DEPARTMENT OF NEAR EASTERN LANGUAGES AND CIVILIZATIONS

http://nelc.uchicago.edu/

Chair
• Franklin D. Lewis

Professors
• Orit Bashkin
• Cornell Fleischer
• Rebecca Hasselbach, Oriental Institute
• Janet H. Johnson, Oriental Institute
• Hakan Karateke
• Dennis G. Pardee
• 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

Associate Professors
• Ahmed El Shamsy
• Petra Goedegebure, 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
• Kagan Arik
• Stuart Creason
• Hripsime Haroutunian
• Kay Heikkinen

Assistant Instructional Professors
• Zainab Hermes
• Aidan Kaplan

Lecturers
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 departmental wiki. ([https://wiki.uchicago.edu/x/-4OzCg/](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/](http://nelc.uchicago.edu/)) or by e-mail (ne-lc@uchicago.edu). Within the framework outlined above, individual requirements are established for each student in consultation with the faculty adviser and the section counselor.

APPLICATION

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

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

COURSES

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

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

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

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

Please see the University's Class Search for the most up-to-date and specific course offerings in a given quarter.

AKKADIAN COURSES

AKKD 30363. Kassite Legal and Administrative Texts. 100 Units.
We will read a choice of legal and administrative texts from the Kassite period (1400-1150 BC), including contracts, tables, receipts and letters. You will get an introduction to the Middle Babylonian dialect of Akkadian and learn how to approach those genres. We will also read unpublished material from photos, casts, and original tablets.
Instructor(s): Susanne Paulus Terms Offered: Winter
Prerequisite(s): 1 year of Akkadian

ANCIENT ANATOLIAN LANGUAGES COURSES

AANL 30600. Women in Hittite Society. 100 Units.
In this advanced Hittite course we will explore the roles and functions of women in Hittite society by comparing the image created by kings with the image that flows from their own writings and actions. Queens that will be discussed are the ‘evil’ Tawanannas and Queen Puduhepa, who had her own independent correspondence with the Great Kings and royals of other countries. We will also investigate the ‘Wise Women’, a class of diviners that seems to have operated as an advisory council to the king in matters of danger to the state.
ARABIC COURSES

ARAB 40010. Introduction to Islamic Studies. 100 Units.
This course is designed for graduate students who wish to learn about the tools, primary and secondary sources, references, journals, distinct subfields, and electronic resources available to researchers in Arabic and Islamic Studies. We will acquire first-hand knowledge and practice of basic skills that will help professionalize students in the field, and will discuss methodological and historiographical issues related to the study of Islamicate civilization in various historical, cultural, political, and religious frameworks.
Instructor(s): Yousef Casewit Terms Offered: Spring
Prerequisite(s): Basic ability to work with Classical Arabic.
Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.
Equivalent Course(s): ISLM 40010, RLST 20410

ARAB 40200. Advanced Readings in Arabic. 100 Units.
Advanced Readings in Arabic
Instructor(s): Noha Forster 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 40202. Advanced Readings in Arabic III. 100 Units.
Advanced Readings in Arabic - 3rd quarter
Terms Offered: Spring

ARAB 40356. The Modern Arabic Novel. 100 Units.
This is a graduate level survey course of the rise and development of the modern Arabic novel. It will cover texts from the nahḍa to the late twentieth century. We will read these texts with particular attention not only to the ways they engage the key social and political issues of their day, but also to the manner in which they probe central questions of form, genre, and language. By reading the novels alongside theoretical readings in English and Arabic that frame them, we will also interrogate the processes of the formation of the modern Arabic literary canon.
Instructor(s): Ghenwa Hayek Terms Offered: Autumn
Prerequisite(s): 3 years of Arabic at U of C or their equivalent.

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

ARMENIAN COURSES

ARME 30103. Advanced Modern Armenian III. 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: Spring
Prerequisite(s): ARME 30102 or equivalent.

ARME 30601. Advanced Mid 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 30103 or equivalent.

EGYPTIAN COURSES

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

COURSES

GE'EZ COURSES

GEEZ 30700. Advanced Readings in Classical Ethiopic (Ge'ez) 100 Units.
In this course we will read excerpts from literature written in Classical Ethiopic (Ge'ez), such as Enoch, Jubilees, Kebra Nagast, Beauty of Creation, and others, and review some basic grammatical structures of the language. Students will need a good grasp of the basic grammar of Ge'ez in order to take the class.
Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Autumn
Prerequisite(s): Elementary Géez 1-3 or equivalent
Equivalent Course(s): LING 22700, LING 32700, GEEZ 20700, BIBL 30700, RLST 17700

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.

HEBR 30501. Advanced Modern Hebrew I. 100 Units.
This course, which builds upon Intermediate Modern Hebrew (second year HEB) assumes that students have full mastery of the grammatical and lexical content of the intermediate level. The focus of instruction is on further development of intermediate language skills in Modern Israeli Hebrew with special emphasis on oral and written communication. At the end of the course, all students are expected to reach the Advanced level of proficiency, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) in speaking, reading, and listening comprehension. The acquisition of cultural literacy will be an integral part of the curriculum throughout the semester.
Instructor(s): Ehud Har Even Terms Offered: Autumn
Prerequisite(s): HEBR 20503 or equivalent
Equivalent Course(s): JWSC 25600

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

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

HEBR 33302. Reading Academic Hebrew. 100 Units.
This is a two-quarter seminar. The course concentrates on the written language and aims at enabling students to use Modern Hebrew for research purposes. The course is designed to prepares students to read and do research using scholarly texts. Students will build on their fundamental knowledge of Hebrew grammar and the most common vocabulary terms used in scholarly writing, while developing reading comprehension skills and working intensively with academic texts in their areas of research. 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

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

NEAA 30002. Archaeology of the Ancient Near East II: Anatolia. 100 Units.
This course will survey the archaeological record of ancient Anatolia (modern Turkey) from the start of the Pre-Pottery Neolithic period (ca. 9500 BCE) to the end of the Iron Age (ca. 550 BCE). The material will cover a selection of significant archaeological sites designed to illustrate the diversity of cultures in Anatolia and to demonstrate broader regional patterns and themes. The presentation of sites will be accompanied by readings and discussions on the interpretation of archaeological data.
Instructor(s): James Osborne Terms Offered: Spring
Prerequisite(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies.
Note(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies.
Equivalent Course(s): NEAA 20002

NEAA 30007. Bioethics and Ancient DNA. 100 Units.
The first ancient human genome was sequenced just over 10 years ago. From a single genome in 2010 to what has been hailed as a "scientific revolution" today, the field of archaeogenetics has expanded rapidly. In this course, we will explore how the field is grappling with emerging issues related to ethical and responsible research, including sampling practices, collaborative community partnerships, and accessibility of research findings to the broader public. How have researchers successfully leveraged multiple voices, perspectives, and priorities engaged with ancient DNA to explore the human past? What are the possibilities of engagement beyond the practical and project-based level? How do these new alliances formed around archaeogenetics inform the ethics of sampling, participation, and interpretation? In this course, we will thoughtfully and critically engage with aDNA research in the present to envision possible futures for the field.
Instructor(s): Hannah Moots Terms Offered: Autumn
Equivalent Course(s): KNOW 30007, NEAA 20007, KNOW 20007

NEAA 30036. Mesopotamian Cities. 100 Units.
Cities are extraordinarily successful forms of human settlement, currently home to over 6 billion people around the world. They offer employment opportunities, production efficiency, and expansive social networks. However, they also have negative impacts on social lives, health, resources, and the environment; they are deep wells of inequality, isolation, and disease. Were ancient cities similarly difficult? Through alternating lectures and seminars, this course examines ancient Mesopotamian cities from the perspective of city life and urban challenges, comprising the positive and negative aspects and possible compensatory factors to urban living in the past. We will examine cities from the world’s earliest, in the 4th millennium BCE, through mature cities of the 3rd and 2nd millennia BCE, to the artificial imperial cities of the 1st millennium BCE.
Instructor(s): Augusta McMahon Terms Offered: Spring
Equivalent Course(s): NEAA 20036

NEAA 30061. Ancient Landscapes I. 100 Units.
This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI's ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out their own spatial research project. In both courses, techniques are introduced through the discussion of case studies (focused on the archaeology of the Middle East) and through demonstration of software skills. During supervised laboratory times, the various
techniques and analyses covered will be applied to sample archaeological data and also to data from a region/ topic chosen by the student.
Instructor(s): Mehrnoush Soroush Terms Offered: Autumn
Equivalent Course(s): GEOG 25400, ANTH 36710, ANTH 26710, NEAA 20061, GEOG 35400

NEAA 30062. Ancient Landscapes II. 100 Units.
This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI’s ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out their own spatial research project.
In both courses, techniques are introduced through the discussion of case studies (focused on the archaeology of the Middle East) and through demonstration of software skills. During supervised laboratory times, the various techniques and analyses covered will be applied to sample archaeological data and also to data from a region/ topic chosen by the student.
Instructor(s): Mehrnoush Soroush Terms Offered: Winter
Prerequisite(s): NEAA 20061
Equivalent Course(s): ANTH 36711, GEOG 35800, ANTH 26711, NEAA 20062, GEOG 25800

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 30451. Maritime Archaeology and Shipwrecks II: the Iron and Classical Ages. 100 Units.
From complex trading networks that reached beyond India, to fierce naval battles that determined the fate of empires, seafaring played a pivotal role in shaping the Iron Age and Classical worlds. This course explores the impact of ships and seafaring on the ancient world beginning with the Phoenician expansion and the ships of Homer, and continues through the end of the Roman Period. While we will primarily focus on Aegean and Mediterranean societies, we will also voyage west to Spain and England, and as far east as India and Sri Lanka.
This course will draw on diverse sources of evidence, including shipwrecks, archaeological remains, artifacts, art, and literature. Class themes include sailing and shipbuilding, trade and exploration, ports and harbors, naval tactics and warfare, pirates, navigation, religious practice, and the literature of the sea.
Instructor(s): Douglas Inglis Terms Offered: Winter
Equivalent Course(s): NEAA 20451

NEAA 30524. Archaeogenetics and the Human Past. 100 Units.
The rapidly growing field of paleogenomics has brought together researchers from a wide variety of fields and perspectives in the social and natural sciences. This survey course is designed for students from all backgrounds interested in developing practical skills in ancient DNA methods, contextual research, analysis and interpretation. We will also focus on exploring and discussing ethics in the field and the implications of the growing interest of public audiences with ancient DNA. Throughout the course, we will also explore a variety of related topics by taking a deep dive into the archaeology context and analytical approaches of published case studies. Throughout the course, there will be a number of laboratory and computational activities to apply ancient DNA research methods. For a final project, you will explore a site, topic or study of your choosing with the tools learned in this course and evaluate the potential for ancient DNA to uncover new findings there.
Instructor(s): Hannah Moots Terms Offered: Winter
Equivalent Course(s): NEAA 20005, KNOW 20005, KNOW 30524

NEAA 30610. From Ground to Gallery: Visual Culture of the Ancient Near East. 100 Units.
What is the “ancient Near East”? What is its visual culture? This course explores the ancient art and architecture of Western Asia and North Africa—a corpus that includes the palaces, temples, ziggurats, carved reliefs, royal images, votive statues, cylinder seals, and cuneiform tablets crafted of clay, rock, semi-precious stones, metals, ivory, and pigments of Mesopotamia, Persia, Syro-Anatolia, the Levant, and Egypt dating from ca. 3500 to 330 BCE. In addition to formal and stylistic qualities, we will consider craftsmanship and creative practices, the cultural value of raw materials, life histories and modes of circulation, interactive and experiential potential, social and political contexts and the reception and treatment of these works of art in a modern context, including museum spaces. Class meetings-structured around thematic case studies of material groups generally presented
in chronological sequence-address conceptual issues (agency, materiality, aesthetics, narrative, ideology, space, representation, style, sensory experience), theoretical and methodological considerations (archaeological, art historical, anthropological, philological, historical), and current topics and debates related to these fields of study and museum practice (colonialism, ownership, repatriation, stewardship). The course draws primarily on archaeological evidence and ancient textual sources with class meetings split between the classroom and the galleries of the Oriental Institute Museum.

Instructor(s): K. Neumann
Terms Offered: Winter
Equivalent Course(s): ARTH 23010, HIST 25624, ARTH 33010, NEAA 20610, HIST 35624

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): BIBL 33221, HIJD 43221

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 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): Martha Roth
Terms Offered: Spring
Equivalent Course(s): SIGN 26022, NEHC 20019, LLSO 20019

NEHC 30022. Documentary Cultures in Early Islamicate Societies. 100 Units.
This Seminar for graduate students centers on the use of material and documentary sources for the study of early Islamic history (ca. 640-1000 CE), particularly looking at multiple religious groups, languages, and literary traditions. It will introduce the students to the study of documentary texts such as the Arabic papyri, the expansion of Arabic papyrology as a field, and the integration of literary and non-literary sources. Students will be encouraged and challenged to think of texts also as material objects. We will talk about sources and resources for the study of political, economic, social, and intellectual histories of the Islamicate world; in so doing, we will discuss also methods, problems, and perspectives.
Instructor(s): CECILIA PALOMBO
Terms Offered: Spring

NEHC 30024. Everyday Life in the Early Islamic Period. 100 Units.
How did people live in the early Islamic period? How did they work and study? What do we know about their relations with family members, loved ones, and neighbors? How did they relate to the administration and to people who ruled them? Did they get together to celebrate religious festivals? Did they have parties? What sources do we have to learn about their habits, routines, and feelings? What can we learn about every-day struggles, and how much do these differ from our own? This course aims to introduce undergraduate and early graduate students to the study of social history through a combination of literary and documentary sources from the early centuries of Islam. We will learn about both opportunities and limits of studying history from the “bottom-up.”
Instructor(s): CECILIA PALOMBO
Terms Offered: Winter
Equivalent Course(s): NEHC 20024

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, RLST 11030, ISLM 30030

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

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 (fi‘lm)? And what is an ‘ālim, or “traditional Muslim knower” expected know? (2) Pedagogy: How does an ‘ālim acquire, organize, transmit, and publish his/her fi‘lm? (3) Religious Authority: How is fi‘lm 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 30103. Thesis Preparation I - Modern Track. 100 Units.
Thesis Preparation I - Modern Track course is for CMES 2nd-Year students (Modern Track) in the initial research and proposal phase of their Masters Thesis.
Instructor(s): Carl Shook Terms Offered: Autumn

NEHC 30160. Central Asia Past and Present/From Alexander the Great to Al Qaeda. 100 Units.
Central Asia Past and Present serves as a multi-disciplinary course, spanning anthropology, history and political science. This course introduces students to the fluid, political-geographic concept of Central Asia as well as to the historical and cultural dimensions of this particular and oft-redefined world. My understanding of Central Asia comes from studies of ex-Soviet Central Asia, which includes five independent countries (since 1991) within central Eurasia—the former U.S.S.R. Thus the course encompasses Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan in addition to parts of northern Iran, Afghanistan, Pakistan, India, and western China (Xinjiang/Sinkiang). Students will familiarize themselves with universal and divergent factors among the Central Asian peoples based on phenomena such as human migrations, cross-cultural influences, historical events, and the economic organization of peoples based on local ecology and natural boundaries. Working together and as individuals, we will study maps and atlases to gain a fuller understanding of historical movements and settlements of the Central Asian peoples.
Instructor(s): R. Zanca
Equivalent Course(s): NEHC 20160, ANTH 32206, ANTH 23616

NEHC 30201. Islamicate Civilization I: 600-950. 100 Units.
This course is an introduction to the history and the study of early Islamicate societies, from the rise of Islam in late antiquity to the early Abbasid period (ca. 600-950 CE), considering various religious and social groups. We will look at the same historical arc from multiple perspectives: political events, such as the Muslim conquests and
the rise of ruling dynasties, but also other factors that impacted people's lives in the early centuries of Islamic rule—the environment they inhabited and transformed, documents they created, social institutions, and economic activities. What broad developments characterized the early Islamic period? Who brought those changes about? And how are they studied today?

Instructor(s): CECILIA PALOMBO 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): HIST 35621, HIST 15611, RLST 20201, MDVL 20201, ISLM 30201, NEHC 20201

NEHC 30202. Islamic 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): ISLM 30202, MDVL 20202, HIST 35622, NEHC 20202, RLST 20202, HIST 15612

NEHC 30203. Islamic 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): Carl Shook 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, ISLM 30203, RLST 20203, NEHC 20203, HIST 15613

NEHC 30212. Introduction to Egyptian Religion and Magic. 100 Units.
Why did the Egyptians wrap mummies in linen? Did they believe in a human soul? How did they envision life after death? Who was Osiris? This course will seek answers to those (and other) questions through an introduction to the religious beliefs and practices of the ancient Egyptians. Each week we will cover thematic topics with readings, lectures, and discussions. Focus will be placed on trying to understand ancient Egyptian perspectives in order to evaluate popular mischaracterizations. Students will get the chance to investigate ancient Egyptian creation accounts, the pantheon of gods, the role of humans, conceptions of the afterlife, the mysteries of Osiris, ritual practices, and domestic religion while applying what they learn to portrayals found in popular media such as The Mummy films, pulp fiction, and scifi horror.

Instructor(s): Foy Scalf Terms Offered: Spring

Equivalent Course(s): NEHC 20212

NEHC 30290. Media and Social Change in the Middle East. 100 Units.
Media are commonly viewed as catalysts of social change, particularly in reference to recent uprisings in the Middle East. This course will consider how scholars have assessed the relationship between media and social change from the early diffusion of mass communication in the mid-twentieth century to the contemporary world of social media.

Instructor(s): Thomas Maguire Terms Offered: Spring

Equivalent Course(s): NEHC 20290

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, ḍadīth and Tafsīr. 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): graduate student instructor TBD Terms Offered: Spring

Prerequisite(s): Graduate and undergraduate students from any department are welcome to register. The minimum prerequisite for IQA III is the successful completion of IQA II or equivalent training. The IQA sequence is also open to students who may have had more exposure to Arabic (modern or classical) but wish to acquire a solid foundation in Arabic grammar, and/or students who feel they are not yet ready for third-year Arabic courses.
NEHC 30504. Introduction to the Hebrew Bible. 100 Units.
The course surveys the contents of the Hebrew Bible, through the concepts of book culture, literature, history, and religion. It introduces critical questions regarding the HB’s figures and ideas, its literary qualities and anomalies, the history of its composition and transmission, its relation to other artifacts from the period, its place in the history and society of ancient Israel and Judea, and its relation to the larger culture of the ancient Near East in the Iron Age and Persian period (12th-4th cents. BCE).
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): ISLM 30300, RLST 15300, NEHC 30504, HIJD 31004, JWSC 20120, RLST 11004, BIBL 31000

NEHC 30555. Gender and Sexuality in the Middle East. 100 Units.
This course focuses on the ways in which anthropologists have approached gender in the modern Middle East and North Africa. In addition to providing a survey of key anthropological theories and debates about gender in the discipline of anthropology, it also centers on the writings of local authors, social scientists, and critical theorists, such as Islamic feminists and “native” scholars. Key themes will be: kinship, sexuality, and the body; women and nationalism; post-colonialism; violence, war and displacement; the politics of childhood and youth; and globalization and neoliberalism.
Instructor(s): Rania Sweis Terms Offered: Autumn
Equivalent Course(s): NEHC 20555, GNSE 23149, GNSE 30555, ANTH 30555

NEHC 30560. Global Humanitarianism in the Middle East. 100 Units.
Today, the Middle East is host to the world’s largest humanitarian crises since World War II. This course examines the politics and ethics of humanitarian intervention in the region, including emergency medical aid and global healthcare. It takes a critical approach to humanitarian action, focusing on long-term, lived effects as well as intentions, and foregrounds the experiences, voices, and perspectives of local aid recipients. In class we will examine works produced by leading Middle East scholars including anthropologist, sociologist, historians, philosophers, and political scientists. Beginning in the 1980s, with the rise of global humanitarianism, and leading up to the present day, topics covered in class include but are not limited to: the politics of vulnerability and innocence; the body in humanitarianism; war and refugees; food aid; children and global humanitarianism; and medical aid and global health.
Instructor(s): Rania Sweis Terms Offered: Autumn
Equivalent Course(s): HMRT 30560, NEHC 20560, GLST 29560, SOCI 30336

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): REES 39009, CMLT 23301, NEHC 20568, ANTH 35908, ANTH 25908, REES 29009, 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): NEHC 20570, HIST 26602, HIST 36602, SALC 27701, SALC 37701

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 39013, NEHC 20573, REES 29013, HIST 24005, HIST 34005, CMLT 33401, CMLT 23401

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 30645. History of the Fatimid Caliphate. 100 Units.
This course will cover the history of the Fatimid (Shiite) caliphate, from its foundation in the North Africa about 909 until its end in Egypt 1171. Most of the material will be presented in classroom lectures. Sections of the course deal with Fatimid history treated chronologically and others with separate institutions and problems as they changed and developed throughout the whole time period. Readings heavily favored or highly recommended are all in English.
Instructor(s): P. Walker Terms Offered: Winter
Equivalent Course(s): HIST 24401, MDVL 20645, HIST 34401, NEHC 20645

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

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

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

NEHC 30802. Empires and Peoples: Ethnicity in Late Antiquity. 100 Units.
Late antiquity witnessed an unprecedented proliferation of peoples in the Mediterranean and the Middle East. Vandals, Arabs, Goths, Huns, Franks, and Iranians, among numerous others, took shape as political communities within the Roman and Iranian empires or along their peripheries. Recent scholarship has undone the traditional image of these groups as previously undocumented communities of "barbarians" entering history. Ethnic communities emerge from the literature as political constructions dependent on the very malleability of identities, on specific acts of textual and artistic production, on particular religious traditions, and, not least, on the imperial or postimperial regimes sustaining their claims to sovereignty. The colloquium will debate the origin, nature, and roles of ethno-political identities and communities comparatively across West Asia, from the Western Mediterranean to the Eurasian steppes, on the basis of recent contributions. As a historiographical colloquium, the course will address the contemporary cultural and political concerns-especially nationalism-that have often shaped historical accounts of ethnonogenesis in the period as well as bio-historical approaches such as genetic history that sometimes sit uneasily with the recent advances of historians.
Instructor(s): R. Payne Terms Offered: Spring
Prerequisite(s): Open to advanced undergraduates and graduate students.
Equivalent Course(s): CLAS 33718, MDVL 20902, NEHC 20802, HIST 20902, HIST 30902, LLSO 20902, CLCV 23718

NEHC 30838. Further Topics in Late Ottoman History-1. 100 Units.
This course will introduce students to a number of important topics in Eighteenth and nineteenth century Ottoman history, such as the nature of the great local notables, the growing importance of proteges, and the bureaucratic reform.
Instructor(s): H. Shissler Terms Offered: Autumn
Prerequisite(s): Open to Graduate students and undergraduates with some knowledge of Middle Eastern History.
Equivalent Course(s): NEHC 20838

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.
Instructor(s): Cornell Fleischer Terms Offered: Autumn
Note(s): Undergraduates must receive consent from the instructor to enroll
Equivalent Course(s): NEHC 20862, ISLM 30852, HIST 58302, CMES 30852

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 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: Winter
Equivalent Course(s): CMES 38052, HIST 58303

NEHC 30888. Evliya Çelebi. 100 Units.
An Ottoman Perception
Instructor(s): Hakan Karateke Terms Offered: Autumn

NEHC 30889. Introduction to Ottoman Poetry. 100 Units.
Ottoman poetry is notoriously very difficult to understand. This course is designed as an introduction to the technical and aesthetic aspects of the genre. We will also try to understand the culture around the social milieu of Ottoman poets
Instructor(s): Hakan Karateke Terms Offered: Autumn

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

Instructor(s): Orit Bashkin
Terms Offered: Autumn

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

Instructor(s): Stuart Creason
Terms Offered: Spring
Equivalent Course(s): RLST 21215, HIJD 31215, ISLM 31215, BIBL 31215, JWSC 21215, NEHC 21215

NEHC 32700. Law in Biblical Literature. 100 Units.
The course will survey topics of biblical law, recover biblical legal reasoning, compare biblical law with comparable ancient Near Eastern records and literature, reconsider the nature of biblical legal composition, interpret biblical legal passages within their larger compositions as pieces of literature, analyze several non-legal biblical texts for the legal interpretation embedded in them, and engage modern scholarship on all these aspects. In addition to preparing to discuss assigned biblical texts, students will also work towards composing an original piece of sustained analysis submitted at quarter’s end.

Instructor(s): Simeon Chavel
Terms Offered: Winter
Prerequisite(s): 1 year biblical Hebrew + 1 course in Hebrew Bible
Equivalent Course(s): BIBL 32700, JWSC 22702, HIJD 32700, RLST 22700

NEHC 33704. Religion in Modern Iran. 100 Units.
TBD
Terms Offered: TBD
Equivalent Course(s): AASR 33404, ISLM 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.
Equivalent Course(s): JWSC 24592, NEHC 34592, RLST 24592, HIJD 34592, ISLM 34592, RETH 34592, MDVL 24592

NEHC 35004. Readings in Ibn Tufayl’s Hayy b. Yaqzan. 100 Units.
A study of Ibn Tufayl's twelfth-century philosophical/mystical romance about a boy spontaneously generated on a desert island who achieves knowledge of God through empirical study of nature. The many themes in Hayy ibn Yaqzan will be studied in relation to the philosophical literature that formed it and in light of recent modern scholarship about it.

Instructor(s): James T. Robinson
Terms Offered: Winter
Equivalent Course(s): RLST 25105, ISLM 35004, MDVL 15004, FNDL 25105, HIJD 35004

NEHC 35200. Culture and Zionism. 100 Units.
This seminar will examine the intersection of culture and Zionism. We will begin by considering the historical formation referred to as “cultural Zionism” and examining its ideological underpinnings. Other topics include: Hebrew revival, the role of culture in the Zionist revolution, Israeli culture as Zionist culture. Readings include: Ahad Haam, Haim Nahman Bialik, S.Y. Agnon, Orly Kastel-Blum, Edward Said, Benjamin Harshav.

Instructor(s): Na’ama Rokem
Terms Offered: Autumn
Equivalent Course(s): CMLT 25020, HIJD 35200, JWSC 25020, NEHC 25020, CMLT 35020

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): ANTH 25150, JWSC 25149, CMES 35150, NEHC 25147, ANTH 35150, MAPS 35150

NEHC 36250. Introduction to Islamic Theology. 100 Units.
Survey of ideas and arguments formulated by renowned Muslim theologians and responses that their doctrines triggered. Major doctrines will be covered, starting with early debates over the nature of belonging to the Muslim community, the nature of God, revelation, prophecy, free will and predestination. The course roughly follows the historical development of Islamic theology in conversation with other Islamic sciences (philosophy, sufism, law), with a close examination of the confrontation between a group of rationalist theologians (Mu’tazilites), the traditionalist hadith-scholars, and the emergence of Sunni Ash’arite theology between the 9th and 11th centuries.
Instructor(s): Yousef Casewit Terms Offered: Autumn
Note(s): No knowledge of Arabic is required. Reading materials will be in English. Open to graduate students. This course meets the CS Committee distribution requirement for Divinity students.
Equivalent Course(s): NEHC 23250, ISLM 36250, RLST 23250

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

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, NEHC 26614, HIST 36614, CLCV 26620, CLAS 36620, MDVL 26614, SALC 36614, SALC 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.
Equivalent Course(s): JWSC 27213, HIJD 37213, BIBL 37213, CLCV 24021, HCHR 37213, NEHC 27213, CLAS 34021, HIST 31600, RLST 27213
NEHC 38499. How Did The Ancients Interpret Their Myths? 100 Units.
How did the ancient Greeks interpret their own narratives about the gods? How did their encounter with Near Eastern mythologies shape their own story-telling, and how did their understanding and use of myths evolve with time? In this course, we will explore the ancient interpretation of myth from the archaic Greek to the Roman periods. First, we will focus on the cross-cultural adaptations of Near Eastern traditions in Greek epic (Homer and Hesiod), as a form of interpretation itself. Then we will discuss how ancient poets and thinkers interpreted and reinterpreted divine narratives, paying attention to their philosophical, literary, and cultural strategies, from Orphism and Plato to the Stoics and later philosophical schools, including Euhemerism and its engagement with Phoenician mythology.
Instructor(s): Carolina López-Ruiz Terms Offered: Spring
Equivalent Course(s): RLST 28499, NEHC 28499, CLCV 28422, HREL 38499, CLAS 38422

NEHC 39538. Global Jewish History since the 1960s. 100 Units.
Jewish history around the globe since the mid-century watershed of the Holocaust of European Jewries; the establishment of a Jewish nation-state and a majority-Jewish Israeli society marked by radically new forms of Jewish culture and profound divisions of identity, ideology, and iniquity; the unmaking of Jewish life in the Middle East and North Africa; the unprecedentedly full integration of American Jews into the political, economic, and cultural life of a global power; the total assimilation but stigmatization of Soviet Jews, and the further entanglement of Jewish and Palestinian life after 1967. Examines Jewish political, cultural, religious, and intellectual life with a particular focus on the creation and then ongoing crisis of secular Jewishness in Israel, the complexities of full integration in a dynamic but deeply fissured United States, the evolution of the Israeli-Arab conflict, and the deepening of Israeli domination over Palestinian life, feminism and the transformation of Jewish communal life, resurgent traditionalist religiosity, and rising disagreements over Zionism, identity, politics, and the Jewish future roiling Jewish communities.
Instructor(s): K. Moss Terms Offered: Spring
Note(s): Assignments: short and long papers, in-class presentations
Equivalent Course(s): CMLT 39714, NEHC 29714, CMLT 29714

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: Winter
Equivalent Course(s): CMLT 39714, NEHC 29714, CMLT 29714

NEHC 4020. 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 Mesogeiaos, 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): HIST 51300, ANTH 46715, ANCM 41717, CLAS 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
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’ili, Mir Dard, Bulleh Shah, and Ghalib.
Equivalent Course(s): MDVL 25400, FNDL 24106, HIJD 45400, JWSC 21107, HREL 45401, RLST 21107, RLVC 45400, ISLM 45400

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): RLIT 40300, CMLT 40100, ISLM 40100

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

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

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

NEHC 41780. Poetry of the Hebrew Bible. 100 Units.
The course will survey poetic genres of the Hebrew Bible, their elements and tropes, scholarship on biblical poetry specifically, and approaches to poetry in general.
Instructor(s): Simeon Chavel Terms Offered: Winter
Prerequisite(s): PQ: Introductory Biblical Hebrew I-III (BIBL 33900–34000 + Text course) or equivalent.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): BIBL 41780, HIJD 41780, RLST 21780, NEHC 21780

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 42308. Phoenician Religion (In Their Own Words And Those Of Their Neighbors) 100 Units.
The Phoenicians were a Canaanite people who maintained their language, religion, and culture until Roman times. One of the main challenges facing the study of the Phoenician religion (and culture in general) is that most of their literature is lost. This course gathers together a variety of emic sources in the Phoenicians’ own language or stemming from the Phoenician realm but written in Greek or Latin, as well as sources written by others about
the Phoenicians, with a special focus on cult and religious identity. The texts we will read and discuss range from royal, votive, and funerary inscriptions, to the views about the Phoenicians in the Hebrew Bible, and Greek and Roman writers. This course is partly a text-based, reading course, and partly a thematic, culture course.

Instructor(s): Carolina López-Ruiz
Terms Offered: Winter
Prerequisite(s): Intermediate knowledge (2 years) of a Semitic language (e.g., Hebrew, Phoenician, Aramaic, Ugaritic, Arabic) OR of ancient Greek and/or Latin.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): NEHC 22308, HREL 42308, CLAS 32322, RLST 22308, CLCV 22322

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

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 explore social scientific approaches to the study of Islamic jurisprudence. We will be reading historical, legal, and anthropological literature on Islamic law, as well as introducing/revisiting anthropological theories of the state, public policy, governmentality and scientific knowledge production, in order to produce novel questions and analytics. Much of this work will be experimental and tentative as we collaboratively build on existing literature and supply our collective theoretical and conceptual toolbox.

Instructor(s): Elham Mireshghi
Terms Offered: Autumn
Prerequisite(s): Students must have familiarity with social scientific theory.
Note(s): This course meets the LMCS or SCSR Committee distribution requirement for Divinity students.
Undergraduates must petition to enroll.
Equivalent Course(s): ANTH 42815, ISLM 43500, AASR 43500
NEHC 44600. Zion and Zaphon: Biblical Texts and Memory Studies. 100 Units.
The course will engage memory studies to analyze how ancient authors responded to the campaigns of Assyria
against Judea and Israel in the 8th-7th cents BCE. Sources will include ancient art, archaeological finds, and
literature of many genres in the Hebrew Bible and outside it.
Instructor(s): Simeon Chavel Terms Offered: Autumn
Prerequisite(s): Introductory Biblical Hebrew sequence (BIBL 33900–34000 + Text course) or equivalent.
Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): BIBL 44600, NEHC 21865, RLST 21865, KNOW 44600, HIJD 44600

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, GNSE 24603, HIJD 44602, BIBL 44602

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

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): NEHC 44801, HIJD 44800, RLST 22304, BIBL 44800

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, REES 49800, HIST 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 underlying literary genres and the linguistic economy of Bengal (scholastic and non-scholastic, classical and vernacular languages, individual reading and publicly performed texts, hinduyani and musalmami). 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, Apabhrامsha, Arabic, Persian, Maithili, and Awadhi literature). The aim of the course is to introduce students to precollonial 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 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, RLST 22302, NEHC 28402, BIBL 48402

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 Panḍcatantra. 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, Panḍcatantra, Mādhavāṇala Kāmākandāla, 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: Spring

Prerequisite(s): Intermediate level of Persian

Equivalent Course(s): SALC 48603, PERS 48693

NEHC 48610. Jewish Sufism. 100 Units.
During the Middle Ages the Jews in the Muslim world developed a robust synthesis of Jewish Spirituality and Islamic Sufism. Even those who did not subscribe to a Sufi pietistic Judaism nevertheless introduced Sufi language and ideas into their Jewish thought. This course will introduce several important figures in this Jewish Sufi movement, from Bahya ibn Paquda in 11th-century Spain to Maimonides and his descendants in 12th-14th century Egypt. There will be a section for Arabists to read Bahya’s ‘Duties of the Hearts’ in Arabic, and a section for Hebraists to read the twelfth-century Hebrew translation of it.

Instructor(s): James T. Robinson Terms Offered: Winter

Equivalent Course(s): JWSC 28610, NEHC 28611, MDVL 28611, RLST 28611, HIJD 48610, RLVC 48610, ISLM 48610

NEHC 49000. Thesis Research: Neh. 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, RLST 29109, BIBL 49999, HCHR 49999, NEHC 29989, HIJD 49999
Near Eastern Languages Courses

NELG 30325. Intro: Old South Arabian. 100 Units.
This course is an introduction to the languages of the inscriptive material found in western South Arabia, today's Yemen. The inscriptions date from roughly the 8th century BCE to the 6th century CE and are written in four closely related languages, Sabaic, Minaic, Qatabanic, and Hadramitic. In this class we will read material from all major periods and languages of attestation.
Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Spring
Equivalent Course(s): LGLN 30325

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: ʿInāyatallāh'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 Islamic world. For instance, literary prose in Arabic, but also in Persian (and Castilian) were fashioned through successive renderings of the Sanskrit Panḍcatantra. 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, Panḍcatantra, Mādhavānala Kāmakandāla, 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: Spring
Prerequisite(s): Intermediate level of Persian
Equivalent Course(s): SALC 48603, NEHC 48603

Sumerian Courses

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 Modern Turkish. 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 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: 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): Cagdas Acar Terms Offered: Spring
Prerequisite(s): 2 years of Turkish or equivalent

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): Helga Anetshofer 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): Helga Anetshofer 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): Helga Anetshofer Terms Offered: Spring
Prerequisite(s): TURK 30502

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 49900. TURK Reading/Research. 100 Units.
TURK Reading/Research

Instructor(s): Anetshofer, Helga Terms Offered: Spring

UGARITIC COURSES

UZBEK COURSES

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