Department of Near Eastern Languages and Civilizations

http://nelc.uchicago.edu/

Chair
• Franklin D. Lewis

Professors
• Orit Bashkin
• 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
• Sofia Torallas Tovar, Classics
• Theo P. van den Hout, Oriental Institute
• Christopher Woods, Oriental Institute

Associate Professors
• Ahmed El Shamsy
• Petra Goedegebuure, Oriental Institute
• Rebecca Hasselbach, Oriental Institute
• Ghenwa Hayek
• Brian Muhs, Oriental Institute
• Susanne Paulus, Oriental Institute
• Richard Payne, History
• Hervé Reculeau, Oriental Institute
• Na‘ama Rokem
• A. Holly Shissler

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

Senior Instructional Professors
• Ariela Almog

Associate Senior Instructional Professors
• Noha Forster

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

Associate Instructional Professors
• Kagan Arik
• Stuart Creason

Assistant 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, Modern Hebrew Language and Literature, Persian Language and Literature, and Ottoman and Turkish Studies.

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 department 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-ic@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 Class Search for the most up-to-date and specific course offerings in a given quarter.

Akkadian Courses

AKKD 30375. Akkadian Literature - Late Period. 100 Units.

This course explores a variety of key issues in ancient narrative, by means of investigating the role of literature as history in the Erra Epic, features of orality oraurality such as verse, meter, and prosody in The Poor Man of Nippur, as well as the appropriation and reinterpretation of metaphors and other figurative imagery in Marduk’s Address to the Demons and its ancient commentary.

Instructor(s): John Wee

Terms Offered: Winter

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

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

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

AKKD 40399. Eblaite. 100 Units.
In this course we will read Semitic texts from the ancient Syrian site of Ebla dating to the middle of the 24th century BCE. The texts consist of several genres, such as administrative texts, chancellery texts, and a few ritual texts and incantations. Special focus will be on the language used since the status of “Eblaite” and its position within the Semitic language family is still a matter of debate. We will further look at the broader linguistic an cultural context of the Eblaite material by comparing it to Mesopotamian texts from the same period.
Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Spring
Prerequisite(s): Two years of Akkadian

ANCIENT ANATOLIAN LANGUAGES COURSES

ARABIC COURSES

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

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

**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 (i’rab) 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

Equivalent Course(s): ISLM 40102

**ARAB 40200. Advanced Readings in Arabic. 100 Units.**
Advanced Readings in Arabic

Instructor(s): Kay Heikkinen, Staff Terms Offered: Autumn

**ARAB 40201. Advanced Readings in Arabic II. 100 Units.**
Advanced Readings in Arabic - 2nd quarter

Instructor(s): Hala Abdelmonem Terms Offered: Winter

**ARAB 40384. Pre-Islamic Poetry: Mu’allagaq, Sa’alik, Ritha’ 100 Units.**
Pre-Islamic poetry laid the foundation for all subsequent Arabic poetry, and formed a key referent for Arabic grammar and Qurʾān exegesis. Its structure, motifs, and images constituted a literary model for Umayyad, Abbasid, Fatimid, Andalusian, and Mamluk poetry, and its grammatical and lexical usages formed a tool to understand the Qurʾānic message and to measure the purity of later Arabic expressions. In this class, we will read closely some of the best known poems of the pre-Islamic period. An assessment by the medieval critics of our poets and some of their poetic theory will also be introduced. Secondary literature will be assigned in order to provide a theoretical framework for the material.

Instructor(s): T. Qutbuddin Terms Offered: Autumn

Note(s): 3 years of Arabic or instructor’s permission. Graduate seminar. Open to qualified undergraduates

Equivalent Course(s): ISLM 40384, FNDL 27314

**ARAB 49900. Reading and Research. 100 Units.**
Reading and research in Arabic.

Instructor(s): Staff Terms Offered: Spring

Note(s): Select section from faculty list

**ARAMAIC COURSES**

**ARME 30101. Advanced Modern Armenian I. 100 Units.**
This three-quarter sequence enables the students to reach an advanced level of proficiency in the Armenian language. Reading, discussion and writing assignments include a selection of original Armenian literature and excerpts from mass media. A considerable amount of historical-political and social-cultural issues about Armenia are skillfully built into the course for students who have intention to conduct research in Armenian Studies and related area studies or to pursue work in Armenia.

Instructor(s): H. Haroutunian Terms Offered: Autumn

Prerequisite(s): ARME 20103 or equivalent.

Note(s): Approval from instructor required

**EGYPTIAN COURSES**

**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): Foy Scalf Terms Offered: Winter

Prerequisite(s): 2 years of Egyptian

**EGPT 30630. Egyptian Mathematical Texts. 100 Units.**
Although Egyptians demonstrated use of sophisticated mathematics, including geometry, already in the Old Kingdom, the oldest preserved mathematical texts date from the Middle Kingdom. In this course we will read sections of several of these MK hieratic texts, including problems involving a wide range of math skills and applications; we will then read portions of the so-called Demotic mathematical papyri to see how Egyptian math evolved into the Ptolemaic period. No special background is required although comfort with numbers will be an asset.

Instructor(s): Jan Johnson Terms Offered: Autumn

Prerequisite(s): 2 years of Egyptian
EGPT 49000. Thesis Research: Egyptology. 100 Units.
Thesis Research in Egyptology
Instructor(s): STAFF Terms Offered: Spring
Note(s): Select section from faculty list

EGPT 49900. Reading and Research: Egyptology. 100 Units.
Reading and Research: Egyptology
Instructor(s): STAFF Terms Offered: Spring
Note(s): Selection section from faculty list

COURSES

GE’EZ COURSES

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): Ehud Har Even Terms Offered: Autumn
Prerequisite(s): HEBR 20503 or equivalent
Equivalent Course(s): JWSC 25600

Instructor(s): Ari Almog Terms Offered: Winter
Prerequisite(s): HEBR 30501 or consent of instructor
Equivalent Course(s): JWSC 25700

Instructor(s): Ari Almog Terms Offered: Spring
Prerequisite(s): HEBR 30502 or consent of instructor
Equivalent Course(s): JWSC 25800

HEBR 33300. Reading Modern Hebrew for Research Purposes I. 100 Units.
The course concentrates on the written language and aims at enabling students to use Modern Hebrew for research purposes. The course is designed to enable students to read Hebrew freely. Major grammatical & syntactical aspects will be covered, and students will acquire substantial vocabulary with attention paid to lexical collocations and semantic fields. By the end of the course, students are expected not only to be able to successfully satisfy their departmental language requirements but also to have a great set of skills that would allow them to read any given text, written in Modern Hebrew. (The term "Modern Hebrew" covers primarily literature from the mid 20th century to current time).

Instructor(s): Ari Almog Terms Offered: Autumn
Prerequisite(s): Students should have at least two levels of Modern and/or Biblical Hebrew. Students should be able to read vocalized Hebrew texts as well as to be able to read and write in cursive.
Equivalent Course(s): BIBL 38300, JWSC 25880

HEBR 33301. Reading Modern Hebrew for Research Purposes II. 100 Units.
The course concentrates on the written language and aims at enabling students to use Modern Hebrew for research purposes. The course is designed to enable students to read Hebrew freely. Major grammatical & syntactical aspects will be covered, and students will acquire substantial vocabulary with attention paid to
lexical collocations and semantic fields. By the end of the course, students are expected not only to be able to successfully satisfy their departmental language requirements but also to have a great set of skills that would allow them to read any given text, written in Modern Hebrew. (The term "Modern Hebrew" covers primarily literature from the mid 20th century to current time).

Instructor(s): Ari Almog
Terms Offered: Winter
Prerequisite(s): Students should have at least two levels of Modern and/or Biblical Hebrew. Students should be able to read vocalized Hebrew texts as well as to be able to read and write in cursive.
Equivalent Course(s): BIBL 38301, JWSC 25881

**HEBR 49900. Reading Course: Hebrew. 100 Units.**
This course assumes that students have full mastery of the grammatical and lexical content of the advanced level. The main objective is literary fluency. By the end of the course, students should have an excellent command of Hebrew. The course concentrates on the written language, especially scientific writing, as well as elements of Biblical Hebrew, literature from earlier periods and sophisticated journalistic writing. Students read the various Israeli daily newspapers as well as Israeli literature, scientific articles and legal documents (with the help of a dictionary) of varying lengths. They have a good command of synonyms and idiomatic Hebrew, and also understand the subtle differences between words. Their already substantial vocabularies now include many words from a wide variety of genres. Students considerably improve their ability to write long essays in Hebrew on a wide range of topics, incorporating idiomatic language.

Instructor(s): Ari Almog
Terms Offered: Spring
Prerequisite(s): Students should have at least four years of Modern Hebrew studies and/or passing grade of a reading exam and/or graduated the Reading Hebrew for Research Purposes.
Equivalent Course(s): BIBL 48900

**KAZAKH COURSES**

**KAZK 49900. Reading and Research. 100 Units.**

Reading and Research
Instructor(s): STAFF
Terms Offered: Autumn Spring Winter
Note(s): Select section from faculty list

**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 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
Prerequisite(s): Any introductory course in archaeology
Equivalent Course(s): NEAA 20035, ANTH 38810, ANTH 28410

**NEAA 30070. Intro to the Archaeology of Afghanistan. 100 Units.**

Intro to the Archaeology of Afghanistan
Instructor(s): Gil J. Stein
Terms Offered: Winter
Prerequisite(s): Any introductory course in archaeology is desirable but not required
Equivalent Course(s): ANTH 26755, NEAA 20070, ANTH 36755

**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. Introduction to Archaeology. 100 Units.**

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

Instructor(s): David Schloen Terms Offered: Autumn
Equivalent Course(s): NEAA 20100

NEAA 30332. Trade, Exchange, and Politics in the Ancient Near East. 100 Units.
This is a discussion-oriented seminar that introduces students to the evidence, issues, and debates concerning ancient trade and exchange, with a focus on the economic institutions of the ancient Near East and especially those of the Bronze and Iron Age Levant and Eastern Mediterranean.

Instructor(s): David Schloen Terms Offered: Winter
Equivalent Course(s): NEAA 20332

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

Instructor(s): James Osborne Terms Offered: Spring
Equivalent Course(s): CLAS 30321, CLCV 20321, NEAA 20333

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

Instructor(s): Douglas Inglis Terms Offered: Winter
Equivalent Course(s): NEAA 20450

NEAA 30610. Visual Culture of the Ancient Near East. 100 Units.
This course explores the vast corpus of material objects that makes up the visual culture of the ancient Near East-specifically, the palaces, temples, ziggurats, obelisks, carved reliefs, votive statues, inlays, cylinder seals, and cuneiform tablets of Mesopotamia, Syro-Anatolia, the Levant, Persia, and Egypt from 3500 to 330 BCE. In addition to their formal qualities, we will explore the practices by which these artifacts and monuments were made; the cultural value of their raw material components, including clay, stone, metals, ivory, and pigments; their life histories, modes of circulation, interactive potential, and significance within the larger social and political climate; and the modern reception and response to these works of art. Students will also obtain an understanding of art historical approaches to the study of ancient Near Eastern visual culture and the value of Art History to the field of ancient Near Eastern Studies. Class meetings- structured around thematic case studies of material groups from different regions presented in chronological sequence-emphasize conceptual issues (agency, materiality, aesthetics, narrative, ideology, space, representation, style, technology, sensory experience), and theoretical and methodological considerations (archaeological, art historical, anthropological, philological, historical). The course draws primarily on archaeological evidence and ancient textual sources and includes regular visits to the Oriental Institute Museum.

Instructor(s): K. Neumann Terms Offered: Spring
Equivalent Course(s): ARTH 23010, ARTH 33010, NEAA 20610

NEAA 40020. Ceramic Analysis in Archaeology. 100 Units.
This course introduces the theoretical foundations and analytical techniques that allow archaeologists to use ceramics to make inferences about ancient societies. Ethnographic, experimental, and physical science approaches are explored to develop a realistic, integrated understanding of the nature of ceramics as a form of material culture. Practical training in the use of the ceramic labs is included.

Instructor(s): James Osborne Terms Offered: Winter
Equivalent Course(s): ANTH 36200, NEAA 10020, ANTH 26200

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

NEAR EASTERN HISTORY AND CIVILIZATIONS COURSES

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

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, corporal), and procedure (contracts, trials, ordeals).
Instructor(s): M. Roth Terms Offered: Winter
Equivalent Course(s): LLSO 20019, SIGN 26022, NEHC 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.
The Qur'an's historical setting, thematic and literary features, major biblical figures, and foundational narratives of the Quran. Explorations of medieval exegetical literature on the Quran and its reception in the early (8th-10th century CE) and medieval periods (11th - 15th century CE) will feature heavily in this course. Readings consist primarily of English translations of the Quran alongside a running commentary, as well as secondary articles.
Instructor(s): Yousef Casewit Terms Offered: Winter
Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students. This course counts as a Gateway course for RLST majors/minors.
Equivalent Course(s): MDVL 10030, ISLM 30030, RLST 11030

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 (ʾilm)? And what is an ʾālim, or "traditional Muslim knower" expected know? (2) Pedagogy: How does an ʾālim acquire, organize, transmit, and publish his/her ʾilm? (3) Religious Authority: How is ʾilm 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 30145. Gender Relations in Israel. 100 Units.
Israel is widely known as a state that treats men and women equally. Israel has had a female Prime Minister, women gradually earn their right to integrate into the army as combat soldiers, and Tel Aviv has a reputation as one of the most queer-friendly cities in the world. Yet, Israel does not separate between religion and state, family law in Israel is largely influenced by religious patriarchal norms, same-sex couples cannot get married in Israel, there are relatively few women representatives at the Knesset and the government, and no woman has ever represented a ultra-orthodox political party at the Knesset. The aim of the course is to unpack these contradictions, and provide an overview of the complex myriad of gender relations in Israeli society with a focus on specific case studies. To do so, we will study the lives and status of women and the LGBT community in light of the reality of their lives. We will explore ways in which they act creatively to affect social change, and the projects and organizations they form to combat gender prejudice and discrimination.
Instructor(s): Meital Pinto Terms Offered: Winter
Equivalent Course(s): NEHC 20170, JWSC 20425

NEHC 30170. Multiculturalism in Israel. 100 Units.
The course deals with multiculturalism and its manifestation in Israeli society. Israeli citizens are deeply divided by national, religious or ethnic identity. In addition to the difference between the Jewish majority and the Arab minority, there is also a difference between various movements within Judaism (Ultra-Orthodox, Religious, Traditional, Conservative, Reform, and secular Jews), and various religious affiliation within the Arab minority (Muslims, Christians - over ten different communities - and Druze). In terms of ethnic identity, the Jewish majority includes Ashkenazi, Sephardi, and Mizrahi identity. Such diversity creates controversial challenges for Israeli society, such as the extent to which diversity should be accommodated, the possibility, if any, to create a core, shared citizenship with which everyone can identify. The discussion in the first part of the course will focus on the level of theoretical and conceptual analysis. We will review different definitions of terms such as “multiculturalism”, “multicultural state”, “liberal state”, “cultural rights”, “group rights”, “minority”, “minority within minority” and their different manifestation in public debates in Israel. In the second part of the course, we will explore dilemmas and legal issues that arise in multicultural states regarding minority group rights, such as representation, language rights, affirmative action, group equality, the problem of the minority within minority, minorities and immigration
Instructor(s): Meital Pinto Terms Offered: Winter
Equivalent Course(s): NEHC 20170, JWSC 20425

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

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

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): Paul Walker Terms Offered: Autumn. This course will not be offered for the 2021-2022 academic year.
Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements
Equivalent Course(s): ISLM 30201, HIST 35621, RLST 20201, HIST 15611, MDVL 20201, NEHC 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. This course will not be offered for the 2021-2022 academic year.

Prerequisite(s): Islamicate Civilization I (NEHC 20201) or Islamic Thought & Literature-1 (NEHC 20601), or the equivalent

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): HIST 35622, RLST 20202, MDVL 20202, NEHC 20202, ISLM 30202, HIST 15612

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 liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

Instructor(s): Orit Bashkin Terms Offered: Spring. This course will not be offered for the 2021-2022 academic year.

Prerequisite(s): Islamicate Civilization II (NEHC 20202) or Islamic Thought & Literature-2 (NEHC 20602), or the equivalent

Note(s): The Islamicate Civilization sequence does not fulfill the General Ed requirements

Equivalent Course(s): HIST 35623, HIST 15613, NEHC 20203, ISLM 30203, RLST 20203

NEHC 30212. Introduction to Egyptian Religion and Magic. 100 Units.

The course provides a general introduction to the theology and ritual practice of Ancient Egypt from the Predynastic Period to the late Roman Empire (ca. 3100 BC to AD 543). Illustrated lectures will survey primary mythology, the nature of Egyptian "magic," the evolving role of the priesthood, the function of temple and tomb architecture, mumification and funerary rites, the Amarna revolution and the origins of monotheism, as well as the impact of Egyptian religion on neighboring belief systems. Students will read a wide array of original texts in translation in addition to modern interpretive studies. Course requirements include two (2) papers and a final exam. In the first paper the student should discuss in 5-10 pages a specific deity or temple site. The second paper should contain a concise analysis (5-10 pages) of a theological issue pertinent to class discussion and readings. All topics must be cleared in advance with the instructor. Proper bibliographies and footnotes are expected, and any internet sources must be cleared with the instructor.

Instructor(s): Foy Scalf Terms Offered: Spring

Equivalent Course(s): NEHC 20212

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, #adith 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): Izzet Coban 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): ISLM 30300, RLST 15300

NEHC 30350. Bordering the Middle East. 100 Units.

This is a course on the origins of modern state boundaries in North Africa and Southwest Asia. It examines the history and epistemology of nineteenth-century boundary-making (the Ottomans, French, and British) and processes of colonial state-building after World War I.

Instructor(s): Carl Shook Terms Offered: Winter

Equivalent Course(s): NEHC 20350

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.

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

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): Angelina Ilieva Terms Offered: Spring
Equivalent Course(s): ANTH 35908, NEHC 20568, ANTH 25908, REES 39009, REES 29009, CMLT 23301, CMLT 33301

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, NEHC 20570, SALC 27701, HIST 36602

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

NEHC 30595. Colloquium: The Ottoman Novel and Historical Perspective. 100 Units.
The Ottoman novel was both an artistic and political form expression. Authors often wrote in a heavily didactic vein, using fiction to express their views on the shortcomings of existing society or their ideals for societal improvement. This was especially, though not exclusively, the case with regard to issues of gender roles and family structure. In this course we will read a number of novels from the last quarter of the 19th Century and the first decades of the 20th Century (in transliteration from Ottoman, or adaptation to modern Turkish, or translation), and consider them with regard to the circumstances of their production and the societal commentary they express.
Instructor(s): Holly Shissler Terms Offered: Winter
Prerequisite(s): Students must be able to read in Turkish or Ottoman

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 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 appropiation among cultures as a result of peoples’ movements and contacts. The course is recommended for students with interest in Armenian Studies or related fields, in Area or Civilizations Studies, Art and Cultural Studies, etc.
Instructor(s): Hripsime Haroutunian Terms Offered: Autumn
Equivalent Course(s): ARTH 20692, NEHC 20692, HIST 25711, ARCH 20692

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

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

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 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.

NEHC 30852. The Ottoman World in the Age of Suleyman the Magnificent. 100 Units.
This seminar/colloquium focuses on the transformation of the Muslim Ottoman principality into an imperial entity--after the conquest of Constantinople in 1453--that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Usually taught as a two-quarter research seminar, this year only the first quarter is offered, with a 15-20 page 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
Note(s): Undergraduates must receive consent from the instructor to enroll
Equivalent Course(s): CMES 30852, ISLM 30852, NEHC 20862, 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): HIST 58303, CMES 38052
NEHC 30891. Sem: Intro to the Ottoman Press-1. 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 30893. Sem: WWI in the Ottoman Empire-1. 100 Units.
World War I in the Ottoman Empire. This course will examine WWI in the Ottoman Empire broadly, considering social, economic, and military aspects of the conflict and with attention to the wartime experience for those at the front and on the home front. This is a two-quarter seminar, where the first quarter can be taken independently as a colloquium-style course for credit.
Instructor(s): Holly Shissler Terms Offered: Spring Winter
Note(s): Instructor consent required for undergraduates
Equivalent Course(s): HIST 59301

NEHC 31012. The Age of Empires in the Ancient Near East. 100 Units.
This course offers a critical appraisal of the concepts of empire and imperialism in the historiography of ancient Mesopotamia and Iran to address political formations that developed (and vanished) during the first millennium BCE, with a focus on the Neo-Assyrian, Neo-Babylonian, and Achaemenid empires. This seminar will explore the nature of power, control, and resource management in these early empires, and how they served as the blueprint for the later imperial formations of Classical and Late Antiquity. Students will address a substantial part of Mesopotamian and Iranian history and study in depth some key historiography issues for the history of Antiquity. Primary documents will be read in translation and the course has no ancient language requirements. However, some readings of secondary literature in common academic languages (especially French and German) are to be expected. Students will be asked to present the readings and participate in classroom discussions; write a book review; and conduct a personal research on a topic of their choice (midterm annotated bibliography and research proposal; final essay).
Instructor(s): Hervé Reculeau Terms Offered: Winter
Note(s): This course fulfills the requirements of a survey course in Mesopotamian civilization as defined by the Ancient PhD programs in NELC and the MA program in the CMES.
Equivalent Course(s): NEHC 21012

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): JWSC 21215, RLST 21215, BBL 31215, NEHC 21215, ISLM 31215, HIJD 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): JWSC 22702, HIJD 32700, BBL 32700, RLST 22700

NEHC 33704. Religion in Modern Iran. 100 Units.
TBD
Terms Offered: TBD
Equivalent Course(s): ISLM 33404, AASR 33404

NEHC 34592. Jewish and Islamic Ethics in al-Andalus. 100 Units.
This course will include readings in Jewish and Islamic ethics from al-Andalus and the Maghrib with a focus on the writings of Maimonides (d. 1204) -- especially his "Eight Chapters” and Commentary on Avot (completed in the 1160s) and Ibn al-Mar’a of Malaga (d. 1214) -- especially his commentary on Ibn al-‘Arif.
Instructor(s): Jim Robinson and Yousef Casewit Terms Offered: Autumn
Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.
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): HIID 34592, RETH 34592, JWSC 24592, RLST 24592, NEHC 24592, MDVL 24592, ISLM 34592

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

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): GNSE 26505, RLST 16500, NEHC 26500, HCHR 36500, GNSE 36505, BIBL 36500

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, SALC 36614, NEHC 26614, CLAS 26620, HIST 36614, SALC 26614, CLCV 26620, MDVL 26614

NEHC 37213. Partings, Encounters, and Entangled Histories: The Formation of Judaism and Christianity. 100 Units.
When did the fault lines between Judaism and Christianity emerge? This course explores this question by examining the formation of Judaism and Christianity within the world of the Ancient Mediterranean. What religious views, texts, and practices did Jews and Christians hold in common? How did early writers construct communal boundaries and project “ideal” belief and practice? What role did the changing political tides of the Roman and Persian empires play? We will explore continuities and growing distinctions between Jews and Christians in the areas of scriptural interpretation, ritual practices, and structures of authority. Special attention will be paid to debates around gender and sexuality, healing, and views of government and economics. We will approach these issues through material evidence and close readings of early literature in light of contemporary scholarship. Students interested in modern histories of Judaism and Christianity will gain a firm foundation in the pivotal debates, texts, and events that set the trajectories for later centuries.
Instructor(s): Erin Galgay Walsh Terms Offered: Winter
Prerequisite(s): No prerequisite knowledge of the historical periods, literature, or religious traditions covered is expected.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
NEHC 39400. The History of Sunnism. 100 Units.
This course surveys primary and secondary scholarship to answer the deceptively simple questions of what Sunnism is, when it began, and how it developed. We will read primary sources from the fields of history, theology, and hadith studies, and compare these texts with influential narratives of Sunni history in secondary scholarship
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Prerequisite(s): 3 years of Arabic
Equivalent Course(s): ISLM 39400, RLST 20400, NEHC 29400

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 Terms Offered: Spring
Equivalent Course(s): NEHC 29714, CMLT 29714, CMLT 39714

NEHC 40020. The Mediterranean Sea in Antiquity: Imperial Connections. 100 Units.
The Mediterranean Sea has long inspired imaginations of lands and peoples connected by its waters. From the Romans’ Mare Nostrum, “our sea,” to today’s variants of “middle sea” - Greek Mesogeia, 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 46715, HIST 51300, CLAS 41717, ANCM 41717, CDIN 41717

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 Terms Offered: Autumn
Equivalent Course(s): RLVG 45400, HREL 45401, MDVL 25400, ISLM 45400, RLST 21107, HIJD 45400, JWSC 21107, FNDL 24106

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 the 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 in 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’lli, Mir Dard, Bulleh Shah, and Ghalib.
Equivalent Course(s): RLIT 40300, CMLT 40100, ISLM 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 Muhadadat al-Abrah 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.
Instructor(s): Michael Sells
Terms Offered: Spring
Equivalent Course(s): HIJD 50200, ISLM 50200

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 Abdi 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.
Instructor(s): Michael Sells
Terms Offered: Spring
Equivalent Course(s): ISLM 51000

NEHC 41815. Writing the Algerian War of Independence. 100 Units.
This course aims to examine the representation of the Algerian War of Independence (1954-1962) in the work of Algerian and French writers. It will consider a corpus of testimonial texts, novels, and poetry in relation to the memory of the war, its traumatic experiences, and various forms of anticolonial struggle and insurgency. We will analyse the narrative, discursive, and poetic strategies used by authors to explore individual and collective memories and elaborate a politics of resistance and transformation in the Algerian context. Studied authors include Maïssa Bey, Assia Djebar, Leïla Sebbar, Mouloud Feraoun, Jean Sénac, Laurent Mauvignier, and Joseph Andras.
Instructor(s): Khalid Lyamlahy
Terms Offered: Autumn
Note(s): All readings and in-class discussions will be in English. Students will have the option to write either in English or in French.
Equivalent Course(s): CMLT 41815, FREN 41815

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): RLST 28504, NEHC 28504, JWSC 22701, ISLM 42700, MDVL 22700, RLVC 42700, 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): HIST 50500, CLAS 42720, CDIN 42720

NEHC 42780. Readings: Sufism in Morocco. 100 Units.
A close reading of primary and secondary literature on the Moroccan Sufi tradition, including key texts from the Shadhiliya order.
Instructor(s): Yousef Casewit
Terms Offered: Winter
Prerequisite(s): Arabic reading proficiency required.
Note(s): This course meets the CS Committee distribution requirement for Divinity students.
Equivalent Course(s): ISLM 42780, RLST 22780

NEHC 42800. The Book of Kings: Seminar. 100 Units.
TBD
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 mimes 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): BIBL 42906, HIJD 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): RLST 24602, GNSE 44603, HIJD 44602, BIBL 44602, GNSE 24603

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

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): BIBL 44800, RLST 22304, HIJD 44800, NEHC 24801

NEHC 47800. Between the Jewish Question & the Modern Condition: Jewish Thought, Culture, and Politics, 1830-1940. 100 Units.
In the 19th c., the Jewish presence in Europe ceased to be a fact & became a Question: how were Jews to be transformed and integrated—or ‘emancipated’—into ‘society.’ From the 1870s, this Jewish Question was globalized & politicized by nationalism, new forms of antisemitism, European imperialism, capitalism’s reordering of global life, mass migration from Eastern Europe to the US, the racialization of global politics & tensions of nation & empire in Eastern Europe, the Ottoman world & the Middle East. This class investigates how European, US & Middle Eastern Jews confronted the Jewish Question (1830s-1930s) communally & individually. It asks how this confrontation shaped key dimensions of modern Jewish thought, culture & politics: Zionism & other forms of modern Jewish politics, Jewish social thought, religious life, communal policy & new forms of secular culture. Conversely, we will also consider the limits of approaching modern Jewish culture & consciousness as
a response to the Jewish Question: are modern forms of Jewish religiosity & secularity, gender norms, visions of culture, education & the moral life better understood as emergent responses to more general problems of modernity? Alternatively, should key aspects of contemporary Jewish life-such as religious nationalism & religious revivalism-be understood at least in part as products not so much of modernity’s powers as of modernity’s limited effects on a Jewish tradition evolving according to its own cultural logic?

Instructor(s): K. Moss Terms Offered: Autumn

Prerequisite(s): Graduate students of all intellectual background welcome; advanced undergraduates with consent of instructor.

Note(s): Readings include classic and new scholarship matched to key works of Jewish thought and culture. All readings in English (translation), but I will happily facilitate reading in the original languages.

Equivalent Course(s): GRMN 38821, HIST 49800, REES 49800

NEHC 47903. Writing, Reading, and Singing in Bengal, 8th to 19th AD. 100 Units.

The course offers an introduction to the literary traditions of Bengal (today’s West Bengal in India, and Bangladesh). We will study the making of Bengal as a region of literary production through a selection of secondary and primary sources in translation. We will look at how literature and literacy have been defined in various contexts up to the colonial period and discuss what constituted the literary identity of Bengal’s various linguistic traditions. We will approach the topics of reading practices and genres from the perspective of both material culture (script and scribal practices, manuscript formats, etc.) and the conceptual categories underling literary genres and the linguistic economy of Bengal (scholastic and non-scholastic, classical and vernacular languages, individual reading and publicly performed texts, hinduysani and musalmani). Even if Bengali language and literature stand at the center of this course, we will also discuss the literary traditions that predate the formation of Bengali literature and were part of the background of the making of Bengali texts (Sanskrit, Apabhramsha, Arabic, Persian, Maithili, and Awadhi literature). The aim of the course is to introduce students to precolonial Bengali literature in its conceptual, aesthetic, and historical dimensions. The course will address topics of interest for students in comparative literature, religious studies, history, linguistics, medieval and Islamic studies, book history, musicology or performance studies.

Instructor(s): T. D’Hubert Terms Offered: Autumn

Note(s): Students who want to take the course as an Advanced Bangla (BANG 47903) course must attend the additional reading course in which we will do close readings of texts in Bengali.

Equivalent Course(s): BANG 47903, SALC 47903

NEHC 48402. The Book of Judges. 100 Units.

A text-course (text in biblical Hebrew only). It will cover the book’s concept of a “judge,” its themes, plot, and values, its sources and formation, the real beginning and end of the book, and its historical referents. Framed by theory of history and of narrative.

Instructor(s): Simeon Chavel Terms Offered: Autumn

Prerequisite(s): One year Biblical Hebrew.

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. JWSC majors/minors can petition to count this course toward their degree requirement.

Equivalent Course(s): HIJD 48402, NEHC 28402, BIBL 48402, RLST 22302

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 Panca tantra. 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 (Mahabharata, Ramayana, Panca tantra, Madhavarna Kamakandala, etc . . .), letters, anecdotes from chronicles, tadhikira 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 dastans). We will then turn to epistemology, 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): PERS 48693, SALC 48603

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 12th14th century Egypt. There will be a section for Arabists to read Bahya’s ”Duties of the Hearts” in Arabic, and a section for Hebraists to read the twelfth-century Hebrew translation of it.

Instructor(s): James T. Robinson Terms Offered: Winter
Equivalent Course(s): RLVC 48610, NEHC 28611, HIJD 48610, MDVL 28610, ISLM 48610, RLST 28611, JWSC 28610

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.

NEHC 49989. Race and the Bible. 100 Units.
The course will cover race in the Bible, race in the ancient world of the Bible, American use of the Bible on race, and the critique of race as a formative and constructed concept.
Instructor(s): Erin Galgay Walsh and Simeon Chavel
Terms Offered: Winter
Prerequisite(s): BIBL 31000 (Introduction to the Hebrew Bible) or BIBL 32500 (Introduction to the New Testament). BIBL 32500 can be taken concurrently.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students. JWSC majors/minors can petition to count this course toward their degree requirement.
Equivalent Course(s): CRES 27699, NEHC 29989, HCHR 49999, RLST 29109, HIJD 49999, BIBL 49999

NEAR EASTERN LANGUAGES COURSES

PERSIAN COURSES
PERS 39021. Reading Indo-Persian harmonized prose: Bahār-i dānish. 100 Units.
In this course, we will read excerpts from one of the most popular collections of stories written in harmonized (aka ornate) prose in Mughal India: Fīnāyattallāh’s Bahār-i dānish. We will use several editions of the texts as well as commentaries and translations and focus on grammar, rhetoric, and the various strategies one may use to render Persian harmonized prose into English.
Instructor(s): Thibaut d’Hubert
Terms Offered: Winter
Equivalent Course(s): PERS 29021, SALC 29021, SALC 39021

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 Panṭaṇatātra. 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, Rāmāyaṇa, Panḍaṇatātra, 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 30402. The Decade in Nippur. 100 Units.
In this sequel to "A School in Nippur" we will read nine different literary texts taught to Babylonian school children in Sumerian. We will also discuss content and context, and didactic methods. Whenever possible, we will read originals from the OI tablet collection.
Instructor(s): Susanne Paulus
Terms Offered: Spring

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): Kagan Arik Terms Offered: Autumn
Prerequisite(s): TURK 20103

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 focus 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): Hakan Karateke Terms Offered: Winter

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): Helga Anetshofer 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 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 text book. 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 text book. 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 text book. 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 40586. Advanced Ottoman Reading I. 100 Units.
This course introduces the students to difficult Ottoman narratives from different periods. Please be in touch with the instructor if you are not sure of your level.
Instructor(s): Hakan Karateke Terms Offered: Autumn
Prerequisite(s): TURK 30503 or equivalent
Note(s): Open to qualified undergraduate students

TURK 40589. Advanced Ottoman Historical Texts. 100 Units.
Based on selected readings from major Ottoman chronicles from the fifteenth to the seventeenth centuries, the course provides an introduction to the use of primary narrative materials and an overview of the development and range of Ottoman historical writing. Knowledge of modern and Ottoman Turkish required.
Instructor(s): Cornell Fleischer Terms Offered: Autumn
Prerequisite(s): TURK 20103 or equivalent
Note(s): Enrollment by instructor consent
Equivalent Course(s): HIST 58301

**TURK 49901. Reading and Research in Old Turkic. 100 Units.**
Independent study in Introduction to Old Turkic. An introduction to the language, texts and historical and cultural context of the 8th-9th Century Turkic inscriptions.
Instructor(s): Kagan Arik
Terms Offered: Autumn Spring Winter
Prerequisite(s): One year of a Turkic language (TURK, KAZK, or UZBK)

**UGARITIC COURSES**

**UZBEK COURSES**

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