Department of Near Eastern Languages and Civilizations

http://nelc.uchicago.edu/

Chair
• Franklin D. Lewis

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

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

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

Senior Lecturers
• Ariela Almog
• Saeed Ghahremani

Lecturers
• Osama Abu-Eledam
• Helga Anetshofer-Karateke
• Kagan Arik
• Lakhdar Choudar
• Stuart Creason
• Noha Forster
• Saeed Ghahremani
The Department

The work of the department encompasses the ancient civilizations of the Near East, Near Eastern Judaica, 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 M.A. and 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), Near Eastern Judaica, and Northwest Semitic Philology; and in the Medieval and Modern Section: Arabic Language and Literature, Islamic History and Civilization, Islamic Thought, Medieval Judaica and Judeo-Arabic, Modern Hebrew Language and Literature, Persian Language and Literature, and Ottoman and Turkish Studies. The department also has a joint program with Linguistics and offers courses in Armenian and Central Asian studies in collaboration with other departments at the University.

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

The Oriental Institute

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

The Center for Middle Eastern Studies

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

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

At the end of the second year, all students are reviewed and a determination made as to whether they will be allowed to continue in the Ph.D. program. Students who do continue build upon the work used for the M.A. degree; normally the completion of additional 9-18 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 a battery of comprehensive exams, usually at the end of their fourth year. A dissertation proposal of original research to be undertaken is presented to the faculty at a public hearing, usually in the fifth year; 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/) 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.

Foreign students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

We encourage you to check our website at [http://nelc.uchicago.edu/](http://nelc.uchicago.edu/) particularly with regard to determining your field of study for your application. The application form has a place to indicate the department/program; from the pull down menu choose Near Eastern Languages and Civilizations. For field of specialization, please be sure to enter one of the fields of study exactly as listed on NELC’s web page. We need these fields to sort information in our database. You may wish to specify your area of interest further in your statement of purpose.

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](http://classsearch.uchicago.edu) for the most up-to-date and specific course offerings in a given quarter.
Akkadian Courses

AKKD 30330. Readings in the Semitic Texts from Ebla. 100 Units.
In this class, we will read texts from the ancient Syrian site of Ebla, where thousands of texts dating to about the 24th century BCE were found. We will focus on those texts that were written in the local Semitic language, Eblaite, and discuss the grammar and orthography of these texts, especially in the light of how this language/dialect relates to Akkadian and other Semitic languages.
Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Spring
Prerequisite(s): Intermediate Akkadian

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

AKKD 40341. Cuneiform Epigraphy-I. 100 Units.
The course offers advanced students in Cuneiform Studies the opportunity to study actual documents from the Oriental Institute’s Tablet Collection. Through direct examination of cuneiform tablets of different genres, periods and regions, students will be made aware of evolutions and variations in paleography (ductus and sign values), document formatting, formularies and dialects. They will be guided though the process of establishing a formal edition of cuneiform documents and inscribed seal impressions, including transliteration, translation, and hand-copy.
Instructor(s): Hervé Reculeau Terms Offered: Autumn
Prerequisite(s): 2 years of Akkadian

Ancient Anatolian Languages Courses

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

AANL 30701. Linguistic Methods for Extinct Languages. 100 Units.
This course explores the ways linguistic theory can be used in the study of extinct languages. We will investigate how to use typological data and the predictive force of modern theories to critically assess claims regarding grammatical issues in extinct languages. We will also start developing a method for fact-finding in extinct languages. The course will focus on three topics that are known to be relevant for several extinct languages of the Mediterranean and Middle Eastern area, covering many extinct languages (near)-isolates, Sumerian, Elamite, Hurrian, Semitic (Akkadian, Ugaritic, Phoenician, Hebrew Aramaic), Indo-European (Hittite, Indo-Iranian, Greek, Latin, etc. etc.), Egyptian; 1. Ergativity (typology, morpho-syntax, semantics) 2. Topic and Focus (morpho-syntax, information structure) 3. Lexical and grammatical aspect (semantics, morphology, discourse grammar)
Instructor(s): P. Goedegebuure Terms Offered: Winter
Prerequisite(s): Course is consent only.
Equivalent Course(s): LING 31410

Arabic Courses

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

ARAB 30201. High Intermediate Modern Standard Arabic-I. 100 Units.
High Intermediate Arabic, the modern track, provides students with a full academic year to activate the language and grammar studied in the first two years, while expanding their cultural and literary knowledge of the Arab world. This three-quarter sequence is taught in Arabic and focuses on all four language skills. The purpose of this sequence is conceived of functionally (what can students do) rather than with an eye to finishing a given textbook. It will have reached its objective if each student leaves with a clearly improved ability to produce oral and written Arabic in a variety of contexts (personal and professional correspondence, description, prescription, comparison narration, argumentation, etc.), to listen and understand spoken MSA, and to read a variety of texts (short stories, a novel, media writing, poetry, social media, opinion pieces, etc.) and a deepened understanding of the diversity of the Arab experience. An important component of the course is taking the learning outside the classroom: through visits to an Arab neighborhood, interviews of Arabs in Chicago, producing a play.
Instructor(s): N. Forster Terms Offered: Autumn
Prerequisite(s): ARAB 20103 or equivalent
Note(s): Open to qualified undergraduates with consent of the instructor
ARAB 30202. High Intermediate Modern Standard Arabic-2. 100 Units.
Instructor(s): N. Forster Terms Offered: Winter
Prerequisite(s): ARAB 30201 or equivalent

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

ARAB 30202. High Intermediate Modern Standard Arabic-2. 100 Units.
Instructor(s): N. Forster Terms Offered: Winter
Prerequisite(s): ARAB 30201 or equivalent

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

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

ARAB 30301. High Intermediate Classical Arabic-1. 100 Units.
This is a three-segment course offered in three quarters; Autumn, Winter and Spring. The main objective of the complete three segment is to develop strong pedagogical strategies in the four Arabic language skills to acquire proficiency in handling Arabic classical texts. By the end of the three quarters students should know the distinctive features of classical Arabic texts and the various genres and sources of such texts. They will build strong command on expanded grammatical features and structural rules governing classical texts of different variations. Students will be able to produce written documents reflecting reading comprehension, personal opinions and text critique. Students should be able to make oral presentation and conduct research using electronic resources as well as traditional classical sources. The class is conducted entirely in Arabic with occasional use of English in translation and explanation of complex cultural and linguistic issues.
Instructor(s): K. Heikkinen Terms Offered: Autumn
Prerequisite(s): ARAB 20103 or equivalent

ARAB 30302. High Intermediate Classical Arabic-2. 100 Units.
The main objective of the complete three-quarter segment is to develop strong pedagogical strategies in the four Arabic language skills to acquire proficiency in handling Arabic classical texts. By the end of the three quarters students should know the distinctive features of classical Arabic texts and the various genres and sources of such texts. They will build strong command on expanded grammatical features and structural rules governing classical texts of different variations. Students will be able to produce written documents reflecting reading comprehension, personal opinions and text critique. Students should be able to make oral presentation and conduct research using electronic resources as well as traditional classical sources. The class is conducted entirely in Arabic with occasional use of English in translation and explanation of complex cultural and linguistic issues."
Instructor(s): K. Heikkinen Terms Offered: Winter
Prerequisite(s): ARAB 30201 or equivalent
ARAB 30303. High Intermediate Classical Arabic-III. 100 Units.
The main objective of the complete three-quarter segment is to develop strong pedagogical strategies in the four Arabic language skills to acquire proficiency in handling Arabic classical texts. By the end of the three quarters students should know the distinctive features of classical Arabic texts and the various genres and sources of such texts. They will build strong command on expanded grammatical features and structural rules governing classical texts of different variations. Students will be able to produce written documents reflecting reading comprehension, personal opinions and text critique. Students should be able to make oral presentation and conduct research using electronic resources as well as traditional classical sources. The class is conducted entirely in Arabic with occasional use of English in translation and explanation of complex cultural and linguistic issues.
Instructor(s): K. Heikkinen Terms Offered: Spring
Prerequisite(s): ARAB 30302 or equivalent

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

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

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

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

ARAB 40101-40102. Advanced Arabic Syntax I-II.
This two-quarter sequence is an introduction to the classical Arabic language. It is useful for students whose research includes the reading of classical Arabic texts in varied fields such as literature, history, political science, theology and philosophy. In the class 1) rules of Arabic grammar are studied intensively, topic by topic; 2) parsing (i'rab) is an important component, with a view to understanding the structure of the language; 3) brief texts from different fields of classical Arabic are read focusing on their grammatical structure, and 4) some theory about the development of the grammatical genre is introduced, as are the basic features of prosody ('arud) and rhetoric (balagha).
ARAB 40101. Advanced Arabic Syntax I. 100 Units.
This two-quarter sequence is an introduction to the classical Arabic language. It is useful for students whose research includes the reading of classical Arabic texts in varied fields such as literature, history, political science, theology and philosophy. In the class 1) rules of Arabic grammar are studied intensively, topic by topic; 2) parsing (i'rab) is an important component, with a view to understanding the structure of the language; 3) brief texts from different fields of classical Arabic are read focusing on their grammatical structure, and 4) some theory about the development of the grammatical genre is introduced, as are the basic features of prosody ('arud) and rhetoric (balagha).
Instructor(s): T. Qutbuddin Terms Offered: Autumn
Prerequisite(s): Three years (or equivalent) of Modern Standard Arabic. Open to grads and undergrads.
Equivalent Course(s): ISLM 40101

ARAB 40102. Advanced Arabic Syntax II. 100 Units.
This two-quarter sequence is an introduction to the classical Arabic language. It is useful for students whose research includes the reading of classical Arabic texts in varied fields such as literature, history, political science, theology and philosophy. In the class 1) rules of Arabic grammar are studied intensively, topic by topic; 2) parsing (i'rab) is an important component, with a view to understanding the structure of the language; 3) brief texts from different fields of classical Arabic are read focusing on their grammatical structure, and 4) some theory about the development of the grammatical genre is introduced, as are the basic features of prosody ('arud) and rhetoric (balagha).
Instructor(s): T. Qutbuddin Terms Offered: Spring
Prerequisite(s): ARAB 40101 or equivalent. This is the second part of a 2 quarter sequence; open to grads and undergrads

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

ARAB 40388. Readings in Early Islamic Apocalyptic Literature. 100 Units.
The course explores the role of eschatological and apocalyptic ideas in the inception and early history of the Islamic community, through readings of relevant Arabic sources from the seventh through ninth centuries CE, and modern scholarship exploring these issues.
Instructor(s): Fred Donner Terms Offered: Spring
Prerequisite(s): High Intermediate Arabic or equivalent.

ARAB 40925. Readings in Islamic Law. 100 Units.
This course provides a survey of the primary literatures of Islamic law and their treatment in modern scholarship. Primary texts read and discussed in class cover the following genres: compendium (mukhtasar), commentary (sharh), legal disputation (jadal), legal theory (usul al-fiqh), legal maxims (qawa'id fiqhiyya), handbooks for judges (adal al-qadi), handbooks for muftis (adal al-mufti), and legal responsa (fatawa). We will read closely selected excerpts from each of these genres and discuss relevant secondary literature in order to contextualize the primary texts thematically and historically and to examine critically the research questions that have thus far animated the modern study of Islamic law. Undergraduate students by instructor permission only.
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Prerequisite(s): 3 years of Arabic or the equivalent
Equivalent Course(s): NEHC 40925, CMES 40925, ISLM 40925

Aramaic Courses

Armenian Courses

Egyptian Courses
EGPT 30006. Ancient Near Eastern Thought & Literature-3. 100 Units.
This course employs English translations of ancient Egyptian literary texts to explore the genres, conventions and techniques of ancient Egyptian literature. Discussions of texts examine how the ancient Egyptians conceptualized and constructed their equivalent of literature, as well as the fuzzy boundaries and subtle interplay between autobiography, history, myth and fiction.
Instructor(s): Brian Muhs Terms Offered: Winter
Equivalent Course(s): NEHC 20006, NEHC 30006, EGPT 20006
EGPT 30120. Introduction to Demotic. 100 Units.
This course provides a basic introduction to the grammar, vocabulary, and orthographic styles of the administrative and literary stage of the Egyptian language and script used in the Late Period (into the Roman Empire).
Instructor(s): Robert Ritner Terms Offered: Winter
Prerequisite(s): EGPT 10201 and/or EGPT 20210
Equivalent Course(s): ANCM 32100

EGPT 30121. Demotic Texts. 100 Units.
Building on the basic grammar, vocabulary, and orthographic styles learned in EGPT 30120, this course focuses on the reading and analysis of various Demotic texts.
Instructor(s): Robert Ritner Terms Offered: Spring
Prerequisite(s): EGPT 30120 or Consent of the Instructor

Courses

Ge'ez Courses

Hebrew Courses

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 30015. Pottery of Ancient Anatolia. 100 Units.
This course is an in-depth survey of the various ceramic traditions that have characterized Anatolia from the invention of pottery in the Neolithic period to the Islamic period (time permitting). We will use collections in the Oriental Institute Museum to gain hands-on familiarity with these corpora, although the ceramic repertoire of Anatolia is so vast and diverse that the class will also involve lectures and student presentations on ceramics only available in scholarly literature. This class is structured less as a teacher-directed instructional, and more as a collaborative project in which we become masters of the Anatolian ceramic repertoire together.
Instructor(s): James Osborne Terms Offered: Spring

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): Staff Terms Offered: Autumn
Equivalent Course(s): ANTH 36710, GEOG 25400, GEOG 35400, NEAA 20061, ANTH 26710

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): Staff Terms Offered: Winter
Prerequisite(s): NEAA 20061
Equivalent Course(s): GEOG 25800, NEAA 20062, GEOG 35800, ANTH 36711, ANTH 26711
NEAA 30070. Intro to the Archaeology of Afghanistan. 100 Units.
Intro to the Archaeology of Afghanistan
Instructor(s): Gil J. Stein Terms Offered: Winter
Prerequisite(s): Any introductory course in archaeology is desirable but not required
Equivalent Course(s): NEAA 20070, ANTH 26755, ANTH 36755

NEAA 30091. Field Archaeology. 300 Units.
This course takes place outside of Chicago and can only be taken by arrangement with the instructor well in advance of the quarter in which it is offered.
Instructor(s): N. Moeller Terms Offered: Autumn
Note(s): This course is for students that will be overseas participating in an Archaeological Field Project. Consent of instructor required.

NEAA 30100. Archaeological Methods and Interpretations. 100 Units.
This course surveys (1) the wide range of methods used by archaeologists to recover and analyze evidence concerning the human past; and (2) the various theoretical paradigms archaeologists have employed to interpret their finds and reconstruct ancient societies and cultures.
Instructor(s): David Schloen Terms Offered: Autumn
Equivalent Course(s): NEAA 20100

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

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

NEAA 30522. Archaeology of Islamic Syria-Palestine. 100 Units.
This course is an exploration of the cultural patterns in the Levant from the late Byzantine period down to modern times, a span of some 1500 years. While the subject matter is archaeological sites of this period in Syria, Lebanon, Jordan, and Israel, the focus is on the role of medieval archaeology in amplifying the history of economic and social systems. It is this connective quality of Islamic archaeology that contributes to an understanding of the earlier history and archaeology of this region.
Instructor(s): D. Whitcomb Terms Offered: Spring
Prerequisite(s): Introductory course in archaeology
Equivalent Course(s): NEAA 20522

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

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

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

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

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

NEHC 30004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. 100 Units.
This course gives an overview of the richness of Mesopotamian Literature (modern Iraq) written in the 3rd-1st millennium BC. We will read myths and epics written on clay tablets in the Sumerian and Akkadian language in English translation and discuss content and style, but also the religious, cultural and historic implications. Particular focus will be on the development of stories over time, the historical context of the literature and mythological figures. The texts treated cover not only the famous Epic of Gilgamesh, but also various legends of Sumerian and Akkadian kings, stories about Creation and World Order, and destruction. The topics covered range from the quest for immortality, epic heroes and monsters, sexuality and love.
Instructor(s): Susanne Paulus Terms Offered: Autumn
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20004

NEHC 30005. Ancient Near Eastern Thought & Literature-2: Anatolian Lit. 100 Units.
This course will provide an overview of Anatolian/Hittite literature, as "defined" by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. In the course of discussions, we will try to answer some important questions about Hittite inscriptions, such as: why were they written down, why were they kept, for whom were they intended, and what do the answers to these questions (apart from the primary content of the texts themselves) tell us about Hittite society?
Instructor(s): Theo van den Hout Terms Offered: Spring
Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): NEHC 20005

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

NEHC 30027. Sources of the Pentateuch. 100 Units.
Seminar for hands-on experience in identifying, "separating," and interpreting sources within the Pentateuch (and Joshua) through varied examples.
Instructor(s): Simeon Chavel Terms Offered: Spring
Prerequisite(s): Biblical Hebrew and Greek
Equivalent Course(s): BIBL 55110
NEHC 30030. Introduction to the Qur’an. 100 Units.
This course introduces the historical context, thematic and literary features, major biblical figures, and exegetical literature on the Qur’an, with a focus on the early (8th-10th century CE) and medieval periods (11th - 15th century CE). We will read select English translations from the Qur’an and its commentators, accompanied by academic secondary literature that emphasize the Qur’an’s literary structure, theological underpinnings, historical, geographical, social, political and cultural contexts in early and medieval Islamic civilization, and the role of the Qur’an as both a fixed and a living and dynamic text in Muslim devotional life.
Instructor(s): Yousef Casewit Terms Offered: Autumn
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, Laila Ahmed, Lila Abu-Loghod), and their contested afterlives across the Middle East. We will also explore colonial (homo)sexuality, and attendant critiques (Najmabadi, Massad). We will pay especial attention to local discourses about gender and sexuality, and trouble facile assumptions of "writing back" while attending to the various specificities of local discourses of everyday life across various sites of the Middle East. Eschewing reductive traps for more nuanced explorations of the specifics of life in Beirut, Cairo, Istanbul, or Tehran - as well as to rural areas - we will show how gender and sexuality are constructed and practiced in these locales. In addition to foundational scholarly texts in the field, we will also engage with an array of cultural texts (films, novels, poetry, comics) and - where possible - have conversations with activists who are working in these sites via Skype/teleconferencing.
Instructor(s): Ghenwa Hayek Terms Offered: Autumn
Equivalent Course(s): GNSE 20112, GNSE 30112, NEHC 20034

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 (#ilm)? And what is an #ilm, or “traditional Muslim knower” expected know? (2) Pedagogy: How does one acquire, organize, and publish his/her #ilm? (3) Religious Authority: How is #ilm verified, authenticated, institutionalized, 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; and 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 30092. Classical Arabic Linguistics. 100 Units.
This course delves into debates in Arabic linguistics of the classical period (before the fifteenth century) on questions such as, What is the origin of language? How does language work? How do languages relate to one another? Where does the Arabic language come from? Is the distinction between literal and figurative uses of language real? We read writings by seminal Arabic linguists, such as al-Tabari, Abu Hilal al-‘Askari, Ibn Faris, al-Qadi ‘Abd al-Jabbar, and Ibn Taymiyya, addressing not only linguistics proper but also topics in fields such as Quranic exegesis, theology, and legal theory. We also discuss key works of secondary scholarship on the subject. Undergraduate students by instructor permission only.
Instructor(s): Ahmed El Shamsy Terms Offered: Autumn
Prerequisite(s): 3 years of Arabic or the equivalent
Equivalent Course(s): ISLM 30092, NEHC 20092

NEHC 30121. The Bible and Archaeology. 100 Units.
In this course we will look at how interpretation of evidence unearthed by archaeologists contributes to a historical-critical reading of the Bible, and vice versa. We will focus on the cultural background of the biblical narratives, from the stories of Creation and Flood to the destruction of the Jerusalem temple by the Romans in the year 70. No prior coursework in archaeology or biblical studies is required, although it will be helpful for students to have taken JWSC 20120 (Introduction to the Hebrew Bible).
Instructor(s): David Schloen Terms Offered: Winter
Equivalent Course(s): RLST 20121, JWSC 20121, NEHC 20121
NEHC 30300. Intro. 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, #ad#th and Tafs#r. 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): Adi Shiran Terms Offered: Spring
Prerequisite(s): Graduate and undergraduate students from any department are welcome to register. The minimum prerequisite for IQA III is the successful completion of IQA II or equivalent training. The IQA sequence is also open to students who may have had more exposure to Arabic (modern or classical) but wish to acquire a solid foundation in Arabic grammar, and/or students who feel they are not yet ready for third-year Arabic courses.
Equivalent Course(s): RLST 15300, ISLM 30300

NEHC 30433. Israel Society from a Sociological Point of View. 100 Units.
This course integrates between sociological themes such as stratification, gender, culture, ethnicity, race, religion, political sociology and economy in order to study the Israeli society with all its diversity. Israeli society is a unique case for sociological study. A young nation which on the one side has a successful economy, but on the other side is dealing with an ongoing conflict with its Arab and Palestinian neighbors. Inequality rates in Israel are among the highest in the OECD, based on class, gender, ethnicity and nationality. Israel is exhibiting opposite trends between promoting gay rights and becoming more religious. In its 70th year Israel is facing deep social and political dilemmas which intertwine with major sociological themes. This course wishes to reveal these dilemmas and their deep complexities. The course will be divided to meetings which in each of them sociological themes and theories will be explored and problematized vis-à-vis Israeli society.
Instructor(s): STAFF Terms Offered: Spring
Equivalent Course(s): NEHC 20433

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

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

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

NEHC 30503. Islamic History and Society III: The Modern Middle East. 100 Units.
This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalim; efforts at reform in the Islamic states; the emergence of the “modern” Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.
Instructor(s): Holly Shissler Terms Offered: Spring
Prerequisite(s): Not open to first-year students
Note(s): This course does not apply to the medieval studies major or minor.
Equivalent Course(s): HIST 25904, NEHC 20503, HIST 35904
NEHC 30504. Introduction to the Hebrew Bible. 100 Units.
The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious, political, and historical perspectives from ancient Israel, Judah, and Yehud. Because this collection of texts continues to play an important role in modern religions, new meanings are often imposed upon it. In this course, we will attempt to read biblical texts apart from modern preconceptions about them. We will also contextualize their ideas and goals through comparison with texts from ancient Mesopotamia, Syro-Palestine, and Egypt. Such comparisons will demonstrate that the Hebrew Bible is fully part of the cultural milieu of the Ancient Near East. To accomplish these goals, we will read a significant portion of the Hebrew Bible in English, along with representative selections from secondary literature. We will also spend some time thinking about the nature of biblical interpretation.

Instructor(s): J. Stackert Terms Offered: Autumn
Equivalent Course(s): NEHC 20504, BIBL 31000, RLST 11004, JWSC 20120

NEHC 30568. Balkan Folklore. 100 Units.
Vampires, fire-breathing dragons, veneful mountain nymphs. 7/8 and other uneven dance beats, heart-rendering laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."

Instructor(s): A. Ilieva Terms Offered: Winter
Equivalent Course(s): ANTH 25908, CMLT 33301, REES 39009, ANTH 35908, CMLT 23301, NEHC 20568, REES 29009

NEHC 30570. Moghal India: Tradition & Transition. 100 Units.
The focus of this course is on the period of Moghal 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, SALC 37701, SALC 27701, HIST 36602, HIST 26602

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

Instructor(s): A. Ilieva Terms Offered: Autumn
Equivalent Course(s): NEHC 20573, CMLT 23401, HIST 24005, REES 29013, CMLT 33401, HIST 34005, REES 39013

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

Instructor(s): Niall Atkinson and Karin Krause Terms Offered: Spring
Prerequisite(s): Consent required: Please email Prof. Atkinson or Prof. Krause for request form.
Equivalent Course(s): RLVG 45805, ARTH 40585, CDIN 45085, HIST 60705, RLST 33020, HCHR 45805

NEHC 30601-30602-30603. Islamic Thought and Literature I-II-III.
This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

NEHC 30601. Islamic Thought and Literature I. 100 Units.
This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Tahera Qutbuddin Terms Offered: Autumn
Equivalent Course(s): NEHC 20601, MDVL 20601, ISLM 30601, SOSC 22000, RLST 20401, HIST 35610, CMES 30601, HIST 25610
NEHC 30602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).
Instructor(s): Franklin Lewis Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): HIST 25616, SOSC 22200, ISLM 30602, HIST 35616, RLST 20402, HIST 35615, NEHC 20602, MDVL 20602

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

NEHC 30602. Islamic Thought and Literature II. 100 Units.
This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).
Instructor(s): Franklin Lewis Terms Offered: Winter
Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.
Equivalent Course(s): SOSC 22100, CMES 30602, HIST 25615, ISLM 30602, RLST 20402, HIST 35615, NEHC 20602, MDVL 20602

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

NEHC 30605. Colloquium: Sources for the Study of Islamic History. 100 Units.
This course is designed to acquaint the student with the basic problems and concepts as well as the sources and methodology for the study of premodern Islamic history. Sources will be read in English translation and the tools acquired will be applied to specific research projects to be submitted as term papers.
Instructor(s): J. Woods Terms Offered: Autumn
Equivalent Course(s): HIST 26005, NEHC 20605, HIST 36005
NEHC 30613. Dreams in the Ancient World. 100 Units.

Dreams belong to the universals of human existence as human beings have always dreamt and will continue to dream across time and cultures. The questions where do dreams come from and how to unravel a dream have always preoccupied the human mind. In this course we will focus on dreams in the Greco-Roman and Greco-Egyptian cultural environments. We will cover dreams from three complementary perspectives: dreams as experience, dream interpretation and dream theory. The reading materials will include: (a) a selection of dream narratives from different sources, literary texts as well as documentary accounts of dreams; (b) texts which document the forms and contexts of dream interpretation in the Greco-Roman and Greco-Egyptian cultures and (c) texts which represent attempts to approach dreams from a more general perspective by among others explaining their genesis and defining dream-types.

Instructor(s): S. Torallas, A. Maravela Terms Offered: Autumn
Equivalent Course(s): CLAS 34519, CLCV 24519, ANCM 44519, NEHC 20613, RLST 24503

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 30630. Introduction to Islamic Philosophy. 100 Units.

This course offers an introduction to the terms and concepts current in Arabic philosophical writings in the classical period of Islamic thought (roughly 9th to 17th century). It begins with the movement to translate Greek texts into Arabic and the debate among Muslims about the validity of philosophy versus revelation. From a close reading of key works (in English) by important philosophers such as al-Kind# al-R#z#, al-Sijist#n#, al-F#r#b#, Ibn S#n# (Avicenna), al-Ghazz#l#, Ibn B#jja, Ibn Tufayl, Ibn Rushd (Averroes), Suhraward#, and Mull# #adr#, a series of lectures will follow the career of philosophy in the Islamic world, first as a 'foreign' science and then, later, as selectively rejected but also substantially accepted as a natural component of sophisticated discourse.

Instructor(s): Paul Walker Terms Offered: Spring
Equivalent Course(s): ISLM 30630, NEHC 20630

NEHC 30631. Approaches to the Study of the Middle East. 100 Units.

The course introduces beginning graduate students to the range of basic resources, methods, and analytical tools that must be mastered by those engaging in the study of the Islamic Middle East. As such, it covers the period from the seventh century to the present and is focused on developing professional skills necessary for successful completion of a master's or doctoral program.

Instructor(s): P. Walker Terms Offered: Autumn
Equivalent Course(s): CMES 30001

NEHC 30643. Topics: Med Islam Social Hist. 100 Units.

The course reviews the issues and scholarship on various facets of the social history of the Islamic Near East, ca. 700-1500 CE), including Patterns of Social Organization ("class," tribal or kinship ties, professional ties, ethnicity, etc.), the role of pastoral nomadism in Near Eastern societies, non-Muslim communities and their relations with Muslims, Women and Gender issues, Technology and Social Change, Historical Demography, and Urbanism.

Instructor(s): Fred Donner Terms Offered: Autumn
Prerequisite(s): Islamic History and Society 1 and 2, or Islamic Thought and Literature 1 and 2, or equivalent.

NEHC 30687. Coll: Persian Historical Texts. 100 Units.

This course will focus on the study and utilization of narrative, normative and archival sources in Persian. Texts of the major Iranian historians and biographers will be subjected to close readings and analysis. The scripts, protocols, and formula used by Irano-Islamic chancelleries will also be introduced and the form and content of published an unpublished archival documents will be transcribed and examined in their institutional context. Knowledge of Persian required.

Instructor(s): J. Woods
Prerequisite(s): Knowledge of Persian required
Equivalent Course(s): CMES 30687, HIST 59000

NEHC 30692. Armenian History through Art and Culture. 100 Units.

This 10-week crash-course surveys Armenian history and elements of culture (religion, mythology and music, manuscript illumination, art and architecture) as well as offer a mosaic of traditions and customs (festivals and feasts, birth and wedding rituals, funerary cult) of Armenia. It also discusses transformations of Armenian identity and symbols of 'Armenianness' through time (especially in Soviet and post-Soviet eras) based on such elements of national identity, as language, religion, art or shared history. 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): HIST 25711, NEHC 20692

NEHC 30766. Shamans and Oral Poets of Central Asia. 100 Units.

This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.

Instructor(s): K. Arik Terms Offered: Spring
Equivalent Course(s): ANTH 25906, NEHC 20766
NEHC 30837. Early Turkish Republic. 100 Units.
This course will examine the development of the Turkish state following WWI including questions of economy, institutions, and identity formation. The first quarter may be taken as a free-standing colloquium, or students may take both quarters and produce a research paper.
Instructor(s): Holly Shissler Terms Offered: Winter
Prerequisite(s): open to graduate students and to upper division undergraduates
Equivalent Course(s): HIST 25702, HIST 35702, NEHC 20837

NEHC 30840. Radical Islamic Pieties: 1200 to 1600. 100 Units.
Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful. This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. All work in English. This course is offered in alternate years.
Instructor(s): C. Fleischer Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): MDVL 20840, RLST 20840, HIST 35901, HIST 25901, NEHC 20840

NEHC 30847. History of the Early Turkish Republic II. 100 Units.
This is the continuation of NEHC 20837/20837: History Early Turkish Republic I. Students will produce a seminar/research paper and meet to discuss selected readings on the transition from Ottoman Empire to Turkish Republic and the consolidation of the Republican regime.
Instructor(s): Holly Shissler Terms Offered: Spring

NEHC 30852-30853. Seminar: Ottoman World/Suleyman I-II.
This two-quarter seminar focuses on the transformation of the Muslim Ottoman principality into an imperial entity—after the conquest of Constantinople in 1453—that laid claim to inheritance of Alexandrine, Roman/Byzantine, Mongol/Chinggisid, and Islamic models of Old World Empire at the dawn of the early modern era. Special attention is paid to the transformation of Ottoman imperialism in the reign of Sultan Suleyman the Lawgiver (1520-1566), who appeared to give the Empire its “classical” form. Topics include: the Mongol legacy; the 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
Equivalent Course(s): CMES 30852, HIST 58302
NEHC 30853. Ottoman World/Süleyman 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 articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and recreation of religious institutions in Islamdom and Christendom) and student presentations of research for the seminar paper. In addition to seminar papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.
Instructor(s): Cornell Fleischer Terms Offered: Winter
Equivalent Course(s): CMES 38052, HIST 58303

NEHC 30853. Ottoman World/Süleyman 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 articulation of bureaucratized hierarchy; and comparison of Muslim Ottoman, Iranian Safavid, and Christian European imperialisms. The first quarter comprises a chronological overview of major themes in Ottoman history, 1300-1600; the second quarter is divided between the examination of particular themes in comparative perspective (for example, the dissolution and recreation of religious institutions in Islamdom and Christendom) and student presentations of research for the seminar paper. In addition to seminar papers, students will be required to give an oral presentation on a designated primary or secondary source in the course of the seminar.
Instructor(s): Cornell Fleischer Terms Offered: Winter
Equivalent Course(s): CMES 38052, HIST 58303

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

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

NEHC 30901. Orality, Literature and Popular Culture of Afghanistan and Pakistan. 100 Units.
Course description unavailable.
Instructor(s): C. R. Perkins Terms Offered: Winter 2013
Equivalent Course(s): NEHC 20901, CMLT 36901, SALC 26901, HIST 26905, CMLT 26901, HIST 36905
NEHC 30937. Nationalism & Colonialism in the Middle East. 100 Units.
The seminar covers the history of the region during the 19th and 20th centuries. It looks at how the modern historiography of modern Middle Eastern studies shaped, and was shaped by, post-colonial studies, subaltern studies, and historical perceptions of urbanity, modernity, Orientalism, and class. The class will pay heed to the fluid and constructed nature of Arab national culture, and the terminology used by Arab nationalists concerning "nahda," "revival," and "rebirth." We will explore various "golden ages" Arab nationalists envisioned, like pre-Islamic Semitic empires, the first Islamic state under the leadership of the Prophet Muhammad, the 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 30943. Colloquium: Iran and Central Asia I-Safvid Iran. 100 Units.
The first quarter will take the form of a colloquium on the sources for and the literature on the political, social, economic, technological, and cultural history of Western and Central Asia from approximately 1500 to 1750. Classroom presentations and a short paper are required.

Instructor(s): J. Woods Terms Offered: Autumn
Prerequisite(s): Open to upper-level undergraduates with consent of instructor.
Equivalent Course(s): HIST 58601, CMES 58601

NEHC 30944. Colloquium: Iran and Central Asia II-Safvid Iran. 100 Units.
The second quarter will be devoted to the preparation of a major research paper.

Instructor(s): J. Woods Terms Offered: Winter
Prerequisite(s): HIST 58601; open to upper-level undergraduates with consent of instructor.
Equivalent Course(s): CMES 58602, HIST 58602

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

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

NEHC 32205. Writing Central Asian Cultures. 100 Units.
This course examines contemporary ethnographies to show how anthropologists have tried to capture and represent Central Asian cultures and societies. We will seek out broader ideas and ideologies that inform the anthropologists' research questions.

Instructor(s): Russel Zanca Terms Offered: Winter
Equivalent Course(s): ANTH 32205, NEHC 21612, ANTH 21612

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

Instructor(s): Leah Feldman Terms Offered: Autumn
Equivalent Course(s): REES 34110, CRES 34111, CRES 24111, NEHC 24110, CMLT 34111, CMLT 24111, REES 24110

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, MDVL 15004, ISLM 35004, 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 35200, NEHC 25200, CMLT 25200, HIJD 35200, JWSC 25200
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.
Equivalent Course(s): CMES 35150, ANTH 35150, JWSC 25149, ANTH 25150, MAPS 35150, NEHC 25147

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

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

NEHC 37302. Transmission of Islamic Knowledge in South Asia since 1800. 100 Units.
Equivalent Course(s): ISLM 37302, SALC 47302, HIST 45904

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

NEHC 40020. The Mediterranean Sea in Antiquity: Imperial Connections. 100 Units.
The Mediterranean Sea has long inspired imaginings of lands and peoples connected by its waters. From the Romans' Mare Nostrum, "our sea," to today's variants of "middle sea" - Greek Mesogeios, German Mittelmeer, and of course, Latin Mediterranean - imaginations of the sea have often celebrated its spatial and social cohesion. The Mediterranean continues to possess a middling geopolitical identity today, situated as it is between continental Europe, the Aegean, the Middle East, and North Africa. And yet, despite our diachronic investment in recognizing the Mediterranean's grand narrative as a locus of cultural connectivity, its long-term histories of interregional dynamics remain difficult to approach holistically. This concern is especially salient when it comes to the study of ancient empires, those large, expansionary polities whose social, political, and economic practices drew disparate groups together, and at times forced them apart. This class has two closely related objectives. First, we tackle the most ambitious pieces of scholarship on Mediterranean history to evaluate how various disciplines have sought to analyze and to bound the sea as a cartographic whole. In the process, we gain an appreciation not only for the methodological and interpretive scales involved in such an undertaking, but for the various disciplinary strategies the Mediterranean's diverse histories have inspired. Second, we interrogate one sociopolitical structure - the empire - and question how the Mediterranean encouraged and challenged imperialism as a recurring formation that worked to maintain sovereignty across broad geographical expanses. In doing so, we explore the variegated processes of cultural connectivity that have characterized the ancient Mediterranean from east to west.
Equivalent Course(s): HIST 51300, CDIN 41717, ANCM 41717, ANTH 46715, CLAS 41717

NEHC 40122. Nations in Crisis, Nations in Diaspora. 100 Units.
The class compares the histories of both Iraq and Palestine to explore questions relating to colonialism, nationalism and resistance in the modern Middle East. Each class will take up a theme, ranging from arm resistance to gender roles in post-colonial contexts, and will compare the Iraqi to the Palestinian case.
Instructor(s): Orit Bashkin Terms Offered: Spring
Equivalent Course(s): HIST 35711
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: Winter
Equivalent Course(s): FNDL 24106, RLST 21107, HIJD 45400, MDVL 25400, JWSC 21107, ISLM 45400, RLVC 45400, HREL 45401

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): ISLM 40100, RLIT 40300, CMLT 40100

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

NEHC 40604. Readings in Arabic Religious Texts. 100 Units.
Texts to be covered include the 27th Sura of the Qur’an, selections from the Adab work Muhadarat al-Abrar of Ibn ’Arabi, and examples of the Hadith Qudsi genre (hadiths that report divine, non-Qur’anic messages given to the Prophet).
Instructor(s): Michael Sells Terms Offered: Spring
Equivalent Course(s): 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 40666. Hell! Discussion about Hell in Middle Eastern Cultures. 100 Units.
The class looks at images of, and narratives about, hell, from depictions of hell in the Quran to depictions of contemporary refugee camps as modern infernos. We will also study the construction of the image of Satan (Iblis) and of demons (jins) in various Islamic texts. The class will focus on reading of primary sources in translation (The Quran, Ibn ’Arabi, Abu al-Ala al-Ma’ari, Nagib Mahfouz, Ghassan Kanfani) and the text book "Locating Hell in Islamic Traditions", edited by Christian Lange (Brill, 2015, open online access)
Instructor(s): Orit Bashkin Terms Offered: Autumn
Equivalent Course(s): NEHC 10666

NEHC 40711. Cinema Without an Archive. 100 Units.
This seminar takes a comparative approach to issues of archival precarity with particular attention to cinema, memory, and materiality. We will investigate the fraught and contested histories and problems of the archive and the limitations of archival thinking and practice in a comparative context, focusing on post-colonial and post-conflict sites in the Middle East, Asia, Africa, as well as the low rates of survival for minoritarian film practices in the United States. Some of these problems are about gaps: how do we attend to the absence and instability of the film artifact? How do these problems surface-and how are they mediated in postcolonial sites that grapple with conflict, weak state structures, and contested commemorative practices and issues? Other questions concern definitive versions, remediation, degraded extant material, and barriers to archival access. Topics include the use of extrafilmic evidence and primary paracinematic evidence, fiction and speculative approaches to history, theories of evidence, archival theories and practices, commemorative practices, and the role of state and nongovernmental institutions in the formation of cultural memory.
Instructor(s): Allyson Nadia Field & Ghenwa Hayek Terms Offered: Winter
Prerequisite(s): none
Note(s): There will be a weekly screening with this seminar.
Equivalent Course(s): CMLT 67814, CDIN 67814, CMST 67814
NEHC 40925. Readings in Islamic Law. 100 Units.
This course provides a survey of the primary literatures of Islamic law and their treatment in modern scholarship. Primary texts read and discussed in class cover the following genres: compendium (mukhtasar), commentary (sharh), legal disputation (jadalah), legal theory (usul al-fiqh), legal maxims (qawa'id fiqhiyya), handbooks for judges (adab al-qadi), handbooks for muftis (adab al-mufid), and legal responsa (fatawa). We will read closely selected excerpts from each of these genres and discuss relevant secondary literature in order to contextualize the primary texts thematically and historically and to examine critically the research questions that have thus far animated the modern study of Islamic law. Undergraduate students by instructor permission only.
Instructor(s): Ahmed El Shamsy
Prerequisite(s): 3 years of Arabic or the equivalent
Equivalent Course(s): CMES 40925, ISLM 40925, ARAB 40925

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

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

NEHC 41006. Colloquium: Late Antique Mediterranean II. 100 Units.
Research problems in eastern, central, and western Mediterranean from the fourth to seventh century CE. Detailed investigation of relevant primary sources in Greek, Latin, and Arabic. In the winter quarter, we focus on research topics for the colloquium paper.
Equivalent Course(s): HIST 41006, ANCM 31516, CLAS 31516

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

NEHC 44602. Song of Songs. 100 Units.
Equivalent Course(s): BIBL 44602

NEHC 45516. Seminar: State and Society under the Ptolemies. 100 Units.
Recent research encourages a reexamination of the classical opposition between pre-modern and modern states. As traditionally defined, the key difference would be the inability of a pre-modern state to exercise in-depth control of society. Being unable to develop a significant bureaucratic apparatus, a pre-modern state could have only achieved a weak control of the people it administered. To a certain extent, the opposition still has some validity, but the alleged "weakness" of pre-modern states, for instance in terms of capacity for extraction of revenue, should be revisited. Thanks to the sources available, the Ptolemaic possessions (by which one will understand not only Egypt but all the other territories under Ptolemaic control, from Asia Minor to Syria and from Cyrene to Cyprus) provide an ideal case study to test these concepts. We will examine written documents in their original languages, but translations will also be provided, which will allow students who do not control the ancient languages to also participate in the seminar.
Equivalent Course(s): ANCM 45516, HIST 70407

NEHC 48603. Talking Birds and Cunning Jackals: A Survey of Indo-Persian Prose. 100 Units.
Prerequisites: intermediate level of Persian. This course features a selection of Persian prose texts such as tales, premodern translations of romance and epic texts on Indian themes (Mahabh#rata, Rm#ya#ya, Pan#catantra, etc...), letters, models of elegant prose writings, and anecdotes from chronicles, tadhkira literature, and autobiographical writings. We will first read easy, plain prose texts, such as Naq#b Kh#n's translation of the Mah#b#rata commissioned by Akbar, which will allow the students to familiarize themselves with the cultural context of South Asia. Then, toward the middle of the quarter we will shift to increasingly difficult texts to reach the characteristically ornate prose of the Mughal period, such as In#yat All#h Kamb#h's Bah#f-i df#nsh or Bedil's Chah#r #un#ur. Students with an intermediate level of Persian will thus be able to take this class and then, the following year, be ready to attend the more challenging course titled "Persian Philology and Poetry in South Asia" offered every other year, alternately with the present survey of Indo-Persian prose. Thibaut d'Hubert and Muzaffar Alam, Spring 2018
Equivalent Course(s): PERS 48693, SALC 48603

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

PERS 30220. Poetics/Politics Modern Iran. 100 Units.
Poetics/Politics Modern Iran
Terms Offered: Spring
Equivalent Course(s): PERS 20220

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

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

PERS 48693. Talking Birds and Cunning Jackals: A Survey of Indo-Persian Prose. 100 Units.
Prerequisites: intermediate level of Persian. This course features a selection of Persian prose texts such as tales, premodern translations of romance and epic texts on Indian themes (Mahabharata, Ramayana, Pancharatna, etc…), letters, models of elegant prose writings, and anecdotes from chronicles, tadhkira literature, and autobiographical writings. We will first read easy, plain prose texts, such as Naqshbandi's translation of the Mahabharata commissioned by Akbar, which will allow the students to familiarize themselves with the cultural context of South Asia. Then, toward the middle of the quarter we will shift to increasingly difficult texts to reach the characteristically ornate prose of the Mughal period, such as Inayatullah Kambali's Bahar-i Duniya or Bedil's Chahar Unur. Students with an intermediate level of Persian will thus be able to take this class and then, the following year, be ready to attend the more challenging course titled "Persian Philology and Poetry in South Asia" offered every other year, alternately with the present survey of Indo-Persian prose. Thibaut d'Hubert and Muzaffar Alam, Spring 2018
Equivalent Course(s): NEHC 48603, SALC 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 Turkish I. 100 Units.
Advanced Turkish students will develop their language skills in speaking, reading, translating, listening, and writing, while learning about Turkish society and culture at the same time. To address all of these aspects each class is divided into three sections which focuses on a specific skill. Section one is the conversation part: it involves reading (or listening to) short (audio) pieces or phrases on a given topic; section two is reading and translation: students read and prepare pieces from Turkish literature, literature readings are short stories or selected parts from novels; section three is the listening part: by watching parts of a Turkish movie, students' skills in listening and understanding will get faster while we progress through the movie.
Instructor(s): Kagan Arik Terms Offered: Autumn

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.
Terms Offered: Winter

TURK 30103. Advanced Turkish/Ottoman Turkish III. 100 Units.
Advanced Turkish students will develop their language skills in speaking, reading, translating, listening, and writing, while learning about Turkish society and culture at the same time. To address all of these aspects each class is divided into three sections which focuses on a specific skill. Section one is the conversation part: it involves reading (or listening to) short (audio) pieces or phrases on a given topic; section two is reading and translation: students read and prepare pieces from Turkish literature, literature readings are short stories or selected parts from novels; section three is the listening part: by watching parts of a Turkish movie, students' skills in listening and understanding will get faster while we progress through the movie.
Instructor(s): Helga Anesthofer Terms Offered: Spring

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.
Terms Offered: Winter

TURK 30103. Advanced Turkish/Ottoman Turkish III. 100 Units.
Advanced Turkish students will develop their language skills in speaking, reading, translating, listening, and writing, while learning about Turkish society and culture at the same time. To address all of these aspects each class is divided into three sections which focuses on a specific skill. Section one is the conversation part: it involves reading (or listening to) short (audio) pieces or phrases on a given topic; section two is reading and translation: students read and prepare pieces from Turkish literature, literature readings are short stories or selected parts from novels; section three is the listening part: by watching parts of a Turkish movie, students' skills in listening and understanding will get faster while we progress through the movie.
Instructor(s): Helga Anesthofer Terms Offered: Spring

TURK 30200. Colloquium: Sources for the Study of the Ottoman World. 100 Units.
This course introduces the students the major sources for the study of Ottoman history and culture.
Instructor(s): Hakan Karateke Terms Offered: Autumn

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

TURK 30501. Ottoman Turkish I. 100 Units.
A selection of Turkish printed texts in Arabic script from the nineteenth and twentieth centuries is introduced in order of difficulty. Hakan Karateke's unpublished "Ottoman Reader" serves as a text book. The texts are drawn from historical textbooks, official documents, novels, and other genres.
Instructor(s): H. Anesthofer-Karateke Terms Offered: Autumn
Prerequisite(s): TURK 20103 or consent of instructor
TURK 30502. Ottoman Turkish II. 100 Units.
A selection of Turkish printed texts in Arabic script from the nineteenth and twentieth centuries is introduced in order of difficulty. Hakan Karateke's unpublished "Ottoman Reader" serves as a text book. The texts are drawn from historical textbooks, official documents, novels, and other genres.
Instructor(s): H. Aneshofer-Karateke
Terms Offered: Winter
Prerequisite(s): TURK 30501

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

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

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

TURK 40586. Advanced Ottoman Reading I. 100 Units.
This course is in Advanced Ottoman Readings.
Instructor(s): H. Karateke
Terms Offered: Winter
Prerequisite(s): TURK 30503 or equivalent
Note(s): Open to qualified undergraduate students

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

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

Ugaritic Courses

Uzbek Courses

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

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

- Times was used instead of Trajan.
- Times was used instead of Palatino.

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