DEPARTMENT OF NEAR EASTERN LANGUAGES AND CIVILIZATIONS

http://nelc.uchicago.edu/

Chair
• Franklin D. Lewis

Professors
• Orit Bashkin
• Fred M. Donner
• Cornell Fleischer
• Janet H. Johnson, Oriental Institute
• Hakan Karateke
• Dennis G. Pardee
• Robert K. Ritner, Oriental Institute
• Tahera Qutbuddin
• Martha T. Roth, Oriental Institute
• David Schloen, Oriental Institute
• Gil Stein, Oriental Institute
• Theo P. van den Hout, Oriental Institute
• Christopher Woods, Oriental Institute
• John E. Woods, History

Associate Professors
• Ahmed El Shamsy
• Petra Goedegebuure, Oriental Institute
• Rebecca Hasselbach, Oriental Institute
• Ghenwa Hayek
• Nadine Moeller, Oriental Institute
• Brian Muhs, Oriental Institute
• Susanne Paulus, Oriental Institute
• Richard Payne, History
• Hervé Reculeau, Oriental Institute
• Na’ama Rokem
• A. Holly Shissler
• Sofia Torallas Tovar, Classics

Assistant Professors
• James Osborne, Oriental Institute
• Johh Z. Wee, Oriental Institute

Senior Lecturers
• Ariela Almog
• Noha Forster

Instructional Professors
• Osama Abu-Eledam
• Hripsime Haroutunian
• Kay Heikkinen

Associate Instructional Professors
The work of the department encompasses the ancient civilizations of the Near East and the Islamic civilizations of the Middle East, including Egypt and North Africa, and the history, languages, and literatures of the modern Middle East.

The fields of study in which Ph.D. programs are currently offered are, in the Ancient Section: Ancient Near Eastern History, Comparative Semitics, Cuneiform Studies (Assyriology, Hittitology, Sumerology), Egyptology, Hebrew Bible and the Ancient Near East, Near Eastern Art and Archaeology (Anatolian, Egyptian, Iranian, Islamic, Mesopotamian, Syro-Palestinian), and Northwest Semitic Philology; and in the Medieval and Modern Section: Arabic Language and Literature, Islamic History and Civilization, Islamic Thought, Medieval Judaica and Judeo- Arabic, Modern Hebrew Language and Literature, Persian Language and Literature, and Ottoman and Turkish Studies. The department also has a joint program with Linguistics and offers courses in Armenian and Central Asian studies in collaboration with other departments at the University.

The department has two main objectives. First, it strives to provide the specific course work and training needed for its students to develop into outstanding scholars in their chosen fields. Second, it offers more general courses that provide its students a broader background in areas outside their specific fields while presenting students in other departments the opportunity to incorporate relevant Middle Eastern material into their own studies. The department also publishes the Journal of Near Eastern Studies, one of the leading academic journals in ancient Near Eastern and Islamic studies.

The Oriental Institute

The department is associated with the Oriental Institute (https://oi.uchicago.edu/), a research institute dedicated to the study of the origin and development of civilization in the ancient Near East. The Institute maintains several expeditions in the field, and research projects are carried on in its headquarters at the University. Its research archives, manuscript collection, documents from Oriental Institute excavations, and similar materials are resources for the students in the department. The department's office is housed in the Oriental Institute building, and many of its members belong to the faculty of the Oriental Institute.
THE CENTER FOR MIDDLE EASTERN STUDIES

The department is also associated with the Center for Middle Eastern Studies (https://cmes.uchicago.edu/), which offers a master’s degree in Middle Eastern studies and coordinates activities at the University dealing with the Middle East in the Islamic and modern periods. Many members of the department faculty are also members of the Center’s executive committee; and the workshops, lectures, language circles, and similar activities of the Center are, like those of the Oriental Institute, a resource for the students in the department.

THE DEGREE OF DOCTOR OF PHILOSOPHY

Students with an undergraduate degree may apply directly to the department’s Ph.D. program; a master’s degree in a related field is not prerequisite. The department does not admit students for a terminal M.A. degree, although work done in the first two years of the Ph.D. program qualifies students to receive an M.A. degree. This interim M.A. normally requires the completion of 18 courses, of which 15 must be taken for a quality grade while three may be taken on a pass/fail basis. All students must high pass one of the two required modern research language reading exams (typically French and German) before the beginning of their second year and complete an M.A. thesis in the second year.

At the end of the second year, all students are reviewed and a determination made as to whether they will be allowed to continue in the Ph.D. program. Students who do continue build upon the work used for the M.A. degree; normally the completion of additional 9 courses is required, depending on the field, before embarking upon research for the doctoral dissertation. Exact requirements vary by field, but all students must high pass their second modern research language reading exam before the beginning of their third year and pass comprehensive exams, usually in their fourth year. A dissertation proposal of original research to be undertaken is presented to the faculty at a public hearing; acceptance allows the student to be admitted to candidacy and to continue the research that will lead to the completed dissertation. A formal dissertation defense is required before the Ph.D. degree is awarded. For more information, please consult the NELC Rules & Requirements, which are posted to the departmental wiki. (https://wiki.uchicago.edu/x/-4OzCg/)

Because the department believes that firsthand knowledge and experience of the Middle East are an essential part of a student’s training, advanced students are encouraged to apply for grants to support study in a Middle Eastern country, whether for language acquisition, archaeological field work, or dissertation research.

INQUIRIES

Specific information about the department and its programs may be obtained from our website (http://nelc.uchicago.edu/) or by e-mail (ne-lc@uchicago.edu). Within the framework outlined above, individual requirements are established for each student in consultation with the faculty adviser and the section counselor.

APPLICATION

The application process for admission and financial aid for all graduate programs in the Division of the Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department-specific information is available online at http://humanities.uchicago.edu/students/admissions (http://humanities.uchicago.edu/students/admissions/).

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

COURSES

Modern Languages: Language acquisition is taught at the elementary and intermediate levels in modern Arabic, Armenian, Hebrew, Kazakh, Persian, Turkish, and Uzbek with advanced level courses in Arabic, Hebrew, and Turkish. A wide variety of literature courses are taught in the various languages.

Ancient Languages: Courses are offered in the fundamentals of Akkadian, Ancient Anatolian Languages, Egyptian, Ge’ez, Classical Hebrew, Sumerian, and Ugaritic, while more advanced courses cover specific genres of ancient texts dealing with religion, medicine, law, government, history, etc.

Near Eastern Art and Archaeology: Courses in Anatolian, Egyptian, Islamic, Mesopotamian, and Syro-Palestinian art and archaeology offer grounding in site archaeology and the material culture of the ancient Near East and include instruction on archaeological method and theory, landscape archaeology, computer applications, etc.

Near Eastern History and Civilization: A wide variety of courses cover the history, religion, law, literature (in translation), culture, and thought of the many ancient and modern civilizations of this region.

Please see the University’s (http://collegecatalog.uchicago.edu/graduate/departmentofneareasternlanguagesandcivilizations/%20http://registrar.uchicago.edu/classes/) Class Search for the most up-to-date and specific course offerings in a given quarter.
AKKADIAN COURSES

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

AKKD 30820. Readings in the letters from Tell el-Amarna. 100 Units.
In this course, we will read Akkadian letters from the correspondence found at Tell el-Amarna, Egypt, that date to the 14th century BCE. We will read letters from various locations, including Babylonia, Assyria, Mitanni and Hatti, although the main focus of the class will be on the letters sent from Canaan. In all these corpora we will look at features that mark the language as different from core Babylonian and that reveal substrate influence from the native languages of the scribes.
Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Winter
Prerequisite(s): Two years of Akkadian.

AKKD 30900. Old Assyrian Letters and Documents. 100 Units.
This course introduces students to the Assyrian dialect of the early second millennium BCE, as witnessed in the archives of Assyrian merchants operating in the ancient city of Kaneš (modern Kültêpe, Turkey). Students will read through a selection of letters, legal texts and administrative documents pertaining to the merchants’ activities between Northern Mesopotamia and Anatolia. They will be exposed to the earliest known attestation of the Northern dialect of Akkadian, which differs sensibly from the contemporary Old Babylonian and later Standard Babylonian dialects that are introduced in elementary and intermediate Akkadian courses. Similarly, Old Assyrian cursive paleography has its own rules for sign shapes and values, with some marked differences with contemporary Old Babylonian. Knowledge of the Old Babylonian grammar and cursive cuneiform script are therefore required to take this course, and knowledge of Standard Babylonian and the associated scripts are highly recommended. Due to the restrictions in classroom availabilities imposed by the current pandemic, this course will be offered remotely via Zoom. Evaluation will be based on participation (30%), a midterm take-home exam (30%) and a final take-home exam (40%).
Instructor(s): Hervé Reculeau Terms Offered: Autumn
Prerequisite(s): Intermediate Akkadian (exceptions possible with instructor’s consent).
Equivalent Course(s): AKKD 20900

ANCIENT ANATOLIAN LANGUAGES COURSES

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

ARABIC COURSES

ARAB 30201-30202-30203. High Intermediate Modern Standard Arabic I-II-III.
This is a three course sequence in High Intermediate Modern Standard Arabic.

ARAB 30201. High Intermediate Modern Standard Arabic-I. 100 Units.
High Intermediate Arabic, the modern track, provides students with a full academic year to activate the language and grammar studied in the first two years, while expanding their cultural and literary knowledge of the Arab world. This three-quarter sequence is taught in Arabic and focuses on all four language skills. The purpose of this sequence is conceived of functionally (what can students do) rather than with an eye to finishing a given textbook. It will have reached its objective if each student leaves with a clearly improved ability to produce oral and written Arabic in a variety of contexts (personal and professional correspondence, description, prescription, comparison narration, argumentation, etc.), to listen and understand spoken MSA, and to read a variety of texts (short stories, a novel, media writing, poetry, social media, opinion pieces, etc.) and a deepened understanding of the diversity of the Arab experience. An important component of the course is taking the learning outside the classroom: through visits to an Arab neighborhood, interviews of Arabs in Chicago, playing a role. 
Instructor(s): N. Forster Terms Offered: Autumn
Prerequisite(s): ARAB 20103 or equivalent
Note(s): Open to qualified undergraduates with consent of the instructor

ARAB 30202. High Intermediate Modern Standard Arabic-II. 100 Units.
High Intermediate Standard Modern Arabic
Instructor(s): N. Forster Terms Offered: Winter
ARAB 30203. High Intermediate Modern Standard Arabic-3. 100 Units.
In this class, we will read the iconic Arabic novel, Season of Migration to the North, by Sudanese writer, Tayeb Salih (1929-2009). Written in 1966, ten years after Sudan’s official independence from Britain, the novel is one of a handful of truly masterful literary works in Arabic that address the postcolonial effects on the individual. More than a novel on Sudan, the story speaks to the universal traumas accompanying interactions between cultures when the power differential is huge. The class is for students who have high intermediate reading skills and want to solidify or improve them. In addition to a close reading of the novel, students will write essays and offer oral presentations on aspects of it. Listening skills will be tested against related materials (interviews with the author, documentary reports on the novel and its writer, etc.). Guest speakers and cultural outings are part of the class.
Instructor(s): N. Forster Terms Offered: Spring
Prerequisite(s): ARAB 30202 or equivalent

ARAB 30301-30302-30303. High Intermediate Classical Arabic I-II-III.
This is a three-segment course offered in three quarters; Autumn, Winter and Spring. The main objective of the complete three segment is to develop strong pedagogical strategies in the four Arabic language skills to acquire proficiency in handling Arabic classical texts. By the end of the three quarters students should know the distinctive features of classical Arabic texts and the various genres and sources of such texts. They will build strong command on expanded grammatical features and structural rules governing classical texts of different variations. Students will be able to produce written documents reflecting reading comprehension, personal opinions and text critique. Students should be able to make oral presentation and conduct research using electronic resources as well as traditional classical sources. The class is conducted entirely in Arabic with occasional use of English in translation and explanation of complex cultural and linguistic issues.
Prerequisite(s): ARAB 30203 or equivalent
Instructor(s): K. Heikkinen Terms Offered: Autumn
Prerequisite(s): ARAB 20103 or equivalent

ARAB 30302. High Intermediate Classical Arabic-2. 100 Units.
The main objective of the complete three-quarter segment is to develop strong pedagogical strategies in the four Arabic language skills to acquire proficiency in handling Arabic classical texts. By the end of the three quarters students should know the distinctive features of classical Arabic texts and the various genres and sources of such texts. They will build strong command on expanded grammatical features and structural rules governing classical texts of different variations. Students will be able to produce written documents reflecting reading comprehension, personal opinions and text critique. Students should be able to make oral presentation and conduct research using electronic resources as well as traditional classical sources. The class is conducted entirely in Arabic with occasional use of English in translation and explanation of complex cultural and linguistic issues.
Instructor(s): K. Heikkinen Terms Offered: Winter
Prerequisite(s): ARAB 30201 or equivalent

ARAB 30303. High Intermediate Classical Arabic-III. 100 Units.
The main objective of the complete three-quarter segment is to develop strong pedagogical strategies in the four Arabic language skills to acquire proficiency in handling Arabic classical texts. By the end of the three quarters students should know the distinctive features of classical Arabic texts and the various genres and sources of such texts. They will build strong command on expanded grammatical features and structural rules governing classical texts of different variations. Students will be able to produce written documents reflecting reading comprehension, personal opinions and text critique. Students should be able to make oral presentation and conduct research using electronic resources as well as traditional classical sources. The class is conducted entirely in Arabic with occasional use of English in translation and explanation of complex cultural and linguistic issues.
Instructor(s): K. Heikkinen Terms Offered: Spring
Prerequisite(s): ARAB 30302 or equivalent

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

Instructor(s): N. Forster
Terms Offered: Winter
Prerequisite(s): Two Years of Arabic study or consent of instructor
Equivalent Course(s): ARAB 20390

ARAB 30588. 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 20588

ARAB 30658. Narrating Conflict in Modern Arabic Literature. 100 Units.
This course is an exploration of conflict in the Arab world through literature, film and new media. In this course, we will discuss the influence of independence movements, wars, and revolts on Arabic literature: how do writers write about, or film, conflict? How does conflict affect language itself? How do these texts engage with issues of trauma and bearing witness? To answer these questions, we will look at a number of key moments of conflict in the Arab world, including the Arab-Israeli conflicts, the Algerian war of independence, the 2011 Egyptian revolution, the Lebanese and Iraq wars, and the ongoing war in Syria. Rather than follow a historical chronology of these events, we will read these texts thematically, beginning with texts that seek to present themselves as direct, sometimes eye-witness, accounts and then moving on to narratives that complicate the relationship between conflict and its narration.

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

ARAB 40102. Advanced Arabic Syntax II. 100 Units.
This two-quarter sequence is an introduction to the classical Arabic language. It is useful for students whose research includes the reading of classical Arabic texts in varied fields such as literature, history, political science, theology and philosophy. In the class 1) rules of Arabic grammar are studied intensively, topic by topic; 2) parsing (‘arab) is an important component, with a view to understanding the structure of the language; 3) brief texts from different fields of classical Arabic are read focusing on their grammatical structure, and 4) some theory about the development of the grammatical genre is introduced, as are the basic features of prosody (‘arud) and rhetoric (balagha).

Instructor(s): T. Qutbuddin
Terms Offered: Spring
Prerequisite(s): ARAB 40101 or equivalent. This is the second part of a 2 quarter sequence; open to grads and undergrads

ARAB 40200. Advanced Readings in Arabic. 100 Units.
Instructor(s): Kay Heikkinen, Staff
Terms Offered: Autumn

ARAB 40388. Readings in Early Islamic Apocalyptic Literature. 100 Units.
The course explores the role of eschatological and apocalyptic ideas in the inception and early history of the Islamic community, through readings of relevant Arabic sources from the seventh through ninth centuries CE, and modern scholarship exploring these issues.

Instructor(s): Fred Donner
Terms Offered: Spring
Prerequisite(s): High Intermediate Arabic or equivalent.

ARAB 49900. Reading and Research. 100 Units.
Instructor(s): Staff
Note(s): Select section from faculty list

EGYPTIAN COURSES

EGPT 30120. Introduction to Demotic. 100 Units.
This course provides a basic introduction to the grammar, vocabulary, and orthographic styles of the Egyptian language phase and script used for administrative, literary and some religious and magical texts from the Late Period (664-332 BCE) through the Graeco-Roman Periods (332 BCE - 298 CE).

Instructor(s): Brian Muhs
Terms Offered: Winter
Prerequisite(s): EGPT 10101-10103 or equivalent
Equivalent Course(s): ANCM 32100

EGPT 30121. Demotic Texts. 100 Units.
Building on the basic grammar, vocabulary, and orthographic styles learned in EGPT 30120, this course focuses on the reading and analysis of various Demotic administrative, literary, religious and magical texts from the Late Period (664-332 BCE) through the Graeco-Roman Periods (332 BCE - 298 CE).
Instructor(s): Janet Johnson Terms Offered: Spring
Prerequisite(s): EGPT 30120 or Consent of the Instructor

EGPT 30446. Ptolemaic Hieroglyphs. 100 Units.
This advanced course examines grammar, scripts and texts typically called "Ptolemaic," but employed in formal, priestly inscriptions of both the Ptolemaic and Roman eras. Texts to be examined include, among others, synod decrees and inscriptions from Dendera, Philae, Edfu, and Esna.
Instructor(s): Robert Ritner Terms Offered: Spring
Prerequisite(s): Prior study of Middle Egyptian through Coptic

EGPT 40480. Religious Texts. 100 Units.
This advanced course entails reading Egyptian religious and magical compositions from the Pyramid Texts through Coptic magical incantations, including diachronic study of funerary literature, hymns and ritual texts. Knowledge of all stages of Egyptian is recommended.
Terms Offered: Spring
Prerequisite(s): Prior study of Middle Egyptian through Coptic

COURSES

Ge’ez Courses

KAZK 49900. Reading and Research. 100 Units.
Reading and Research
Instructor(s): STAFF Terms Offered: Autumn Spring Winter

Hebrew Courses

HEBR 30501-30502-30503. Advanced Modern Hebrew I-II-III.
This course assumes that students have full mastery of the grammatical and lexical content at the intermediate level. However, there is a shift from a reliance on the cognitive approach to an emphasis on the expansion of various grammatical and vocabulary-related subjects. Students are introduced to sophisticated and more complex syntactic constructions, and instructed how to transform simple sentences into more complicated ones. The exercises address the creative effort on the part of the student, and the reading segments are longer and more challenging in both style and content. The language of the texts reflects the literary written medium rather than the more informal spoken style, which often dominates the introductory and intermediate texts.
Instructor(s): Ari Almog Terms Offered: Autumn
Prerequisite(s): HEBR 20503 or equivalent
Equivalent Course(s): JWSC 25600

HEBR 30501. Advanced Modern Hebrew I. 100 Units.
This course assumes that students have full mastery of the grammatical and lexical content of the intermediate level (second year Hebrew or the placement exam are prerequisites). The main objective is literary fluency. The texts used in this course include both academic prose, as well as literature. Students are exposed to semantics and morphology in addition to advanced grammar. Requirements include a weekly class presentation, regular essay writing, two take-home exams, and several quizzes per quarter.
Instructor(s): Ari Almog Terms Offered: Autumn
Prerequisite(s): HEBR 20501 or consent of instructor
Equivalent Course(s): JWSC 25600

HEBR 30502. Advanced Modern Hebrew-II. 100 Units.
This course assumes that students have full mastery of the grammatical and lexical content of the intermediate level (second year Hebrew or the placement exam are prerequisites). The main objective is literary fluency. The texts used in this course include both academic prose, as well as literature. Students are exposed to semantics and morphology in addition to advanced grammar. Requirements include a weekly class presentation, regular essay writing, two take-home exams, and several quizzes per quarter.
Instructor(s): Ari Almog Terms Offered: Winter
Prerequisite(s): HEBR 30501 or consent of instructor
Equivalent Course(s): JWSC 25700

HEBR 30503. Advanced Modern Hebrew-III. 100 Units.
This course assumes that students have full mastery of the grammatical and lexical content of the intermediate level (second year Hebrew or the placement exam are prerequisites). The main objective is literary fluency. The texts used in this course include both academic prose, as well as literature. Students are exposed to semantics and morphology in addition to advanced grammar. Requirements include a weekly class presentation, regular essay writing, two take-home exams, and several quizzes per quarter.
Instructor(s): Ari Almog Terms Offered: Spring
Prerequisite(s): HEBR 30502 or consent of instructor
Equivalent Course(s): JWSC 25800

Kazakh Courses

KAZK 49900. Reading and Research. 100 Units.
Reading and Research
Instructor(s): STAFF Terms Offered: Autumn Spring Winter
KAZK 49901. 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 30006. Archaeology of the Ancient Near East VI: Egypt. 100 Units.
This sequence provides a thorough survey in lecture format of the art and archaeology of ancient Egypt from the late Pre-dynastic era through the Roman period.
Instructor(s): STAFF Terms Offered: Autumn
Note(s): This sequence does not meet the general education requirements in civilization studies.
Equivalent Course(s): NEAA 20006

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

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

NEAA 30091. Field Archaeology. 300 Units.
This course is for students that will be overseas participating in an Archaeological Field Project. Consent of instructor required.
Terms Offered: Autumn

NEAA 30100. Archaeological Methods and Interpretations. 100 Units.
The first part of this course surveys the history of archaeology as a discipline and the methods used by archaeologists to obtain evidence about past human activity via excavations, surface surveys, and remote-sensing technologies; and also surveys the methods used to date, classify, and analyze various kinds of evidence after it has been obtained. The second half of the course surveys the main paradigms in social theory and examines the theoretical concepts and assumptions archaeologists have used to make sense of what they find.
Instructor(s): David Schloen Terms Offered: Winter
Equivalent Course(s): NEAA 20100

NEAA 30330. The Neo-Hittite and Aramaean City-States. 100 Units.
This seminar explores the city-state system that arose in the eastern Mediterranean at the beginning of the Iron Age, ca. 1200 B.C.E. Most commonly referred to as “Syro-Hittite,” these kingdoms thrived for roughly 500 years until their piecemeal destruction at the hands of the Assyrian Empire. We will examine models for how this city-state system arose following the collapse of the Late Bronze Age political economy; how statehood and social identity were enacted during the centuries of their greatest cultural expressions, and how and why their political structure and cultural patterns came to an end. Our sources will be contemporary inscriptions and the archaeological record of the region. Other topics will include religious practices, military history, and interregional connections with the Assyrian Empire, the Aegean, and Israel/Judah.
Instructor(s): James Osborne Terms Offered: Spring

NEAA 30350. Introduction to Islamic Archaeology. 100 Units.
This course is intended as a survey of the regions of the Islamic world from Arabia to North Africa, from Central Asia to the Gulf. The aim will be a comparative stratigraphy for the archaeological periods of the last millennium. A primary focus will be the consideration of the historical archaeology of the Islamic lands, the interaction of history and archaeology, and the study of patterns of cultural interaction over this region, which may also amplify understanding of ancient archaeological periods in the Near East.
Instructor(s): D. Whitcomb Terms Offered: Winter
NEAA 30522. 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 20522, MDVL 20522

NEAA 43221. Israel and Judah under Empire: Archaeology and History of the Assyrian and Babylonian Periods. 100 Units.

In the late 8th century BCE Israel, Judah and the other polities of the southern Levant came under Assyrian hegemony, and then under the Babylonian and Persian empires. The seminar will review the demographic and economic situation in the region before the arrival of the first empire in the late 8th century BCE, and the subsequent changes during the 7th-6th centuries BCE in an attempt to use the unparalleled data available from this region to (1) reconstruct life in the provinces and client kingdoms and (2) use the detailed information to learn about imperial encounters at large, and the impact of imperial control on the life of the peoples under its yoke.

Instructor(s): Avraham Faust Terms Offered: Spring
Equivalent Course(s): HIJD 43221, BIBL 33221

NEAA 49900. Reading and Research. 100 Units.

Independent study in Near Eastern Art and Archaeology.
Instructor(s): STAFF Terms Offered: Autumn Spring Winter
Note(s): Select section from faculty list

NEHC 30019. Mesopotamian Law. 100 Units.

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

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

NEHC 30027. Sources of the Pentateuch. 100 Units.

Seminar for hands-on experience in identifying, "separating," and interpreting sources within the Pentateuch (and Joshua) through varied examples.
Instructor(s): Simeon Chavel Terms Offered: Spring
Prerequisite(s): Biblical Hebrew and Greek
Equivalent Course(s): BIBL 55110

NEHC 30030. Introduction to the Qur’an. 100 Units.

This course introduces the historical context, thematic and literary features, major biblical figures, and exegetical literature on the Qur’an, with a focus on the early (8th-10th century CE) and medieval periods (11th - 15th century CE). We will read select English translations from the Qur’an and its commentators, accompanied by academic secondary literature that emphasize the Qur’an’s literary structure, theological underpinnings, historical, geographical, social, political and cultural contexts in early and medieval Islamic civilization, and the role of the Qur’an as both a fixed and a living and dynamic text in Muslim devotional life.

Instructor(s): Yousef Casewit Terms Offered: Autumn
Prerequisite(s): Knowledge of Arabic is not a prerequisite, but general knowledge about Islam or an ‘Introduction to Islam’ course is highly recommended.
Equivalent Course(s): RSLT 11030, MDVL 10030, ISLM 30030

NEHC 30035. What is a Madrasa Education? 100 Units.

Although public education has almost completely eclipsed and replaced traditional educational systems throughout the Muslim world, madrasas continue to play a significant role in Muslim societies to this day. This course explores the complex, evolving, and often conflicting pedagogical models of learning in Islamic civilization from the medieval period up to the present. Three fundamental concerns guide our examination of the various modes of organization, acquisition, embodiment, and transference of knowledge in madrasa institutions: (1) Epistemology: What is knowledge (fislm)? And what is an ilm, or "traditional Muslim knower" expected know? (2) Pedagogy: How does an ilm acquire, organize, transmit, and publish his/her ilm? (3)
Religious Authority: How is ʿilm verified, authenticated, institutionalized, certificated, and mainstreamed in madrasa institutions? The sheer enormity of the subject and the variety of competing pedagogical models in the Muslim world belie a comprehensive survey. Our approach will thus be grounded in multidisciplinary research (history, ethnography, sociology, religious studies) and anchored in case studies. The readings covered in class will address questions of philosophy of education; the politics of knowledge; core texts studied in madrasas; day-to-day lived experience of students and teachers; how classical texts are taught.

Instructor(s): Yousef Casewit Terms Offered: Winter
Prerequisite(s): Basic knowledge of Arabic or another Islamic language is highly recommended, though not a formal prerequisite for this course.
Equivalent Course(s): ISLM 30035

NEHC 30055. Topics in Medieval and Early Modern Historiography. 100 Units.
The course will take its start from combing the "Histories" and "Politics" sections, and their commentaries, and listings of the recently published Inventory of the Ottoman Palace Library of Sultan Bayezid II of 1502-1503 (Treasures of Knowledge: An Inventory of the Ottoman Palace Library (1502-1503/1503-1504), eds. G. Necipoğlu, C. Kafadar, C.H. Fleischer, 2 vols., Brill 2019), to develop a map of the Arabic, Persian, and Turkish historiographical and political theoretical terrain that formed the foundation of the early modern Islamic understanding of history as science, and its mobilization in the interest of reestablishment of universalist sovereignty in the sixteenth century and beyond. It will then proceed to selected readings in original languages, selections to be determined by linguistic capacities and focus of participants.

Instructor(s): Cornell Fleischer Terms Offered: Autumn
Prerequisite(s): Consent of Instructor required, as well as good knowledge of Arabic and/or Ottoman Turkish - knowledge of Persian is also preferred.

NEHC 30120. The History of Muslim Histories. 100 Units.
This course surveys Muslim history-writing in Arabic from its beginnings to the nineteenth century. Through reading the work of historians such as al-Baladhuri, al-Tabari, Miskawayh, Ibn 'Asakir, Ibn Khaldun, and al-Jabarti, we investigate different genres of historical writing and examine the various methodologies employed by Muslim historians.

Instructor(s): Ahmed El Shamsy Terms Offered: Winter
Prerequisite(s): 3 years of Arabic or the equivalent
Equivalent Course(s): ISLM 31120, HIST 35706

NEHC 30123. Islamic Doxography. 100 Units.
This course explores the Islamic tradition of doxography—the study of sectarian differences. We read works by al-Balkhi, (pseudo?)al-Jubba'i, al-Ash'ari, al-Nawbakhti, al-Shahrastani, and Ibn Hazm to understand what the genre of doxography consisted of, which methods its authors deployed, and how they envisioned the Muslim community and sectarian identities within it.

Instructor(s): Ahmed El Shamsy Terms Offered: Spring
Prerequisite(s): 3 years of Arabic or the equivalent
Equivalent Course(s): ISLM 31123

NEHC 30201. Islamicate Civilization I: 600-950. 100 Units.
This course covers the rise and spread of Islam, the Islamic empire under the Umayyad and early Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain. The main focus will be on political, economic and social history.

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

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

Instructor(s): Franklin Lewis Terms Offered: Winter
Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-1 (NEHC 20601), or the equivalent
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): NEHC 20202, MDVL 20202, ISLM 30202, HIST 15612, HIST 35622, RLST 20202

NEHC 30203. Islamicate Civilization III: 1750-Present. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalization; efforts at reform in the Islamic
states; the emergence of the “modern” Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts. Instructor(s): Holly Shissler Terms Offered: Spring Prerequisite(s): Islamicate Civilization II (NEHC 20202) or Islamic Thought & Literature-2 (NEHC 20602), or the equivalent Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements Equivalent Course(s): ISLM 30203, HIST 15613, NEHC 20203, HIST 35623, RLST 20203 NEHC 30235. Imaging Armenia: Diaspora and the Constitution of Subjectivity. 100 Units. What does it mean to be “Armenian”? Despite centuries of dispersion and displacement, there has remained, in the Armenian diaspora, a sense of Armenian-ness—a sense, in other words, of being Armenian. This course will serve as an interrogation of and meditation on what that sense of being has looked like across time and space, as seen through the lens of pivotal musical and other artistic works from the post-genocide diaspora. Through in-depth analyses of these works and the discourses surrounding them, this course will trace the emergence, articulation, and negotiation of Armenian diasporic subjectivities and the ways in which those subjectivities have emerged in relation to and in conversation with power structures both internal and external to the Armenian communities under discussion. Diaspora, then, will be approached not as a fixed unit of analysis, but as something that emerges and is sustained through complex relationships and negotiations with sociopolitical forces both within and outside the diasporic community. Through this course, we will see that artistic expression in the Armenian diaspora functions as a site of agency: a site in which the question of what it is to be Armenian is explored in ways that shape, challenge, and upend notions and understandings of diasporic identity. Instructor(s): Sylvia Alajaji Terms Offered: Spring Equivalent Course(s): NEHC 20235, MUSI 33325 NEHC 30300. Introductory Qur’anic Arabic III. 100 Units. This course is the third in a 3-quarter sequence "Introduction to Qur’anic Arabic" (IQA), which aims to provide students with foundational philological and reading skills by covering the essentials of Qur’anic/Classical Arabic grammar. This course also features readings of select passages from the Qur’an, hadith and Tafsir. The 3 quarters of IQA are sequential, and students are strongly encouraged to join in the first quarter. Exceptions can be made on a case by case basis. Instructor(s): TBD Terms Offered: Spring Prerequisite(s): Graduate and undergraduate students from any department are welcome to register. The minimum prerequisite for IQA III is the successful completion of IQA II or equivalent training. The IQA sequence is also open to students who may have had more exposure to Arabic (modern or classical) but wish to acquire a solid foundation in Arabic grammar, and/or students who feel they are not yet ready for third-year Arabic courses. Equivalent Course(s): RLST 15300, ISLM 30300 NEHC 30455. Topics in Semitic Studies. 100 Units. In this course, we will investigate and discuss prevalent topics in the philological and linguistic study of Semitic languages. The weekly topics will touch on the major sub-categories of grammar and focus on methodology. Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Autumn Prerequisite(s): Introduction to Comparative Semitics or equivalent (e.g. general intro to Linguistics). Note(s): Consent of Instructor required NEHC 30504. Introduction to the Hebrew Bible. 100 Units. The course will survey the contents of the Hebrew Bible, and introduce critical questions regarding its figures and ideas, its literary qualities and anomalies, the history of its composition and transmission, its relation to other artifacts from the biblical period, its place in the history and society of ancient Israel and Judea, and its relation to the larger culture of the ancient Near East. Instructor(s): Simeon Chavel Terms Offered: Autumn Note(s): This course counts as a Gateway course for RLST majors/minors. Equivalent Course(s): NEHC 20504, HIJD 31004, JWSC 20120, BIBL 31000, RLST 11004 NEHC 30568. 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): CMLT 23301, REES 39009, CMLT 33301, REES 29009, ANTH 25908, NEHC 20568, ANTH 35908 NEHC 30570. Mughal India: Tradition & Transition. 100 Units. The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades. Instructor(s): M. Alam Terms Offered: Autumn
Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.
Equivalent Course(s): SALC 37701, HIST 26602, HIST 36602, NEHC 20570, SALC 27701

NEHC 30573. 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): CMLT 23401, REES 39013, CMLT 33401, REES 29013, HIST 34005, NEHC 20573, HIST 24005

NEHC 30585. Journeys Real & Virtual. Travel in the Pre-modern Mediterranean. 100 Units.
This course focuses on the art of travel in the Medieval and early modern Mediterranean. From the late Middle Ages through the sixteenth century, European pilgrimage to the Holy Land constituted some of the most advanced experiments in representing travel, describing foreign cities, and mapping out territories. Travel accounts represent the core material around which this course is structured along with images and maps in other contexts that such experiments influenced. Course material will span the fields of religion, art, literary, and urban history, encompassing historical geography, cartography, and cultural history. Students will engage directly with the verbal and visual modes that characterize the documentary legacy of mental and physical travel in order to come to terms with the different regimes of knowledge they construct as well as the cognitive demands they place on their audience. Through a comparison of techniques, students will explore the ways in which texts, images, and maps sought to understand human interaction, visualize geographical context, locate history, and make sense of the world beyond their drama of their local experience.
Instructor(s): Niall Atkinson and Karin Krause Terms Offered: Spring
Prerequisite(s): Consent required: Please email Prof. Atkinson or Prof. Krause for request form.
Equivalent Course(s): CDIN 45085, HIST 60705, HCHR 46805, RLLT 40585, RLLT 33020

NEHC 30605. 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: Winter
Equivalent Course(s): NEHC 20605, MDVL 20605, HIST 26005, HIST 36005, ISLM 30605

NEHC 30625. Approaches to the Study of the Ancient Near East. 100 Units.
This is a required introductory course for all CMES ancient-track students.
Instructor(s): Brian Muhs Terms Offered: Autumn
Equivalent Course(s): CMES 31002

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

NEHC 30659. The Task of the Self Translator. 100 Units.
Walter Benjamin famously wrote that a translation issues from the "afterlife" of the original: "For a translation comes later than the original, and since the important works of world literature never find their chosen translators at the time of their origins, their translation marks their stage of continued life." This graduate seminar focuses on the case of multilingual writers and their self-translations to raise questions concerning the temporality, directionality, and "afterlife" of translated works. The figure of the self-translator challenges models of translation and cross-cultural circulation that assume various cultural and historical gaps between the source and its translation. For one, self-translation calls into question the notions of originality or "the original" and of "fidelity," and requires us to consider the overlap between translation and rewriting. What brought writers to produce the same texts in different languages, at times for similar audiences of multilingual readers? What theories of translation or world literature might be helpful when approaching the case of Jewish self-translation in the nineteenth and twentieth centuries? We will discuss these issues also in the context of comparative Jewish studies, considering the difference between internal, Hebrew-Yiddish, self-translation, and the translation between Hebrew or Yiddish and a third "non-Jewish" language, whether European or Middle-Eastern.
Instructor(s): Na'ama Rokem Terms Offered: Autumn
NEHC 30687. Coll: Persian Historical Texts. 100 Units.
This course will focus on the study and utilization of narrative, normative, and archival sources in Persian. Texts of the major Iranian historians and biographers will be subjected to close reading and analysis. The scripts, protocols, and formula used by Irano-Islamic chancelleries will also be introduced and the form and content of published and unpublished archival documents will be transcribed and examined in their institutional context.
Instructor(s): J. Woods Terms Offered: Autumn
Prerequisite(s): Knowledge of Persian required; open to upper-level undergraduates with consent of instructor.
Equivalent Course(s): CMES 30687, HIST 59000

NEHC 30692. 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: Winter
Equivalent Course(s): HIST 25711, ARTH 20692, NEHC 20692

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

NEHC 30755. Research Topics in Ottoman History. 100 Units.
This course will discuss current trends in research for 19th and early 20th Century Ottoman and Turkish history.
Instructor(s): Holly Shissler Terms Offered: Autumn
Note(s): Consent of Instructor required

NEHC 30765. Introduction to the Musical Folklore of Central Asia. 100 Units.
This course explores the musical traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.
Instructor(s): Kagan Arik Terms Offered: Spring
Equivalent Course(s): NEHC 20765, REES 35001, REES 25001, ANTH 25905, MUSI 33503, MUSI 23503

NEHC 30852-30853. Seminar: Ottoman World/Suleyman I-II.
This two-quarter seminar focuses on the transformation of the Muslim Ottoman principality into an imperial entity—after the conquest of Constantinople in 1453—that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Suleyman the Lawgiver (1520-1566), who appeared to give the Empire its “classical” form. Topics include: the Mongol legacy; the reformation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and recreation of religious institutions in Islamdom and Christendom) and student presentations of research for the seminar paper. In addition to seminar
papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.

NEHC 30852. The Ottoman World in the Age of Suleyman the Magnificent. 100 Units.
This seminar/colloquim focuses on the transformation of the Muslim Ottoman principality into an imperial entity—after the conquest of Constantinople in 1453—that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Usually taught as a two-quarter research seminar, this year only the first quarter is offered, with a 15-20 paper due at the end. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Süleyman the Lawgiver (1520-1566), who appeared to give the Empire its “classical” form. Topics include: the Mongol legacy; the reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The quarter-long colloquium comprises a chronological overview of major themes in Ottoman history, 1300-1600; in addition to papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.
Instructor(s): Cornell Fleischer Terms Offered: Autumn
Equivalent Course(s): ISLM 30852, CMES 30852, HIST 58302

NEHC 30853. Ottoman World/Suleyman II. 100 Units.
This two-quarter seminar focuses on the transformation of the Muslim Ottoman principality into an imperial entity—after the conquest of Constantinople in 1453—that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Süleyman the Lawgiver (1520-1566), who appeared to give the Empire its “classical” form. Topics include: the Mongol legacy; the reformulation of the relationship between political and religious institutions; mysticism and the creation of divine kingship; Muslim-Christian competition (with special reference to Spain and Italy) and the formation of early modernity; the articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and recreation of religious institutions in Islamdom and Christendom) and student presentations of research for the seminar paper. In addition to seminar papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.
Instructor(s): Cornell Fleischer Terms Offered: Winter
Equivalent Course(s): CMES 30852, HIST 58303

NEHC 30891-30892. Seminar: Introduction to the Ottoman Press I-II.
This is a 2-quarter research seminar. Part 1 may be taken independently. Course introduces students to the historical context and specific characteristics of the mass printed press (newspapers, cultural and political journals, etc.) in the Ottoman Empire in the 19th C. We will investigate issues such as content, censorship, production, readership and distribution through secondary reading and the examination of period publications.

NEHC 30891. Sem: Intro to the Ottoman Press-I. 100 Units.
Course introduces students to the historical context and specific characteristics of the mass printed press (newspapers, cultural and political journals, etc.) in the Ottoman Empire in the 19th C. We will investigate issues such as content, censorship, production, readership and distribution through secondary reading and the examination of period publications.
Instructor(s): H. Shissler Terms Offered: Winter
Equivalent Course(s): HIST 35707

NEHC 30892. Introduction to the Ottoman Press-II. 100 Units.
Students will develop their research papers, and we will continue to explore aspects of the late Ottoman press.
Instructor(s): H. Shissler Terms Offered: Spring

NEHC 30901. Orality, Literature and Popular Culture of Afghanistan and Pakistan. 100 Units.
Course description unavailable
Instructor(s): C. R. Perkins Terms Offered: Winter. Course was offered 2013
Equivalent Course(s): SALC 29001, NEHC 20001, CMLT 36901, HIST 26905, HIST 26905, CMLT 26901

NEHC 30937. Nationalism & Colonialism in the Middle East. 100 Units.
The seminar covers the history of the region during the 19th and 20th centuries. It looks at how the modern historiography of modern Middle Eastern studies shaped, and was shaped by, post-colonial studies, subaltern studies, and historical perceptions of urbanity, modernity, Orientalism, and class. The class will pay heed to the fluid and constructed nature of Arab national culture, and the terminology used by Arab nationalists concerning “nahda,” “revival,” and “rebirth.” We will explore various “golden ages” Arab nationalists envisioned, like pre-Islamic Semitic empires, the first Islamic state under the leadership of the Prophet Muhammad, the Ummayads, the Abbasids and Muslim Spain, as a way of analyzing the the constructed and temporal nature of national...
discourses. We will finally examine the distinction between Pan-Arab nationalism (qawmiyya), which considered Arab culture, history, and language as markers of one’s national identity, and often strove for political unity with other Arab states; and territorial-patriotic nationalism (wataniyya), which hailed the national cultures of particular Arab states (Egyptian, Iraqi, Lebanese), focusing on their geography, archaeology, and history the key features of national identity.

Instructor(s): Orit Bashkin Terms Offered: Autumn

NEHC 30943. Colloquium: Iran and Central Asia I. 100 Units.
The first quarter will take the form of a colloquium on the sources for and the literature on the political, social, economic, technological, and cultural history of Western and Central Asia from approximately 1500 to 1750. Classroom presentations and a short paper are required.
Instructor(s): J. Woods Terms Offered: Autumn
Prerequisite(s): Open to upper-level undergraduates with consent of instructor.
Note(s): The 20–21 focus will be the Mongol world empire.
Equivalent Course(s): HIST 58601, CMES 58601

NEHC 30944. Colloquium: Iran and Central Asia II. 100 Units.
The second quarter will be devoted to the preparation of a major research paper.
Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): HIST 58601; open to upper-level undergraduates with consent
Note(s): The 20–21 focus will be the Mongol world empire.
Equivalent Course(s): CMES 58602, HIST 58602

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

NEHC 31215. Abraham’s Sacrifice of Isaac in Multiple Perspectives. 100 Units.
The story of Abraham’s (near) sacrifice of his son, Isaac, found in Genesis 22:1-19, is one of the most influential and enduring stories in Western literature and art. It is part of the living tradition of Judaism, Christianity, and Islam and its meaning and implications have been repeatedly explored in the communities defined by these religions, and has, in turn, helped to shape the self-perception of those communities. This course will consider the multiple perspectives from which this story has been viewed and the multiple interpretations which this story has generated, starting with its earliest incorporation into the Hebrew Bible, moving to its role in Judaism, Christianity, and Islam, and concluding with its influence on modern works. No knowledge of Hebrew is required.
Instructor(s): Stuart Creason Terms Offered: Spring
Equivalent Course(s): RLST 21215, NEHC 21215, BIBL 31215, HIJD 31215, JWSC 21215, ISLM 31215

NEHC 32700. Law in Biblical Literature. 100 Units.
The course will survey topics of biblical law, recover biblical legal reasoning, compare biblical law with comparable ancient Near Eastern records and literature, reconsider the nature of biblical legal composition, interpret biblical legal passages within their larger compositions as pieces of literature, analyze several non-legal biblical texts for the legal interpretation embedded in them, and engage modern scholarship on all these aspects. In addition to preparing to discuss assigned biblical texts, students will also work towards composing an original piece of sustained analysis submitted at quarter’s end.
Instructor(s): Simeon Chavel Terms Offered: Winter
Prerequisite(s): 1 year biblical Hebrew + 1 course in Hebrew Bible
Equivalent Course(s): BIBL 32700, HIJD 32700, RLST 22700, JWSC 22702

NEHC 33601. The Problem of Evil and Philosophical Commentaries on the Book of Job in Medieval Philosophy: Saadia. 100 Units.
This seminar will examine medieval philosophers’ discussions of evil and suffering, natural, bodily, and mental, in their philosophical treatises and in their commentaries on the Book of Job. We will be concerned both with standard topics such as theodicies or justifications for evil, providence and natural evils, and what exactly ‘the’ problem of evil is as well as with the question whether and how the genre in which one pursues these questions makes a difference. In particular, did the commentary form, especially on a book like Job with its enigmatic literary form, enable medieval thinkers to articulate philosophical issues they could not in their philosophical treatises using discursive argumentation? (IV)
Instructor(s): J. Stern Terms Offered: Winter
Prerequisite(s): Knowledge of Arabic, Hebrew, and Latin is not required, but it can’t hurt.
NEHC 33704. Religion in Modern Iran. 100 Units.
TBD
Terms Offered: TBD
Equivalent Course(s): ISLM 33404, AASR 33404

NEHC 34110. The Soviet Empire. 100 Units.
What kind of empire was the Soviet Union? Focusing on the central idea of Eurasia, we will explore how discourses of gender, sexuality and ethnicity operated under the multinational empire. How did communism shape the state’s regulation of the bodies of its citizens? How did genres from the realist novel to experimental film challenge a cohesive patriarchal, Russophone vision of Soviet Eurasia? We will examine how writers and filmmakers in the Caucasus and Central Asia answered Soviet Orientalist imaginaries, working through an interdisciplinary archive drawing literature and film from the Soviet colonial ‘periphery’ in the Caucasus and Central Asia as well as writings about the hybrid conception of Eurasia across linguistics, anthropology, and geography.
Instructor(s): Leah Feldman Terms Offered: Autumn
Equivalent Course(s): NEHC 24110, CMLT 24111, CRES 34111, REES 24110, CMLT 34111, REES 34110, CRES 24111

NEHC 35004. Readings in Ibn Tufayl’s Hayy b. Yaqzan. 100 Units.
A study of Ibn Tufayl’s twelfth-century philosophical/mystical romance about a boy spontaneously generated on a desert island who achieves knowledge of God through empirical study of nature. The many themes in Hayy ibn Yaqzan will be studied in relation to the philosophical literature that formed it and in light of recent modern scholarship about it.
Instructor(s): James T. Robinson Terms Offered: Winter
Equivalent Course(s): RLST 25105, ISLM 35004, FNDL 25105, HIJD 35004, MDVL 15004

NEHC 35147. 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 topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.
Instructor(s): Morris Fred Terms Offered: Spring
Equivalent Course(s): ANTH 25150, CMES 35150, ANTH 35150, NEHC 25147, MAPS 35150, JWSC 25149

NEHC 35148. 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 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): CMES 35148, ANTH 25148, ANTH 35148, MAPS 35148, NEHC 25148, JWSC 25148

NEHC 36500. The Radiant Pearl: Introduction to Syriac Literature and its Historical Contexts. 100 Units.
After Greek and Latin, Syriac literature represents the third largest corpus of writings from the formative centuries of Christianity. This course offers students a comprehensive overview of the dominant genres and history of Syriac-speaking Christians from the early centuries through the modern day. Moving beyond traditional historiography that focuses exclusively on early Christianity within the Roman Empire, this class examines Christian traditions that took root in the Persian and later Islamic Empires as well. Through studying the history and literature of Syriac-speaking Christians, the global reach of early Christianity and its diversity comes to the fore. Syriac-speaking Christians preached the Gospel message from the Arabian Peninsula to early modern China and India. Syriac writers also raised female biblical figures and holy women to prominent roles within their works. Students will broaden their understanding of the development of Christian thought as they gain greater familiarity with understudied voices and visions for Christian living found within Syriac literature.
Special attention will be paid to biblical translation, asceticism, poetry, differences between ecclesial communities as well as the changing political fortunes of Syriac-speaking populations. No previous knowledge or study expected.
Instructor(s): Erin Galgay Walsh Terms Offered: Autumn
Equivalent Course(s): BIBL 36500, HCHR 36500, NEHC 26500, RLST 16500, GNSE 26505, GNSE 36505

NEHC 36614. Making the Monsoon: The Ancient Indian Ocean. 100 Units.
The course will explore the human adaptation to a climatic phenomenon and its transformative impacts on the littoral societies of the Indian Ocean, circa 1000 BCE-1000 CE. Monsoon means season, a time and space in which favorable winds made possible the efficient, rapid crossing of thousands of miles of ocean. Its discovery-at different times in different places-resulted in communication and commerce across vast distances at speeds more
commonly associated with the industrial than the preindustrial era, as merchants, sailors, religious specialists, and scholars made monsoon crossings. The course will consider the participation of Mediterranean, Middle Eastern, South Asian, and East African actors in the making of monsoon worlds and their relations to the Indian Ocean societies they encountered; the course is based on literary and archaeological sources, with attention to recent comparative historiography on oceanic, climatic, and global histories.

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

NEHC 37302. Transmission of Islamic Knowledge in South Asia since 1800. 100 Units.
Equivalent Course(s): SALC 47302, HIST 49504, ISLM 37302

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

NEHC 39714. North Africa in Literature and Film. 100 Units.
This course explores twentieth- and twenty-first century literary and cinematic works from the countries of North Africa. We will focus in particular on the region of Northwestern Africa known as the Maghreb-encompassing Algeria, Morocco, and Tunisia. Situated at the crossroads of Africa, the Middle East, and Europe, the Maghreb has a layered colonial past culminating in France’s brutal occupation of the region through the 1960s. Inflected by this colonial history, Maghrebi studies tends to privilege Francophone works while overlooking the region’s rich Arabic and indigenous traditions. Understanding the Maghreb as both a geopolitical as well as an imagined space, our course materials reflect the region’s diverse cultural histories and practices. We will consider the Maghreb’s ethnic, linguistic, and religious pluralism in dialogue with broader questions of cultural imperialism, orientalism, decolonization, and globalization. Fictional and cinematic works will be paired with relevant historical and theoretical readings. In light of the recent 'Arab Spring' catalyzed by the Tunisian uprising in January 2011, we will also touch on contemporary social and political happenings in the region.
Instructor(s): Hoda El Shakry Term Offered: Spring
Equivalent Course(s): CMLT 29714, NEHC 29714, CMLT 39714

NEHC 40020. The Mediterranean Sea in Antiquity: Imperial Connections. 100 Units.
The Mediterranean Sea has long inspired imaginings of lands and peoples connected by its waters. From the Romans' Mare Nostrum, "our sea," to today's variants of "middle sea" - Greek Mesogeios, German Mittelmeer, and of course, Latin Mediterranean - imaginations of the sea have often celebrated its spatial and social cohesion. The Mediterranean continues to possess a middling geopolitical identity today, situated as it is between continental Europe, the Aegean, the Middle East, and North Africa. And yet, despite our diachronic investment in recognizing the Mediterranean's grand narrative as a locus of cultural connectivity, its long-term histories of interregional dynamics remain difficult to approach holistically. This concern is especially salient when it comes to the study of ancient empires, those large, expansionary polities whose social, political, and economic practices drew disparate groups together, and at times forced them apart. This class has two closely related objectives. First, we tackle the most ambitious pieces of scholarship on Mediterranean history to evaluate how various disciplines have sought to analyze and to bound the sea as a cartographic whole. In the process, we gain an appreciation not only for the methodological and interpretive scales involved in such an undertaking, but for the various disciplinary strategies the Mediterranean's diverse histories have inspired. Second, we interrogate one sociopolitical structure - the empire - and question how the Mediterranean encouraged and challenged imperialism as a recurring formation that worked to maintain sovereignty across broad geographical expanses. In doing so, we explore the variegated processes of cultural connectivity that have characterized the ancient Mediterranean from east to west.
Equivalent Course(s): ANTH 47302, CDIN 41717, ANCM 41717, CLAS 41717, HIST 51300

NEHC 40470. Readings in Maimonides’ Guide of the Perplexed. 100 Units.
A careful study of select passages in Maimonides’ Guide of the Perplexed, focusing on the method of the work and its major philosophical-theological themes, including: divine attributes, creation vs. eternity, prophecy, the problem of evil and divine providence, law and ethics, the final aim of human existence.
Instructor(s): James Robinson Term Offered: Fall
Equivalent Course(s): ISLM 45400, HJJD 45400, JWSC 21107, MDVL 25400, RLST 21107, FNDL 24106, RHEL 45401, RLVC 45400
NEHC 40600. Islamic Love Poetry. 100 Units.
The focus of this course is classical Islamic love poetry, Arabic and Persian love lyric will be covered, as well as some Ottoman love lyric (at least in translation). In the past we have incorporated Urdu, Punjabi, Bangla, Bosnian, and Turkish traditions, and—for comparative and historical purposes—Hebrew poetry from medieval Andalus. Because none of us are proficient in all these languages, students who are proficient a given language are asked to provide a guide (including text, translation, explanation of key vocabulary, etc.) for selected poems from that language. Each member of the class will be asked to present one poem guide, in addition to a final assignment. Among the poets commonly included in the course are Ibn Zaydun, Ibn al-Farid, Ibn al-`Arabi, Rumi, Hafiz, Baba Fighani, Na`li, Mir Dard, Bulleh Shah, and Ghalib.
Equivalent Course(s): RLIT 40300, ISLM 40100, CMLT 40100

NEHC 40601. Readings in the Text of the Qur'an. 100 Units.
Intensive readings in the Arabic text of the Qur'an. We focus on reading the Qur'anic text closely, with attention to grammar, syntax, recitation protocols, vocabulary, parables, symbols, figures of speech, rhetoric, changes in voice and person, allusions to parallel Qur'anic passages, and theology. Classical and modern commentaries are consulted, but the primary emphasis is on the Qur'anic text itself. The winter 2013 course will focus upon suras attributed to the Meccan period of Muhammad's prophetic career, particularly those such as suras 52, 53, 55, and 56 that take up the theme of the garden. Students may well have different levels of Arabic; the course does not make Arabic proficiency into a matter of evaluation, but encourages each participant to work at his or her level.
Instructor(s): Michael Sells Terms Offered: Spring
Prerequisite(s): The second quarter of "Introduction to Qur'anic Arabic", or 2 years of Arabic or the equivalent.
Equivalent Course(s): ISLM 40500

NEHC 40604. Readings in Arabic Religious Texts. 100 Units.
Texts to be covered include the 27th Sura of the Qur'an, selections from the Adab work Muhadarat al-Abrar of Ibn `Arabi, and examples of the Hadith Qudsi genre (hadiths that report divine, non-Qur'anic messages given to the Prophet).
Instructor(s): Michael Sells Terms Offered: Spring
Equivalent Course(s): HIJD 50200, ISLM 50200

NEHC 40605. From Caliphate to Nation State: A Survey of Modern Muslim Constitutional Thought. 100 Units.
Equivalent Course(s): ISLM 49200

NEHC 40711. Cinema Without an Archive. 100 Units.
This seminar takes a comparative approach to issues of archival precarity with particular attention to cinema, memory, and materiality. We will investigate the fraught and contested histories and problems of the archive and the limitations of archival thinking and practice in a comparative context, focusing on post-colonial and post-conflict sites in the Middle East, Asia, Africa, as well as the low rates of survival for minoritarian film practices in the United States. Some of these problems are about gaps: how do we attend to the absence and instability of the film artifact? How do these problems surface—and how are they mediated—in postcolonial sites that grapple with conflict, weak state structures, and contested commemorative practices and issues? Other questions concern definitive versions, remediation, degraded extant material, and barriers to archival access. Topics include the use of extrafilmic evidence and primary paracinematic evidence, fiction and speculative approaches to history, theories of evidence, archival theories and practices, commemorative practices, and the role of state and nongovernmental institutions in the formation of cultural memory.
Instructor(s): Allyson Nadia Field & Ghenwa Hayek Terms Offered: Winter
Prerequisite(s): none
Note(s): There will be a weekly screening with this seminar.
Equivalent Course(s): CDIN 67814, CMST 67814, CMLT 67814

NEHC 41000. Writings of Ibn al-`Arabi. 100 Units.
This course will focus on sections from Ibn al-`Arabi's al-Futuhat al-Makkiyya “The Meccan Openings,” including chapters 1 and 10, as well as the commentary he wrote upon his own love poems. The important new critical edition of the Futuhat, by Abd al-`Aziz Sultan al-Mansub (Yemen, 2013), will serve as the base text. We will also engage one of the chapters from Ibn `Arabi's Fusus al-Hikam (Bezels of Wisdom) and will be able to take advantage of the new, fully-vocalized edition of that work.
Equivalent Course(s): ISLM 51000

NEHC 41005. Colloquium: Late Antique Mediterranean I. 100 Units.
Research problems in eastern, central, and western Mediterranean from the fourth to seventh century CE. Detailed investigation of relevant primary sources in Greek, Latin, and Arabic. Will continue in winter quarter.
Equivalent Course(s): ANCM 31515, CLAS 31515, HIST 41005

NEHC 41006. Colloquium: Late Antique Mediterranean II. 100 Units.
Research problems in eastern, central, and western Mediterranean from the fourth to seventh century CE. Detailed investigation of relevant primary sources in Greek, Latin, and Arabic. In the winter quarter, we focus on research topics for the colloquium paper.
Equivalent Course(s): HIST 41006, ANCM 31516, CLAS 31516
NEHC 42700. Interactions b/w Jewish Phil. and Lit.in Middle Ages. 100 Units.
Any study of Jewish philosophy that focuses on a small collection of systematic summas tells only half the story. In this seminar, the emphasis will be shifted from canonical theologies to lesser-known works of literature. Each class will examine the way a different genre was used to defend philosophy and teach it to the community at large. Emphasis will be on literary form and style, rhetoric, methods of teaching and argumentation, all in relation to questions about reception and dissemination, progress and creativity, science and religion.
Instructor(s): James T. Robinson Terms Offered: Winter
Equivalent Course(s): MDVL 22700, JWSC 22701, NEHC 28504, ISLM 42700, RLVC 42700, RLST 28504, HIJD 42700

NEHC 42720. The Return of Migration: Mobility and the New Empiricism. 100 Units.
This seminar questions the prerogatives of disciplines in framing and explaining social change via mobility. Following earlier theories of diffusion to understand diachronic cultural change, and the subsequent contextual critiques that privilege historical contingencies and human agency, advances in identifying past human movement through techniques like ancient DNA genome testing have increasingly led to the revival of migration as a subject of focus and explanation. As growing interest in contemporary refugee and forced migration studies is showing, migration represents not just a wide-ranging practice of different types, but is a semantically charged and ambiguous term whose recent applications provide new opportunities to assess its interpretive advantages and limitations. Is the new empirical emphasis on migration re-racializing antiquity? What do we gain by studying concepts of diasporas, transnationalism, and border crossings in the premodern world? Why does migration matter? Divided into two parts, the course covers the conceptual and theoretical work in current literature on migration as well as applications to specific historical problems from ancient and modern Eurasia.
Instructor(s): James Osborne and Catherine Kearns Terms Offered: Winter
Equivalent Course(s): CDIN 42720, HIST 50500, CLAS 42720

NEHC 42800. The Book of Kings: Seminar. 100 Units.
Equivalent Course(s): BIBL 52800

NEHC 42906. The Book of Ezekiel. 100 Units.
This text-course will read a representative set of excerpts from The Book of Ezekiel, a unique retrospective account of a prophet's speeches and images in the sixth century BCE, around the destruction of Judea and exile of its population. We will treat aspects such as its historical setting, literary frame, real and implied audiences, and mode and mood of prophecy.
Instructor(s): Simeon Chavel Terms Offered: Autumn
Prerequisite(s): 1 year biblical Hebrew + 1 course in Hebrew Bible.
Note(s): This course is open to undergrads ONLY by Petition.
Equivalent Course(s): HIJD 42906, BIBL 42906

NEHC 43500. Islamic Jurisprudence, Reason, and the State. 100 Units.
This course will examine anthropological approaches to the study of Islamic jurisprudence and its transformations in the modern context. This may be of interest to students interested in both Sunni and Shi'i jurisprudence, though the emphasis will be on Twelver Shi'i legal reasoning.
Instructor(s): Elham Mireshghi Terms Offered: Autumn
Prerequisite(s): Students should be familiar with Anthropological approaches to the study of both Islam and the state.
Note(s): This course is open to undergrads ONLY by Petition.
Equivalent Course(s): ISLM 43500, ANTH 42815, AASR 43500

NEHC 44602. Song of Songs. 100 Units.
In this text-course we will read the entire poetic composition, drawing on theory of literature in general and poetry in particular, tracing its unique forms of continuity, and analyzing its biblically distinctive forms of gender characterization.
Instructor(s): Simeon Chavel Terms Offered: Spring
Prerequisite(s): prerequisite: 1 year biblical Hebrew/ BIBL 33900 and BIBL 34000
Note(s): This is the Biblical Hebrew exegesis course.
Equivalent Course(s): GNSE 24603, GNSE 44603, BIBL 44602, RLST 24602, HIJD 44602

NEHC 45516. Seminar: State and Society under the Ptolemies. 100 Units.
Recent research encourages a reexamination of the classical opposition between pre-modern and modern states. As traditionally defined, the key difference would be the inability of a pre-modern state to exercise in-depth control of society. Being unable to develop a significant bureaucratic apparatus, a pre-modern state could have only achieved a weak control of the people it administered. To a certain extent, the opposition still has some validity, but the alleged "weakness" of pre-modern states, for instance in terms of capacity for extraction of revenue, should be revisited. Thanks to the sources available, the Ptolemaic possessions (by which one will understand not only Egypt but all the other territories under Ptolemaic control, from Asia Minor to Syria and from Cyrene to Cyprus) provide an ideal case study to test these concepts. We will examine written documents in their original languages, but translations will also be provided, which will allow students who do not control the ancient languages to also participate in the seminar.
Equivalent Course(s): ANCM 45516, HIST 70407
NEHC 48603. Talking Birds and Cunning Jackals: A Survey of Indo-Persian Prose. 100 Units.
South Asia was a major source of narrative matter for the development of literary prose in the Islamicate world. For instance, literary prose in Arabic, but also in Persian (and Castilian) were fashioned through successive renderings of the Sanskrit Panḍatantra. Later, in the post-Timurid period, South Asian Persianate literati, and munshis in particular, contributed to elevate the status of Persian prose to that of poetry. This course offers a survey of a variety of Indo-Persian prose texts such as tales, premodern translations of Indian romances and epics (Mahābhārata, Rāmāyāṇa, Panḍatantra, Mādhavānala Kāmakandalā, etc ...), letters, anecdotes from chronicles, tadhkira literature, autobiographical writings, treatises, and encyclopedic works. The readings are organized thematically and by degree of stylistic elaboration. We will first read plain prose texts that will introduce the students to key elements of the Persianate understanding of Indic culture. In this first section of the course, we will mostly read narrative texts (chronicles, translations of Sanskrit and Hindavi works, and dāstāns). We will then turn to epistolography, biographies, and autobiographical writings. Finally, we will read technical and non-technical texts dealing with various aspects of Indo-Persian courtly culture and aesthetics (philosophy, mysticism, grammar, poetry, or musicology). Each text will be introduced and framed by discussions on relevant secondary literature in English and Persian.
Instructor(s): T. D’Hubert Terms Offered: Autumn
Prerequisite(s): Intermediate level of Persian
Equivalent Course(s): SALC 48603, PERS 48693

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

NEHC 49000. Thesis Research: Nehc. 100 Units.
Students may register for this course while conducting research for the MA thesis. Students need to obtain permission of their advisor and contact the department coordinator for assistance in registration.

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

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

PERSIAN COURSES
PERS 48693. Talking Birds and Cunning Jackals: A Survey of Indo-Persian Prose. 100 Units.
South Asia was a major source of narrative matter for the development of literary prose in the Islamicate world. For instance, literary prose in Arabic, but also in Persian (and Castilian) were fashioned through successive renderings of the Sanskrit Panḍatantra. Later, in the post-Timurid period, South Asian Persianate literati, and munshis in particular, contributed to elevate the status of Persian prose to that of poetry. This course offers a survey of a variety of Indo-Persian prose texts such as tales, premodern translations of Indian romances and epics (Mahābhārata, Rāmāyāṇa, Panḍatantra, Mādhavānala Kāmakandalā, etc ...), letters, anecdotes from chronicles, tadhkira literature, autobiographical writings, treatises, and encyclopedic works. The readings are organized thematically and by degree of stylistic elaboration. We will first read plain prose texts that will introduce the students to key elements of the Persianate understanding of Indic culture. In this first section of the course, we will mostly read narrative texts (chronicles, translations of Sanskrit and Hindavi works, and dāstāns). We will then turn to epistolography, biographies, and autobiographical writings. Finally, we will read technical and non-technical texts dealing with various aspects of Indo-Persian courtly culture and aesthetics (philosophy, mysticism, grammar, poetry, or musicology). Each text will be introduced and framed by discussions on relevant secondary literature in English and Persian.
Instructor(s): T. D’Hubert Terms Offered: Autumn
Prerequisite(s): Intermediate level of Persian
Equivalent Course(s): NEHC 48603, SALC 48603

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

TURKISH COURSES
TURK 30101-30102-30103. Advanced Turkish I-II-III.
The objectives of the course are to develop advanced language skills in Modern Turkish through reading, writing, listening, and speaking, with special emphasis on the proper usage of vocabulary and idiomatic expressions, and to continue the study of Turkish literature and texts begun in the second year. This course is conducted entirely in Turkish. The course is designed to bring the advanced student to a professional level of proficiency. Students are expected to produce advanced level writing in Turkish.
TURK 30101. Advanced Turkish I. 100 Units.
Advanced Turkish students will develop their language skills in speaking, reading, translating, listening, and writing, while learning about Turkish society and culture at the same time. To address all of these aspects each class is divided into three sections which focuses on a specific skill. Section one is the conversation part: it involves reading (or listening to) short (audio) pieces or phrases on a given topic; section two is reading and translation: students read and prepare pieces from Turkish literature, literature readings are short stories or selected parts from novels; section three is the listening part: by watching parts of a Turkish movie, students' skills in listening and understanding will get faster while we progress through the movie.
Instructor(s): Kağan Arik
Terms Offered: Autumn
TURK 30102. Advanced Turkish II. 100 Units.
Advanced Turkish students will develop their language skills in speaking, reading, translating, listening, and writing, while learning about Turkish society and culture at the same time. To address all of these aspects each class is divided into three sections which focuses on a specific skill. Section one is the conversation part: it involves reading (or listening to) short (audio) pieces or phrases on a given topic; section two is reading and translation: students read and prepare pieces from Turkish literature, literature readings are short stories or selected parts from novels; section three is the listening part: by watching parts of a Turkish movie, students' skills in listening and understanding will get faster while we progress through the movie.
Instructor(s): Helga Anetshofer
Terms Offered: Spring
TURK 30103. Advanced Turkish III. 100 Units.
Advanced Turkish students will develop their language skills in speaking, reading, translating, listening, and writing, while learning about Turkish society and culture at the same time. To address all of these aspects each class is divided into three sections which focuses on a specific skill. Section one is the conversation part: it involves reading (or listening to) short (audio) pieces or phrases on a given topic; section two is reading and translation: students read and prepare pieces from Turkish literature, literature readings are short stories or selected parts from novels; section three is the listening part: by watching parts of a Turkish movie, students' skills in listening and understanding will get faster while we progress through the movie.
Instructor(s): K. Arik
Terms Offered: Spring
TURK 30200. Colloquium: Sources for the Study of the Ottoman World. 100 Units.
This course introduces the students the major sources for the study of Ottoman history and culture.
Instructor(s): Hakan Karateke
Terms Offered: Autumn
TURK 30201. Colloquium: Sources for the Study of Ottoman World 2. 100 Units.
This course is the second part of a seminar series to introduce students to the major sources for the study of Ottoman history and culture.
Instructor(s): Hakan Karateke
Terms Offered: Winter
Prerequisite(s): TURK 30200
TURK 30350. Readings in Ottoman Court Records. 100 Units.
This course introduces the students to the scholarship on and the original texts of Ottoman court records. Thousands of registers with millions of court cases covering the period from the sixteenth century to modern times have survived to date. These documents are celebrated by modern historians as exceptional snapshots into the daily lives of common people. Monday sessions are reserved for the discussion of secondary literature; we will read from the original court records on Fridays.
Instructor(s): Hakan Karateke
Terms Offered: Winter
Prerequisite(s): Some exposure to Ottoman texts
Equivalent Course(s): TURK 20350

**TURK 30501-30502-30503. Ottoman Turkish I-II-III.**
A selection of Turkish texts in Arabic script, both printed and handwritten, introduced in order of difficulty, and ranging from the fourteenth to the nineteenth centuries. Texts are drawn from chronicles, official documents, memoirs, poetry, and other genres.

**TURK 30501. Ottoman Turkish I. 100 Units.**
A selection of Turkish printed texts in Arabic script from the nineteenth and twentieth centuries is introduced in order of difficulty. Hakan Karateke’s unpublished "Ottoman Reader" serves as a textbook. The texts are drawn from historical textbooks, official documents, novels, and other genres.
Instructor(s): H. Aneshofer-Karateke Terms Offered: Autumn
Prerequisite(s): 2 years of Turkish, or equivalent

**TURK 30502. Ottoman Turkish II. 100 Units.**
A selection of Turkish printed texts in Arabic script from the nineteenth and twentieth centuries is introduced in order of difficulty. Hakan Karateke’s unpublished "Ottoman Reader" serves as a textbook. The texts are drawn from historical textbooks, official documents, novels, and other genres.
Instructor(s): H. Aneshofer-Karateke Terms Offered: Winter
Prerequisite(s): TURK 30501

**TURK 30503. Ottoman Turkish III. 100 Units.**
A selection of Turkish printed texts in Arabic script from the nineteenth and twentieth centuries is introduced in order of difficulty. Hakan Karateke’s unpublished "Ottoman Reader" serves as a textbook. The texts are drawn from historical textbooks, official documents, novels, and other genres.
Instructor(s): H. Aneshofer-Karateke Terms Offered: Spring
Prerequisite(s): TURK 30502

**TURK 49901. Reading and Research in Old Turkic. 100 Units.**
Independent study in Old Turkic.
Terms Offered: Autumn Spring Winter

**UGARITIC COURSES**

**UZBEK COURSES**

**UZBK 49900. Reading and Research Course: UZBK. 100 Units.**
Reading and Research Course: UZBK