world; Iran’s Islamic revolution; and, the transnational politics of Shi’i political parties and armed movements, such as the Lebanese Hezbollah, Iraq’s Popular Mobilization Forces (Hashd al-Sha’abi), and Yemen’s Ansarallah (the Houthis). The course will also cover the "Axis of Resistance" that has Iran, Syria, Hezbollah and other partners engaging in new socio-political and intellectual par
Instructor(s): Staff Terms Offered: Winter

NEHC 20345. Marxists, Maoists, and the Middle East: the Arab Left in the Twentieth Century. 100 Units.
In this seminar, we will look at the development of political leftist in the Arab world over the course of the twentieth century. Like many of their comrades around the globe in the same period, Arab leftists adopted various forms of Marxism, Leninism, and, later, Maoism to address local political and social issues, particularly those stemming from continued foreign imperialism and local autocratic (bourgeois) rule in the region. In the transition from formal colonialism to Cold War politics, these individuals experimented with local communist parties, student unions, and armed guerrilla (fida’yyin) groups, often facing violent reactions from regional and foreign authorities. Arab leftists also contributed to and were shaped by global revolutionary discourses as they engaged in fierce intellectual debates about the nature of socio-economic change, labor, the Israeli-Palestinian conflict, the Vietnam War, and contemporary anti-colonial ideologies regarding "Third World" solidarity.
Instructor(s): Staff Terms Offered: Spring
Equivalent Course(s): NEHC 30433

NEHC 20433. Israeli Society from a Sociological Point of View. 100 Units.
This course integrates between sociological themes such as stratification, gender, culture, ethnicity, race, religion, political sociology and economy in order to study the Israeli society with all its diversity. Israeli society is a unique case for sociological study. A young nation which on the one side has a successful economy, but on the other side is dealing with an ongoing conflict with its Arab and Palestinian neighbors. Inequality rates in Israel are among the highest in the OECD, based on class, gender, ethnicity and nationality. Israel is exhibiting opposite trends between promoting gay rights and becoming more religious. In its 70th year Israel is facing deep social and political dilemmas which intertwine with major sociological themes. This course wishes to reveal these dilemmas and their deep complexities. The course will be divided to meetings which in each of them sociological themes and theories will be explored and problematized vis-à-vis Israeli society.
Instructor(s): Staff Terms Offered: Spring
Equivalent Course(s): NEHC 20435

NEHC 20435. From Seclusion to Global Success: Creativity and Politics on Israeli Television. 100 Units.
Television is one of the major media phenomena of the 20th and 21st centuries. Television had a significant part in the building of the modern nation-state and is, nowadays, one of the main manifestations of global capitalism. The Israeli television market went from one public channel, dominated by the government, to become a leading exporter of television content to the Western World. During the semester we will review the political history of global and Israeli TV, we will learn to distinguish between different TV genres such as soap opera, sitcom, "reality" TV and quality drama series. We will explain how the growth of various creative products and different genres reflected both the political and economic zeitgeist. Likewise, we will focus on how the unique characteristics of the Israeli television market brought about its international success. We will focus on the narratives of Israeli successful drama series such as Fauda (a series about an under-cover IDF unit aired on Netflix), In treatment (a psychological drama which was aired on HBO) and Homeland (an Israeli action format aired on Show-time) and try to explain their global success. We will also focus on how the various political minorities in Israel are represented on television and the political and social impact of their representation. In addition, we will discuss the political and social impact of their representation. In addition, we will discuss concepts such as "quality" and "trash" TV as concepts reflecting social, political and economic struggles.
Terms Offered: Autumn
Prerequisite(s): Open to advanced undergraduates.
Equivalent Course(s): NEHC 30435, JWSC 20435

NEHC 20491. Jews and Judaism in the Classical Era and Late Antiquity: From. 100 Units.
This course will address the thousand-year evolvement of post-Biblical Judaism from a Temple and Land orientation to the emergence of Rabbinic Judaism. The first section of the course will focus on the political and cultural effects of the Hellenistic and early Roman periods on Jews and Judaism, with a stress placed not only on the social and political developments in Judea but on the early stages and subsequent growth of Jewish diaspora communities as well. In this context special attention will be given to the variegated literary corpus produced by Jews both in Judea and the diaspora. The second section will analyze the changes in Jewish life and self-identity in the aftermath of the destruction of Jerusalem and the Second Temple in 70CE, and the gradual emergence of Rabbinic Judaism as an alternative expression of Jewish religious commitment. The Roman Empire’s embracing of Christianity on the one hand, and the growing assertiveness of a Babylonian Rabbinic community on the other, will also be closely examined.
Instructor(s): I. Gafni
Terms Offered: Winter
Equivalent Course(s): RLST 20911, JWSC 20911, HIJD 30911
NEHC 20501-20502-20503. Islamic History and Society I-II-III.
This sequence meets the general education requirement in civilization studies. This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history. Taking these courses in sequence is recommended but not required.

NEHC 20501. Islamic History and Society I: The Rise of Islam and the Caliphate. 100 Units.
This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain.
Instructor(s): Fred Donner Terms Offered: Autumn
Equivalent Course(s): NEHC 30501, ISLM 30500, RLST 20501, HIST 35704, HIST 25704, CMES 30501, MDVL 20501

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.
This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): Not open to first-year students
Equivalent Course(s): ISLM 30600, MDVL 20502, CMES 30502, HIST 25804, NEHC 30502, HIST 35804

NEHC 20503. Islamic History and Society III: The Modern Middle East. 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): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): HIST 35904, HIST 25904, NEHC 30503

NEHC 20502. Islamic History and Society II: The Middle Period. 100 Units.
This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): Not open to first-year students
Equivalent Course(s): ISLM 30600, MDVL 20502, CMES 30502, HIST 25804, NEHC 30502, HIST 35804

NEHC 20503. Islamic History and Society III: The Modern Middle East. 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): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): HIST 35904, HIST 25904, NEHC 30503

NEHC 20504. Introduction to the Hebrew Bible. 100 Units.
The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious, political, and historical perspectives from ancient Israel, Judah, and Yehud. Because this collection of texts continues to play an important role in modern religions, new meanings are often imposed upon it. In this course, we will attempt to read biblical texts apart from modern preconceptions about them. We will also contextualize their ideas and goals through comparison with texts from ancient Mesopotamia, Syro-Palestine, and Egypt. Such comparisons will demonstrate that the Hebrew Bible is fully part of the cultural milieu of the Ancient Near East. To accomplish these goals, we will read a significant portion of the Hebrew Bible in English, along with representative selections from secondary literature. We will also spend some time thinking about the nature of biblical interpretation.
Instructor(s): J. Stackert Terms Offered: Autumn
Equivalent Course(s): NEHC 30504, JWSC 20120, RLST 11004, BIBL 31000
NEHC 20550. Scandal as Historical Document, 17th-21st Centuries. 100 Units.
How can we use scandals as windows into the cultural history of the modern and early modern worlds? What does a scandal tell us about the public that consumes and disseminates it? In this course, we tackle these questions through an investigation of some of the major scandals of the early modern and modern periods in both Europe and the Middle East. From courtroom dramas in Paris and London to fierce debates in coffee houses and newspapers in Cairo, Beirut, and Istanbul, this course offers a comparative view of how scandals were disseminated, received, and narrativized across time and space. In doing so, we will also examine the central role of the “public” both as a concept and as an actor in early modern and modern scandals. The course will also introduce students to a wide variety of primary sources as well as a rich literature on the subject. All readings are in English. No prior background on the subject is required.
Equivalent Course(s): HIST 22608

NEHC 20568. Balkan Folklore. 100 Units.
Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, “Balkan Dance.”
Instructor(s): A. Ilieva Terms Offered: Winter
Equivalent Course(s): ANTH 35908, REES 29009, ANTH 29008, CMLT 33301, NEHC 30568, REES 39009, 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): HIST 36602, HIST 26602, SALC 27701, NEHC 30570, SALC 37701

NEHC 20573. The Burden of History: The Nation and Its Lost Paradise. 100 Units.
What makes it possible for the imagined communities called nations to command the emotional attachments that they do? This course considers some possible answers to Benedict Anderson’s question on the basis of material from the Balkans. We will examine the transformation of the scenario of paradise, loss, and redemption into a template for a national identity narrative through which South East European nations retell their Ottoman past. With the help of Žižek's theory of the subject as constituted by trauma and Kant’s notion of the sublime, we will contemplate the national fixation on the trauma of loss and the dynamic between victimhood and sublimity.
Instructor(s): A. Ilieva Terms Offered: Autumn
Equivalent Course(s): NEHC 30573, CMLT 33401, CMLT 23401, HIST 24005, HIST 34005, REES 39013, REES 29013

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

NEHC 20601. Islamic Thought and Literature I. 100 Units.
This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.
Instructor(s): Tahera Qutbuddin Terms Offered: Autumn
Equivalent Course(s): HIST 25610, NEHC 30601, SOSC 22000, RLST 20401, MDVL 20601, HIST 35610, ISLM 30601, CMES 30601
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): CMES 30602, ISLM 30602, NEHC 30602, RLST 20402, SOSC 22100, HIST 25615, HIST 35615, MDVL 20602

NEHC 20603. Islamic Thought and Literature III. 100 Units.
This class explores works of Muslim intellectuals, who interpreted various aspects of Islamic philosophy, political theory and law in the modern age. We will look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion and at the critique of both religious establishments and nation states as articulated by Middle Eastern intellectuals. Consequently, we will contextualize concepts like "woman," "nation," "East" and "jihad" as we follow the meanings assigned to these conceptions by different intellectuals at different historical moments. The class likewise examines the ways in which Muslim reformers synthesized cultural trends to revitalize the Islamic faith in face of Western economic and political hegemony. Our debate will focus on the influence of the colonial settings on the formation of these new readings and on the ways in which Muslim thinkers both appropriated and critiqued Western notions of civilization and guidance. We will consider the impact of these new ideas on political theory, and in particular on the political systems which emerged in the modern Middle East. Finally, the class will scrutinize the ways in which Muslim writers manipulated new means of communication such as the print media in order to propagate their ideas regarding the nature of their state and society. Generally, we shall discuss secondary literature first and the primary sources later.
Instructor(s): Orit Bashkin Terms Offered: Spring
Equivalent Course(s): NEHC 30603, RLST 20403, HIST 25616, SOSC 22200, ISLM 30603, HIST 35616

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): CMES 30602, ISLM 30602, NEHC 30602, RLST 20402, SOSC 22100, HIST 25615, HIST 35615, MDVL 20602

NEHC 20603. Islamic Thought and Literature III. 100 Units.
This class explores works of Muslim intellectuals, who interpreted various aspects of Islamic philosophy, political theory and law in the modern age. We will look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion and at the critique of both religious establishments and nation states as articulated by Middle Eastern intellectuals. Consequently, we will contextualize concepts like "woman," "nation," "East" and "jihad" as we follow the meanings assigned to these conceptions by different intellectuals at different historical moments. The class likewise examines the ways in which Muslim reformers synthesized cultural trends to revitalize the Islamic faith in face of Western economic and political hegemony. Our debate will focus on the influence of the colonial settings on the formation of these new readings and on the ways in which Muslim thinkers both appropriated and critiqued Western notions of civilization and guidance. We will consider the impact of these new ideas on political theory, and in particular on the political systems which emerged in the modern Middle East. Finally, the class will scrutinize the ways in which Muslim writers manipulated new means of communication such as the print media in order to propagate their ideas regarding the nature of their state and society. Generally, we shall discuss secondary literature first and the primary sources later.
Instructor(s): Orit Bashkin Terms Offered: Spring
Equivalent Course(s): NEHC 30603, RLST 20403, HIST 25616, SOSC 22200, ISLM 30603, HIST 35616

NEHC 20605. Colloquium: Sources for the Study of Islamic History. 100 Units.
This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of premodern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.
Instructor(s): J. Woods Terms Offered: Autumn
Equivalent Course(s): NEHC 30605, HIST 36005, HIST 26005
NEHC 20613. Dreams in the Ancient World. 100 Units.
Dreams belong to the universals of human existence as human beings have always dreamt and will continue to dream across time and cultures. The questions where do dreams come from and how to unravel a dream have always preoccupied the human mind. In this course we will focus on dreams in the Greco-Roman and Greco-Egyptian cultural environments. We will cover dreams from three complementary perspectives: dreams as experience, dream interpretation and dream theory. The reading materials will include: (a) a selection of dream narratives from different sources, literary texts as well as documentary accounts of dreams; (b) texts which document the forms and contexts of dream interpretation in the Greco-Roman and Greco-Egyptian cultures and (c) texts which represent attempts to approach dreams from a more general perspective by among others explaining their genesis and defining dream-types.
Instructor(s): S. Torallas, A. Maravela Terms Offered: Autumn
Equivalent Course(s): CLCV 24519, RLST 24503, NEHC 30613, CLAS 34519, ANCM 44519

NEHC 20630. Introduction to Islamic Philosophy. 100 Units.
This course offers an introduction to the terms and concepts current in Arabic philosophical writings in the classical period of Islamic thought (roughly 9th to 17th century). It begins with the movement to translate Greek texts into Arabic and the debate among Muslims about the validity of philosophy versus revelation. From a close reading of key works (in English) by important philosophers such as al-Kindi, al-Razi, al-Sijistani, al-Farabi, Ibn Sina (Avicenna), al-Ghazzali, Ibn Bajjah, Ibn Tufayl, Ibn Rushd (Averroes), Suhrawardi, and Mullâ ad-Dîrî, a series of lectures will follow the career of philosophy in the Islamic world, first as a 'foreign' science and then, later, as selectively rejected but also substantially accepted as a natural component of sophisticated discourse.
Instructor(s): Paul Walker Terms Offered: Spring
Equivalent Course(s): NEHC 30630, ISLM 30630

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

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

NEHC 20766. Shamans and Oral Poets of Central Asia. 100 Units.
This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.
Instructor(s): K. Arik Terms Offered: Spring
Equivalent Course(s): NEHC 30766, ANTH 25906

NEHC 20837. Early Turkish Republic. 100 Units.
This course will examine the development of the Turkish state following WWI including questions of economy, institutions, and identity formation. The first quarter make be taken as a free-standing colloquium, or students may take both quarters and produce a research paper.
Instructor(s): Holly Shissler Terms Offered: Winter
Prerequisite(s): open to graduate students and to upper division undergraduates
Equivalent Course(s): HIST 35702, HIST 25702, NEHC 30837

NEHC 20840. Radical Islamic Pieties: 1200 to 1600. 100 Units.
Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.
Instructor(s): C. Fleischer Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): RLST 20840, HIST 35901, HIST 25901, MDVL 20840, NEHC 30840
NEHC 20852. Race and Ethnicity in the Modern Middle East. 100 Units.
This seminar examines the ways race and ethnicity are identified and discussed in Middle Eastern societies from the late-eighteenth century to the contemporary period. This class will analyze debates surrounding Middle Eastern racial and ethnic constructions in order to consider the extent to which these are the products of European colonialism-as some claim-or other legacies including Ottoman slave trade networks. This course addresses the ways these categories have shaped nationalist discourses, anticolonial struggles, US involvement in the Middle East, and contemporary questions of citizenship. Students will examine the role of diaspora encounters in Europe and the Americas in crafting these categories and ask whether new flows of migrants from sub-Saharan Africa, South Asia, and the Philippines to the Middle East are reconfiguring old constructions or creating new ones. Sources will include literature, music, and film and methodologies are cultural, social, and political history. The class comprises case studies from Morocco, the Nile Valley, Turkey, Israel, and the Gulf States.
Instructor(s): K. Hickerson Terms Offered: Winter
Note(s): A background in Middle Eastern history and/or studies is suggested but not required.
Equivalent Course(s): CRES 25709, HIST 25709

NEHC 20884. The Brighter Side of the Balkans: Humor & Satire in Lit & Film. 100 Units.
In this course, we examine the poetics of laughter in the Balkans. In order to do so, we introduce humor as both cultural and transnational. We unpack the multiple layers of cultural meaning in the logic of “Balkan humor.” We also examine the functions and mechanisms of laughter, both in terms of cultural specificity and general practice and theories of humor. Thus, the study of Balkan humor will help us elucidate the “Balkan” and the “World,” and will provide insight not only into cultural mores and social relations, but into the very notion of “funny.” Our own laughter in class will be the best measure of our success - both cultural and intellectual.
Instructor(s): Angelina Ilieva Terms Offered: Spring
Prerequisite(s): Readings in English. Background in the Balkans will make the course easier, but is not required.
Equivalent Course(s): NEHC 30884, REES 29007, CMLT 26610

NEHC 20885. Returning the Gaze: The Balkans and Western Europe. 100 Units.
This course investigates the complex relationship between South East European self-representations and the imagined Western “gaze” for whose benefit the nations stage their quest for identity and their aspirations for recognition. We also think about differing models of masculinity, the figure of the gypsy as a metaphor for the national self in relation to the West, and the myths Balkans tell about themselves. We conclude by considering the role that the imperative to belong to Western Europe played in the Yugoslav wars of succession. Some possible texts/films are Ivo Andric, Bosnian Chronicle; Aleko Konstantinov, Baj Ganyo; Emir Kusturica, Underground; and Milcho Manchevski, Before the Rain.
Instructor(s): A. Ilieva Terms Offered: Winter
Equivalent Course(s): NEHC 30885, CMLT 33201, REES 39012, REES 29012, CMLT 23201

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

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

NEHC 21116. Herodotus. 100 Units.
Herodotus has a well-deserved reputation as a great story teller. He broke new ground in his writing of a history of the world as he knew it in prose, while at the same time claiming the heritage of Homeric epic. While reading Herodotus will prove to be a pleasure in itself, it will also help aspiring Hellenists get the hang of the structural characteristics of Greek narrative prose. Readings will be primarily from book 1, with a selection of passages from the later books. Students are encouraged to read the full Histories in translation. Instructor(s): H. Dik Terms Offered: Autumn
Equivalent Course(s): GREEK 31116

Instructor(s): D. Martinez Terms Offered: Autumn
Equivalent Course(s): GREEK 21116, BIBL 31116, GREEK 31116, RLST 21116, FNDL 21116, NEHC 31116

NEHC 21612. Writing Central Asian Cultures. 100 Units.
This course examines contemporary ethnographies to show how anthropologists have tried to capture and represent Central Asian cultures and societies. We will seek out broader ideas and ideologies that inform the anthropologists’ research questions.
Instructor(s): Russel Zanca Terms Offered: Winter
Equivalent Course(s): NEHC 32205, ANTH 21612, ANTH 32205
NEHC 22010. Jewish Civilization I: Ancient Beginnings to Early Medieval Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Autumn course will deal with antiquity to the early medieval periods. Its readings will include works from the Bible, the Dead Sea Scrolls, Philo, Josephus, the Rabbis, Yehudah Halevy, and Maimonides. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): J. Robinson Terms Offered: Autumn
Equivalent Course(s): MDVL 12000, JWSC 12000, RLST 22010

NEHC 22011. Jewish Civilization II: Late Medieval to Modern Period. 100 Units.

Jewish Civilization is a two-quarter sequence that explores the development of Jewish culture and tradition from its ancient beginnings through its rabbinic and medieval transformations to its modern manifestations. Through investigation of primary texts-biblical, Talmudic, philosophical, mystical, historical, documentary, and literary-students will acquire a broad overview of Jews, Judaism, and Jewishness while reflecting in greater depth on major themes, ideas, and events in Jewish history. The Winter quarter will begin with the late medieval period and continue to the present. It will include discussions of mysticism, the works of Spinoza and Mendelssohn, the nineteenth-century reform, the Holocaust and its reflection in writers such as Primo Levi and Paul Celan, and literary pieces from postwar American Jewish and Israeli authors. All sections of each course will share a common core of readings; individual instructors will supplement with other materials. It is recommended, though not required, that students take these two courses in sequence. Students who register for the Autumn Quarter course will automatically be pre-registered for the winter segment.

Instructor(s): S. Hammerschlag Terms Offered: Winter
Equivalent Course(s): RLST 22011, JWSC 12001, MDVL 12010

NEHC 23010. Introduction to the History and Civilizations of Central Eurasia I: Pre-1500s. 100 Units.

This course will explore narrative and thematic histories of Central Asia up to the fifteenth century, starting from the development of pastoral nomadism and ending during the rule of the Timurids. We will discuss the everyday practices of the peoples in the area, the formation and influence of political, economic, and religious forces, and the region's wider interactions with other parts of the premodern world. While acknowledging the disparate peoples and cultures of the region, the course nevertheless assumes that Central Asia can be studied as a cohesive unit of historical inquiry. Throughout the course, we will also address the problems of historiography and methodology in the study of premodern Central Asian history and will explore possible solutions to these issues.

Instructor(s): H.S. Sum Cheuk Shing Terms Offered: Winter
Note(s): This course is open to MAPH students with consent of instructor.
Equivalent Course(s): CRES 13010, EALC 13010, EALC 33010, HIST 15404

NEHC 23613. Popular Culture in the Middle East and North Africa. 100 Units.

No description available.

Instructor(s): Travis Jackson Terms Offered: Various
Prerequisite(s): 100-level music course or consent of instructor.
Equivalent Course(s): MUSI 23613

NEHC 24110. The Soviet Empire. 100 Units.

What kind of empire was the Soviet Union? Focusing on the central idea of Eurasia, we will explore how discourses of gender, sexuality and ethnicity operated under the multinational empire. How did communism shape the state's regulation of the bodies of its citizens? How did genres from the realist novel to experimental film challenge a cohesive patriarchal, 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): CRES 24110, REES 24110, CRES 34111, CMLT 24111, NEHC 34110, CMLT 34111, REES 34110

NEHC 25200. Culture and Zionism. 100 Units.

This seminar will examine the intersection of culture and Zionism. We will begin by considering the historical formation referred to as "cultural Zionism" and examining its ideological underpinnings. Other topics include: Hebrew revival, the role of culture in the Zionist revolution, Israeli culture as Zionist culture. Readings include: Ahad Haam, Haim Nahman Bialik, S.Y. Agnon, Orly Kastel-Blum, Edward Said, Benjamin Harshav.

Instructor(s): Na'ama Rokem Terms Offered: Autumn
Equivalent Course(s): CMLT 25200, HIJD 35020, JWSC 25020, CMLT 35020, NEHC 35020
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. Equivalent Course(s): CMES 35150, JWSC 25149, NEHC 35147, MAPS 35150, ANTH 25150, ANTH 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 25148, JWSC 25148, ANTH 25148, CMES 35148, ANTH 35148, MAPS 35148

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

NEHC 26062. The Jewish Graphic Novel. 100 Units.
Over the past decade, there has been an explosion of "graphic novels" aimed at adult readers concerning Jewish society, history, and religion. This course explores the history of comics through the lens of its Jewish creators and Jewish themes, and the history of twentieth century Jewish culture through the lens of graphic storytelling. We learn to interpret this complex art form that combines words and hand-drawn images, translating temporal progression into a spatial form. Reading American, European, and Israeli narratives, our discussions will focus on autobiographical and journalistic accounts of uprooting, immigration, conflict, and loss. Authors whose work we will study include: Art Spiegelman, Rutu Modan, Leela Corman, Joann Sfar, Joe Sacco, R. Crumb. Instructor(s): Na'ama Rokem Terms Offered: Spring Equivalent Course(s): JWSC 20701, RLST 26062, CMLT 20711, SIGN 26062

NEHC 26602. Markets Before Capitalism. 100 Units.
Is the market system a new invention linked to the recent development of modern European societies? Is the market the hero or the villain of the story? Is everything marketable? Is the market the driver for economic development? We will address these and other questions in a deliberately comparative way, focusing on the cases of ancient Mesopotamia, ancient Greece and Rome, and medieval and early modern Europe. We will read excerpts from Smith, Ricardo, Marx, Weber, Polanyi, Braudel, Wallerstein, Geertz, Horden, and Purcell. We will examine the controversies in which these scholars were involved and the echoes they still have in our own contemporary debates. Assignments: Two papers, two quizzes. Instructor(s): A. Bresson Terms Offered: Autumn Prerequisite(s): This course meets the Perspectives requirement of the Business Economics Specialization.

NEHC 26903. History and Literature of Pakistan: Postcolonial Representations. 100 Units.
No description available.
Equivalent Course(s): SALC 46903, SALC 26903, HIST 26608

NEHC 29023. Returning the Gaze: The West and the Rest. 100 Units.
AWARE of being observed. And judged. Inferior... Abj ect... Ang ry... 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 Andri#, Nikos Kazantzakis, Aleko Konstantinov, Emir Kusturica, Milcho Manchevski. Instructor(s): Angelina Ilieva Terms Offered: Winter Equivalent Course(s): CMLT 39023, CMLT 29023, HIST 33609, HIST 23609, REES 39023, NEHC 39023, REES 29023
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

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-1. 100 Units.
This sequence concentrates on modern written Persian as well as modern colloquial usage. Towards the end of the sequence the students will be able to read, write and speak Persian at an elementary level. Introducing the Iranian culture is also a goal. The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Autumn
Prerequisite(s): PERS 10101

PERS 10102. Elementary Persian-2. 100 Units.
This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Winter
Prerequisite(s): PERS 10101

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

PERS 10102. Elementary Persian-2. 100 Units.
This sequence deepens and expands the students' knowledge of modern Persian at all levels of reading, writing and speaking. Grammar will be taught at a higher level and a wider vocabulary will enable the students to read stories, articles and poetry and be introduced to examples of classical literature towards the end of the sequence. Introducing the Iranian culture will be continued. Class meets three hours a week with the instructor and (with enough students) two hours with a native informant who conducts grammatical drills and Persian conversation.
Instructor(s): S. Ghahremani Terms Offered: Winter
Prerequisite(s): PERS 10101

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

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

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

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

PERS 20123. Summer Intensive Intermediate Persian. 300 Units.
This course is designed for students with some previous background in the language, typically a year of elementary Persian at the college level (at the University of Chicago or another school), and who have speaking proficiency at the Novice High/Intermediate Low level on the ACTFL scale. At the conclusion of this course, students can expect to continue to develop their abilities in all aspects of the Persian language (speaking, listening, reading, and writing) and to begin to access authentic Persian-language materials, such as newspaper articles, short fiction, and film. Students should also improve their speaking proficiency to the Intermediate Mid/High level on the ACTFL scale (or above). The course will introduce more complex grammatical structures, with focus on contemporary written Persian, but gradually other levels of language (colloquial, literary) are introduced. Texts include selected articles, stories, and poetry, starting with contemporary texts and introducing some classical examples towards the end of the course. All students enrolled in Summer Intensive Intermediate Persian will conclude the program by participating in an ACTFL Oral Proficiency Interview. Each student will then receive an independent, certified rating of speaking ability to document the student's speaking abilities.
Instructor(s): Staff Terms Offered: Summer
Prerequisite(s): Successful completion of PERS 10103 or equivalent placement.

PERS 20220. Poetics/Politics Modern Iran. 100 Units.
Poetics/Politics Modern Iran
Terms Offered: Spring
Equivalent Course(s): PERS 30220
PERS 20320. Persian Poetry: Shahnameh of Ferdowsi. 100 Units.
The Shahnameh, the Persian "Book of Kings," is generally classed as an epic or national epic. While it does not lack for battling champions and heroic saga, it also includes episodes in a variety of disparate genres and themes: creation narrative, mythology, folk tale, romance, royal chronicle, and political history. In this course we gain familiarity with the style and language of Ferdowsi's Shahnameh by slow reading and discussion of select episodes in Persian, in tandem with a reading of the whole text in English translation. We approach the work as a foundational text of Iranian identity, compendium of pre-Islamic mythology and lore; a centrifugal axis of Persiansate civilization and Iranian monarchal tradition throughout Anatolia, Central Asia and South Asia; and as an instance of "world literature." We will read with an eye toward literary structure; genre; Indo-Iranian mythology; political theory and commentary; character psychology; ideals of masculinity, femininity and heroism; the interaction of text, oral tradition, illustration, scholarship, and translation in the shaping of the literary reception of the Shahnameh; and, of course, the meaning(s) of the work. We also address wider issues of textual scholarship: the sources of the Shahnameh, the scribal transmission of Ferdowsi's text, and the production of modern critical editions and theories of textual editing. Class discussions will be in English.
Instructor(s): Franklin Lewis Terms Offered: Autumn
Prerequisite(s): PERS 30320; 2 years of Persian or the equivalent.
Equivalent Course(s): ISLM 20320, PERS 30320, FNDL 26108

PERS 20321. Persian Poetry: Shahnameh-2. 100 Units.
The Shahnameh, the Persian "Book of Kings," is generally classed as an epic or national epic. While it does not lack for battling champions and heroic saga, it also includes episodes in a variety of disparate genres and themes: creation narrative, mythology, folk tale, romance, royal chronicle, and political history. In this course we gain familiarity with the style and language of Ferdowsi's Shahnameh by slow reading and discussion of select episodes in Persian, in tandem with a reading of the whole text in English translation. We approach the work as a foundational text of Iranian identity, compendium of pre-Islamic mythology and lore; a centrifugal axis of Persiansate civilization and Iranian monarchal tradition throughout Anatolia, Central Asia and South Asia; and as an instance of "world literature." We will read with an eye toward literary structure; genre; Indo-Iranian mythology; political theory and commentary; character psychology; ideals of masculinity, femininity and heroism; the interaction of text, oral tradition, illustration, scholarship, and translation in the shaping of the literary reception of the Shahnameh; and, of course, the meaning(s) of the work. We also address wider issues of textual scholarship: the sources of the Shahnameh, the scribal transmission of Ferdowsi's text, and the production of modern critical editions and theories of textual editing. Class discussions will be in English.
Instructor(s): Franklin Lewis Terms Offered: Spring
Prerequisite(s): PERS 30320; 2 years of Persian or the equivalent.
Equivalent Course(s): FNDL 26109, PERS 30321, SALC 20602, ISLM 30321

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

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

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-1. 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-2. 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: Winter
Prerequisite(s): TURK 10101
Note(s): This class meets for five hours a week
TURK 10103. Elementary Turkish III. 100 Units.
Third Quarter of Elementary Modern Turkish Language.
Instructor(s): K. Arik
Terms Offered: Spring
Prerequisite(s): TURK 10102
Note(s): This class meets for five hours a week

TURK 10102. Elementary Turkish II. 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. Note(s): The class meets for five hours a week.
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.
Third Quarter of Elementary Modern Turkish Language.
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 10502. Introduction to Turkic Languages II. 100 Units.
The second quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.
Instructor(s): Kagan Arik
Terms Offered: Winter
Equivalent Course(s): KAZK 10502, UZBK 10502

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

TURK 20101. Intermediate Turkish I. 100 Units.
This sequence features proficiency-based instruction emphasizing speaking and writing skills as well as reading and listening comprehension at the intermediate to advanced levels in modern Turkish. Modern short stories, novel excerpts, academic and journalistic articles form the basis for an introduction to modern Turkish literature. Cultural units consisting of films and web-based materials are also used extensively in this course, which is designed to bring the intermediate speaker to an advanced level of proficiency. Prerequisite(s): TURK 10103, or equivalent with intermediate level proficiency test.
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.
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.
Terms Offered: Spring
Prerequisite(s): TURK 20102
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.
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.
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 in grammar and vocabulary. Students study Turkish as it is used in authentic media, literature, and film, and gain familiarity with Turkish culture and civilization. The course will also address the needs of those preparing to study Ottoman. The first half of the course emphasizes completing skills acquired in Beginning Turkish and improving competency, while the second half supplements this with an introductory sampling of excerpts from Turkish literature and texts, ranging from late Ottoman and early Republican period to the present time. Students will meet for 25 hours per week, including class time with the instructor and time spent with native language assistants. Several hours will be allocated each week to cultural activities such as films, presentations, and conversation tables organized around Turkish lunches and tea time. Intensive Intermediate Turkish is the equivalent of the 20100-20200-20300 sequence offered during the regular academic year at the University of Chicago.
Instructor(s): Staff Terms Offered: Summer
Prerequisite(s): Successful completion of TURK 10300 or equivalent placement.

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

Uzbek Courses

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

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

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

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.

Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.