

MIDDLE EASTERN STUDIES

Department Website: <https://mes.uchicago.edu/>

PROGRAM OF STUDY

Majors in Middle Eastern Studies (MES) at the University of Chicago pursue rigorous knowledge about a region of the world that is known as “the cradle of civilization” and the home of several important religious and cultural traditions, as well as one of the most important geopolitical areas of our contemporary world. MES majors acquire languages; learn how archaeologists, economists, historians, linguists, literary scholars, and careful readers of legal, religious, economic, and other kinds of texts critically evaluate evidence; and acquire, largely in small class settings, analytical writing, thinking, and research skills that will help prepare them for a variety of careers.

Geographically centered on the Nile to Oxus and Danube to Indus region, MES also embraces North Africa and Islamic Spain, as well as Central Asia and the Balkans in its ambit from prehistory to the present day. Students can gain expertise in a wide variety of languages, including the living spoken tongues of the modern Middle East and Central Asia (Arabic, Armenian, modern Hebrew, Kazakh, Persian, Turkish, and Uzbek) or languages that open gateways onto the ancient past and the scriptures of contemporary religious traditions (Aramaic, Babylonian, Biblical Hebrew, Coptic, Egyptian Hieroglyphics, Elamite, Ge’ez, Hittite, Middle and Old Persian, Ottoman, Syriac, Ugaritic, etc.).

In an interdisciplinary area studies department like MES, majors learn about the region through primary sources (material, oral, or textual) and scholarly analysis, structuring their curriculum around various disciplines and methodologies, including archaeology, comparative literature, cultural and civilizational studies, economics and numismatics, gender studies, history (economic, political, religious, and social), human rights, linguistics, public policy, and digital humanities approaches.

Areas of specialization within MES include:

- Arabic Studies
- Armenian Studies
- Archaeology and Art of the Ancient Near East
- Classical Hebrew Language and Civilization
- Cuneiform Studies (including Assyriology, Hittitology, and Sumerology)
- Egyptology
- History (Ancient Near Eastern History, Islamic History, Modern Middle Eastern History)
- Islamic Thought (including Law, Sufism)
- Israeli and Jewish Studies (including Biblical and Modern Hebrew, Aramaic, Syriac)
- Persian and Iranian Studies (Culture, Language, Literature, History, Religion)
- Semitic Languages and Literatures (Comparative Semitics, Northwest Semitics)
- Turkish and Ottoman Studies (Culture, History, Languages, Literatures)

Students who major in MES are interested in learning one or more of the languages we teach as a means of access to the cultures of the ancient Near East and/or the modern Middle East. They do so by tailoring the flexible requirements of the major to focus on specific interests and goals. In consultation with the Director of Undergraduate Studies, each student chooses an area of specialization and devises a program of study that provides a sound basis for graduate work in that area or for a career in business, education, government, journalism, law, museology, public policy, public service, or a variety of other disciplines and professions.

MAJOR REQUIREMENTS

The MES major requirements are described below. The Director of Undergraduate Studies and the Department Administrator are available to answer questions, discuss programs of study, and support students as they make their way through the major in MES. In addition to using My Planner, students are encouraged to track their progress through requirements by using our major worksheet (available on the MESwebsite (<http://nelc.uchicago.edu/undergraduate/>)).

MES strongly encourages students to study abroad if they are able. Civilization sequences offered in the University of Chicago–sponsored Study Abroad programs at Istanbul, Marrakesh, Cairo, and Jerusalem (300 units in one quarter) fulfill the requirements of the MES major in terms of civilization courses. Language courses taken at one of the aforementioned Study Abroad programs can also be counted towards the major, after evaluation by the MES coordinator for the language and approval by the Director of Undergraduate Studies. Students should consult the Study Abroad website (<https://study-abroad.uchicago.edu/programs/>) for further details. Courses, including FLAG summer language courses, that are taken at other institutions, foreign or domestic, fall under the category of transfer credits. Such courses must meet the requirements established by the College for current students (<http://collegecatalog.uchicago.edu/thecollege/transfercredit/currentstudents/>) of the University. While these courses may count as no-grade credits for a student's general coursework, transfer credits

are not counted as quality grades toward the University of Chicago GPA. Therefore, they cannot be counted toward the MES major or minor.

Thirteen courses and a Research Project are required for a MES major.

SUMMARY OF REQUIREMENTS:

Two or three quarters of one of the following civilization sequences: *		200-300
NEHC 20011 & NEHC 20012 & NEHC 20013 & NEHC 20014 & NEHC 20015 & NEHC 20016 & NEHC 20017 & NEHC 20018	Ancient Empires I: The Hittite Empire and Ancient Empires II: The Ottoman Empire and Ancient Empires III :The Egyptian Empire of the New Kingdom and Ancient Empires IV: the Achaemenid Empire and Ancient Empires V: The Umayyad and Ancient Empires VI: The Assyrian Empire and Ancient Empires VII: Sumerians and Akkadians and Ancient Empires VIII: Arabia and the Arabs - on the edge of empire (3000 BCE to the 7th century CE)	
NEHC 20201-20202-20203	Islamicate Civilization I-II-III	
NEHC 20004-20005-20006	Ancient Near Eastern Thought and Literature I-II-III	
NEHC 20601 & NEHC 20602 & NEHC 20603 & NEHC 20607	Islamic Thought and Literature I and Islamic Thought and Literature II and Islamic Thought & Lit III - The Experience of Being Colonized and Islamic Thought and Literature III: Environmental History of the Modern Middle East	
JWSC 12000 & JWSC 12001	Jewish Civilization I: Ancient Beginnings to Medieval Period and Jewish Civilization II: Early Modern Period to 21st Century ⁺	
SOSC 19034 & SOSC 19035 & SOSC 19036	Middle Eastern Civilizations, Cairo-1 and Middle Eastern Civilizations, Cairo-2 and Middle Eastern Civilizations, Cairo-3	
SOSC 19043 & SOSC 19044 & SOSC 19045	Middle Eastern Civilizations in Istanbul-1 and Middle Eastern Civilizations in Istanbul-2 and Middle Eastern Civilizations in Istanbul-3	
SOSC 19028 & SOSC 19029 & SOSC 19030	Jerusalem in Middle Eastern Civilizations-I and Jerusalem in Middle Eastern Civilizations-II *** and Jerusalem in Middle Eastern Civilizations-III	
SOSC 19049 & SOSC 19050 & SOSC 19051	Middle Eastern Civilizations, Morocco-1 and Middle Eastern Civilizations, Morocco-2 and Middle Eastern Civilizations, Morocco-3	
Six courses in one Middle Eastern language, or three courses each in two of the Middle Eastern languages (e.g., Arabic, Armenian, Babylonian, Egyptian, Hebrew, Kazakh, Persian, Turkish, Uzbek) **		600
Three or four elective courses in the student's area of specialization ⁺⁺		300-400
NEHC 29899	Research Colloquium	100
Total Units		1300

* Note that the course sequence on "Islamicate Civilization" does not fulfill the general education requirement in civilization studies. All of the other MES civilization sequences do fulfill the general education requirement. If a Middle Eastern civilization sequence is used to meet the College general education requirement, a second Middle Eastern civilization sequence is required for the MES major.

⁺ Students who wish to count the Spring Quarter course of the Jewish Civilization sequence (JWSC 1200x) toward the MES major or minor must have completed both JWSC 12000 and JWSC 12001. See the Jewish Studies (<http://collegecatalog.uchicago.edu/thecollege/jewishstudies/#jewishcivilizationsequence>) page for details.

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

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

*** The Jerusalem Civ program may be temporarily relocated due to uncertainty surrounding the current conflict in the Middle East. Please consult the Study Abroad website for the most recent updates.

GRADING

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

ADVISING

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

BA RESEARCH PROJECT

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

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

Year 3: Spring Quarter

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

After choosing a topic and narrowing down its focus, students are responsible to request a member of the MES faculty to serve as their research adviser, who will help them further conceive the scope and aims of the project and provide guidance about methods and sources for carrying out their research.

Students must formally file the Research Topic Registration Form with their faculty adviser's signature with the MES department office before the end of their third year (by Monday of ninth week of Spring Quarter).

Year 4: Autumn Quarter

Students are required to register for NEHC 29899 ([http://collegecatalog.uchicago.edu/search/?P=NEHC %2029899](http://collegecatalog.uchicago.edu/search/?P=NEHC%2029899)) Research Colloquium in Autumn Quarter of their fourth year. NEHC 29899 is a workshop course designed to assist students in elaborating their Research Projects. The instructor works closely with students and their faculty advisers to assist in all aspects of conceiving, researching, and writing. A passing grade (P) for NEHC 29899 depends on full attendance and participation throughout the quarter and is required to graduate with a MES major. Students who pursue a double major and take an equivalent seminar in their other major may petition the Director of Undergraduate Studies in MES to have this seminar be counted in lieu of NEHC 29899.

Year 4: Winter Quarter

MES majors are encouraged to enroll with the Director of Undergraduate Studies for an optional one-quarter independent study course NEHC 29995 Research Project. This will allow time in their schedules over Winter Quarter to work on and revise their projects under the guidance of their faculty adviser and the instructor in charge of the Autumn Research Colloquium. Students will receive a quality grade for this course, equivalent to the final Research Project grade, reported in the Spring Quarter.

Year 4: Spring Quarter

The completed Research Project must be submitted to the MES office by Monday of third week in Spring Quarter. For theses, students should email a PDF copy of their research to the Department Administrator (students should discuss with their faculty adviser whether they prefer a paper copy); for digital projects and other non-traditional projects, students are responsible for discussing in advance with their faculty adviser and the Department Administrator the format under which their work should be submitted. The Department Administrator will distribute the Research Projects to the faculty adviser. Students who wish to request an extension for submission must discuss it ahead of time with their faculty adviser and the Director of Undergraduate Studies. Extensions are at the discretion of the faculty adviser and are not automatic. Students who submit their thesis later than Monday of Week 5 of Spring Quarter will not be eligible for special honors and are at risk of not being able to graduate in that quarter.

The faculty adviser will grade the Research Project and submit grades and honors recommendations to the Director of Undergraduate Studies by Monday of fifth week in Spring Quarter.

Double Majors

Students intending to double major may, with the permission of the MES Director of Undergraduate Studies, write a single Research Project that is designed to meet the requirements of both majors. Approval from both Directors of Undergraduate Studies is required. A consent form, to be signed by the Directors of Undergraduate

Studies, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Research Funding

Students are encouraged to begin the reading and research for their Research Project in the summer before their fourth year. Students seeking research grants are encouraged to reach out early to the Director of Undergraduate Studies and the College Center for Research and Fellowships (<https://ccrf.uchicago.edu>).

Special Honors

Special Honors are granted to students who have achieved extraordinary distinction in their course work and Research Project. To be eligible for special honors, students must have an overall GPA of 3.25 or higher, they must have a GPA of 3.5 or higher, and they must have submitted their Research Project to the department no later than the Monday of Week 5 of their graduation quarter. To be considered for special honors, students must receive a grade of A on their Research Project and be proposed by their faculty adviser and the Director of Undergraduate Studies to the Humanities Collegiate Division, where the final decision is made.

Prizes

The department awards the Justin Palmer Prize annually to the Research Project judged to be the most outstanding. The Director of Undergraduate Studies makes this determination in consultation with the department chair and faculty members. This monetary prize is made possible by a generous gift from the family of Justin Palmer, AB'04, who completed a minor in Near Eastern Languages and Civilizations.

MINOR PROGRAM IN MIDDLE EASTERN STUDIES

Students in the College with an interest in the languages and cultures of the Middle East may pursue a minor in MES. Completion of this minor certifies that students' undergraduate course work at the University of Chicago has prepared them with language skills, field-specific knowledge and methods, and cultural competency that can give them an advantage on the job market for a wide variety of careers—in business, in medicine or law, in the public sector, or in museums and cultural heritage.

Students who wish to take a minor in MES must meet with the Director of Undergraduate Studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Students must submit the Consent to Complete a Minor Program (<https://college.uchicago.edu/advising/tools-forms/>) form to their College adviser by the deadline above. The Director of Undergraduate Studies and the Department Administrator are available to answer questions, discuss programs of study, and support students as they make their way through the minor in MES. In addition to using My Planner, students are encouraged to track their progress through requirements by using our minor worksheet, which can be found on MES website (<https://nelc.uchicago.edu/undergraduate/why-study-near-east/>).

PROGRAM REQUIREMENTS FOR THE MINOR

Students may choose one of two tracks: Language or Culture. The two tracks require a two- or three-quarter MES civilization sequence which can be taken on campus or in one of the Study Abroad programs focusing on the Middle East (see Major Requirements (<http://collegecatalog.uchicago.edu/thecollege/neareasternlanguagescivilizations/#Major%20Requirements>) for more detail on civilization sequences).

In addition, the **Language Track** requires three courses of one MES language at any level. Students using an MES sequence to satisfy the general education requirement in civilization studies may seek approval from the department to substitute additional language course work in place of the civilization requirement in the minor.

The **Culture Track** allows students to focus on such topics as history, religion, or literature in translation and does not have a language requirement. MES minors in the Language and Culture Tracks are encouraged to participate in the University of Chicago–sponsored Study Abroad programs at Istanbul, Marrakesh, Cairo, and Jerusalem (see Major Requirements (<http://collegecatalog.uchicago.edu/thecollege/neareasternlanguagescivilizations/#Major%20Requirements>) for more detail on Study Abroad).

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

Language Track Sample Minor

NEHC 20004-20005-20006	Ancient Near Eastern Thought and Literature I-II-III	300
HEBR 10101-10102-10103	Elementary Classical Hebrew I-II-III	300
Total Units		600

Language Track Sample Minor

ARAB 20101-20102-20103	Intermediate Arabic I-II-III	300
NEHC 20601-20602-20603	Islamic Thought and Literature I-II-III	300
Total Units		600

Culture Track Sample Minor

NEHC 20011 & NEHC 20012 & NEHC 20013	Ancient Empires I: The Hittite Empire and Ancient Empires II: The Ottoman Empire and Ancient Empires III :The Egyptian Empire of the New Kingdom	300
NEHC 20004-20005-20006	Ancient Near Eastern Thought and Literature I-II-III	300
Total Units		600

ANCIENT ANATOLIAN LANGUAGES COURSES

AANL 10101-10102-10103. Elementary Hittite I-II-III.

This three-quarter sequence covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes students with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 BC).

AANL 10101. Elementary Hittite I. 100 Units.

As part of a three quarter sequence, this course familiarizes the student with about 3/4 of Hittite grammar. The principles of the cuneiform writing system are taught and the student will learn some 100 signs of the basic syllabary and most important logograms. Also, a begin is made of introducing the student to the basic tools of the field.

Instructor(s): Tim Leonard Terms Offered: Autumn

AANL 10102. Elementary Hittite II. 100 Units.

As part of a three-quarter sequence, this second quarter we finish the grammar and start reading Hittite texts, introducing the student to the various genres that Hittite literature has to offer. We will continue the introduction of important tools of the field and students will acquire further routine in reading cuneiform.

Instructor(s): Tim Leonard Terms Offered: Winter

Prerequisite(s): AANL 10101 or equivalent

AANL 10103. Elementary Hittite III. 100 Units.

This is the third in a three-quarter sequence that covers the basic grammar and cuneiform writing system of the Hittite language. It also familiarizes the student with the field's tools (i.e., dictionaries, lexica, sign list). Readings come from all periods of Hittite history (1650 to 1180 B.C.).

Instructor(s): Tim Leonard Terms Offered: Spring

Prerequisite(s): AANL 10102 or equivalent

AANL 20127. Advanced Readings: Hittite Historical Texts. 100 Units.

Advanced Readings in Hittite historical texts

Instructor(s): James Burgin Terms Offered: Winter

Prerequisite(s): AANL 10103

Note(s): Enrollment by instructor consent only

AANL 20131. Advanced Readings in Hittite: Non-Traditional Economic Texts. 100 Units.

The number of "pure" economic texts in the Hittite corpus is astonishingly small. This does not mean that information on the Hittite economy cannot be extracted from other sources. This class will focus on the economic information contained in texts that are not traditionally considered economic documents, among these the votive texts, magical texts with material lists, court cases, and of course the land-grant documents.

Instructor(s): James Burgin (jburgin) Terms Offered: Spring. First offering Spring 2026

Equivalent Course(s): AANL 30131

AANL 20225. Readings: Palaic. 100 Units.

Palaic is one of the sister languages of Hittite and may have been spoken until the mid-second millennium BC. It is only attested in a few, often fragmentary, religious compositions such as myths and recitations involving food offerings to deities. In this course we will read all texts in Palaic. Because of the limited corpus we will have to approach the texts from both a comparative linguistic perspective with the help of Hittite and Luwian, and from a comparative religious perspective. The goal of this course is to prepare the student for further independent study of Palaic and its function in Hittite society.

Instructor(s): Petra Goedegebuure Terms Offered: Autumn

Equivalent Course(s): AANL 30225

AANL 20302. Luwian-2: Second Millennium Texts. 100 Units.

This course focuses on the Hieroglyphic Luwian inscriptions of the second millennium BC. Since Hieroglyphic Luwian I (AANL 20301) is required this course will not offer a grammatical overview but start with the texts immediately.

Instructor(s): Goedegebuure, Petra Terms Offered: Winter

Prerequisite(s): AANL 20301/1 Hieroglyphic Luwian I

AANL 20501. Lycian. 100 Units.

This course introduces the grammar and writing system of the Lycian language of the first millennium BC (ca. 500 to 300). After reading a series of tomb inscriptions, we venture into the larger historical inscriptions that include the Lycian-Greek-Aramaic trilingual of Xanthos.

Instructor(s): P. Goedegebuure Terms Offered: Spring
 Prerequisite(s): Elementary Hittite or consent from instructor
 Equivalent Course(s): AANL 30501, ANCM 30800

ARABIC COURSES

ARAB 10101-10102-10103. Elementary Arabic I-II-III.

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic. The class meets for five days a week, 50 minutes each day.

ARAB 10101. Elementary Arabic I. 100 Units.

Elementary Arabic is a 3-course, year-long sequence intended for complete beginners. It targets both literacy in the formal, standard, written form of Arabic (fuṣḥa), and also integrates the spoken dialect ('ammiyyah) when needed. Through in-class practice and intensive homework projects, students will gain a solid foundation in the four skills (reading, writing, speaking, listening). At the end of the sequence, students will gain basic functional fluency on a variety of personal topics (self, family, studies, location, daily activities, etc.). These courses adopt a project-based approach to learning, and therefore meet three times a week for 80 minutes.

Instructor(s): Soufan Abdallah, Osama Abu Eledam, Hala Abdel Mobdy Terms Offered: Autumn

ARAB 10102. Elementary Arabic II. 100 Units.

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.

Instructor(s): Aidan Kaplan, Zainab Hermes, Hala Abdel Mobdy Terms Offered: Winter

Prerequisite(s): ARAB 10101 or equivalent

ARAB 10103. Elementary Arabic III. 100 Units.

This sequence concentrates on the acquisition of speaking, reading, and aural skills in modern formal Arabic.

Instructor(s): Zainab Hermes, Aidan Kaplan, Osama Abu Eledam Terms Offered: Spring

Prerequisite(s): ARAB 10102 or equivalent

ARAB 10123. Summer Intensive Arabic Level 1. 300 Units.

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

Instructor(s): Staff Terms Offered: Summer

ARAB 10250. Colloquial Levantine Arabic. 100 Units.

Spoken Levantine Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic, and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions and grammar, the course will build the students' competence in spoken Arabic. Students will also be introduced to the Levantine culture of Syria, Lebanon, Jordan, and Palestine.

Instructor(s): O. abu-Eledam Terms Offered: Autumn

ARAB 10257. Colloquial Levantine Arabic II. 100 Units.

Colloquial Levantine Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic, and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions and grammar, the course will build the students' competence in spoken Arabic. Students will also be introduced to the Levantine culture.

Instructor(s): Osama Abu-Eledam Terms Offered: Winter

ARAB 10260. Colloquial Levantine Arabic III. 100 Units.

Colloquial Levantine Arabic is a proficiency-based course designed to develop the linguistic skills necessary for personal day-to-day life. The course focuses on spoken rather than Standard written Arabic and will therefore target primarily the oral/aural skills. Through the knowledge of Modern Standard Arabic and the introduction of colloquial vocabulary, expressions and grammar, the course will build the students' competence in spoken Arabic. Students will also be introduced to the Levantine culture of Syria, Lebanon, Jordan, and Palestine.

Instructor(s): Osama Abu-Eledam (abu) Terms Offered: Spring. First offering Spring 26

ARAB 15002. Elementary Arabic in Jerusalem. 100 Units.

ARAB 15003. Intermediate Arabic in Jerusalem. 100 Units.

ARAB 15004. Intermediate Arabic in Jerusalem. 100 Units.

ARAB 15005. Advanced Arabic in Jerusalem. 100 Units.

ARAB 15006. Advanced Arabic in Jerusalem. 100 Units.

ARAB 15007. Elementary Arabic in Cairo. 100 Units.

Elementary Arabic in Cairo

ARAB 15008. Elementary Arabic in Cairo. 100 Units.

Elementary Arabic in Cairo

ARAB 15009. Intermediate Arabic in Cairo. 100 Units.

Intermediate Arabic in Cairo

ARAB 15010. Intermediate Arabic in Cairo. 100 Units.

Intermediate Arabic in Cairo

ARAB 15011. Advanced Arabic in Cairo. 100 Units.

Advanced Arabic in Cairo

ARAB 15012. Advanced Arabic in Cairo. 100 Units.

Advanced Arabic in Cairo

ARAB 15013. Elementary Arabic in Morocco. 100 Units.

ARAB 15014. Elementary Arabic in Morocco. 100 Units.

ARAB 15015. Intermediate Arabic in Morocco. 100 Units.

ARAB 15016. Intermediate Arabic in Morocco. 100 Units.

ARAB 15017. Advanced Arabic in Morocco. 100 Units.

ARAB 15018. Advanced Arabic in Morocco. 100 Units.

ARAB 15019. Elementary Arabic in Granada. 100 Units.

ARAB 15020. Elementary Arabic in Granada. 100 Units.

ARAB 15021. Intermediate Arabic in Granada. 100 Units.

ARAB 15022. Intermediate Arabic in Granada. 100 Units.

ARAB 15023. Advanced Arabic in Granada. 100 Units.

ARAB 15024. Advanced Arabic in Granada. 100 Units.

ARAB 15027. Elementary Arabic in Córdoba. 100 Units.

Elementary Arabic in Córdoba

Terms Offered: Spring

ARAB 15028. Intermediate Arabic in Córdoba. 100 Units.

Intermediate Arabic in Córdoba

Terms Offered: Spring

ARAB 15029. Advanced Arabic in Córdoba. 100 Units.

Advanced Arabic in Córdoba

Terms Offered: Spring

ARAB 20100. Intermediate Modern Arabic for CPS Students. 100 Units.

StarTalk Arabic-Year 2

ARAB 20101-20102-20103. Intermediate Arabic I-II-III.

This sequence concentrates on speaking, reading, and aural skills at the intermediate level of modern formal Arabic.

ARAB 20101. Intermediate Arabic I. 100 Units.

The first quarter of Intermediate Arabic

Instructor(s): Zainab Hermes Terms Offered: Autumn

Prerequisite(s): ARAB 10103 or equivalent

ARAB 20102. Intermediate Arabic II. 100 Units.

The second quarter of Intermediate Arabic

Instructor(s): Aidan Kaplan, Zainab Hermes Terms Offered: Winter

Prerequisite(s): ARAB 20101 or equivalent

ARAB 20103. Intermediate Arabic III. 100 Units.

ARAB 20103 is the spring quarter continuation of the Intermediate Arabic sequence that began with ARAB 20101 last fall, and continued with ARAB 20102 in the winter. We will continue to work through the second half of Al-Kitaab Part 2. As in any language course, we address all four of the fundamental skills: reading, writing, listening, and speaking. A particular focus of this sequence, however, is ensuring that students have a solid, comprehensive understanding of the rules of Arabic syntax. In addition to readings and exercises from the textbook, we will increasingly make use of articles from Arabic-language news media.

Instructor(s): Abdallah Soufan , Zainab Hermes Terms Offered: Spring

Prerequisite(s): ARAB 20102 or equivalent

ARAB 20110. Arabic for STEM. 100 Units.

Arabic for STEM is an advanced Arabic course that aims to develop students' ability to communicate about science, technology, engineering, and math in Arabic. Over the course of the term, students build towards two parallel goals: (1) to be able to provide science and math tutoring in Arabic at the elementary or high school level, and (2) for STEM majors, to be able to discuss their studies in Arabic, or, for non-STEM majors, to be able to discuss current technical topics of interest in Arabic. Students work towards these goals by studying a series of modules, for example: mathematics & statistics, chemistry & climate change, physics & space exploration, and data & artificial intelligence.

Instructor(s): Aidan Kaplan Terms Offered: Winter

Prerequisite(s): 3 years of Arabic

ARAB 20111. Arabic for Business. 100 Units.

For both graduates and undergraduates. Arabic for business is designed to improve your everyday spoken and written Arabic and specially to promote fluency in business communication. This course explores the language of Arabic business as used in readings, correspondence, and documents. It prepares students for successful communication in the Arabic-speaking business world. The course builds upon students' existing knowledge with an emphasis on practical, real-life business applications of Arabic language vocabulary, structure and functionality. Additionally, its aim is to provide students with the basic cross-cultural understanding, and the accuracy in spoken and written communication necessary to effectively participate in the Arabic speaking business world.

Instructor(s): Osama Abu Eledam Terms Offered: Winter

Prerequisite(s): Students are required to have an equivalent of Intermediate Arabic or permission from the instructor.

ARAB 20112. Arabic for Academic Reading. 100 Units.

Arabic for academic reading.

Instructor(s): Noha Foster Terms Offered: Autumn

Prerequisite(s): equivalent of 3 years of Arabic

ARAB 20114. Introduction to Arabic Linguistics. 100 Units.

This course is an introduction to Arabic linguistics, the scientific study of language and its structure.

Instructor(s): Zainab Hermes Terms Offered: Winter

Prerequisite(s): One year of Arabic or the consent of the instructor.

ARAB 20115. Colloquial Egyptian Arabic Language and Culture I. 100 Units.

Colloquial Egyptian Arabic Language and Culture I is an introductory course designed to familiarize students with the Egyptian Arabic dialect, the most widely spoken and understood dialect in the Arab World. To be eligible for this course, you must have completed 1-year of university-level Arabic or have the consent of the instructor. The course will develop the student's proficiency in Egyptian Arabic in all four language skills: speaking, listening, reading, and writing. Additionally, students will explore various aspects of the rich Egyptian culture. This course is part of a 3-course sequence. Colloquial Egyptian Arabic Language and Culture I, II and III are offered in the Fall, Winter, and Spring quarters respectively.

Instructor(s): Zainab Hermes Terms Offered: Autumn

ARAB 20116. Colloquial Egyptian Arabic Language and Culture II. 100 Units.

Colloquial Egyptian Arabic Language and Culture

Instructor(s): Hala Abdel Mobdy Terms Offered: Winter

ARAB 20117. Colloquial Egyptian Arabic Language and Culture III. 100 Units.

This is the third course in the sequence of "Colloquial Egyptian Arabic Language & Culture". In this course, students will engage in the activation and development of the language taught in the previous 2 courses through engaging with content domains of relevance in 2025. Students will activate their proficiency in colloquial Egyptian across all 4 skills. The materials students will read and listen to will be selected based on their authenticity and relevance. This input will help students achieve a practical proficiency in the productive skills (speaking and writing). The course will have a number of quizzes and mini-presentations, and one final creative project that involves all 4 skills (research, writing, listening, and oral presentation) as well as culture.

Instructor(s): Zainab Hermes, Abdelmobdy Hala, Noha Forster Terms Offered: Autumn Spring Winter

Prerequisite(s): Colloquial Egyptian Arabic Language and Culture I & II or instructor's permission

ARAB 20120. Arabic for Heritage Learners. 100 Units.

Arabic for Heritage Learners

Instructor(s): Soufan, Abdallah Terms Offered: Autumn

ARAB 20122. Storytelling in the Qur'an. 100 Units.

About a third of the Qur'an is presented in the form of stories. This course content-based language course that introduces students to selected Qur'anic stories (Qassas #####) and examines their thematic, linguistic, and cultural contexts. Through close reading of Qur'anic passages alongside relevant secondary readings in Modern Standard Arabic, students will engage with Qur'anic Arabic while strengthening their proficiency in Modern Standard Arabic. The course emphasizes vocabulary development, grammatical and morphological analysis (Assarf #####), and rhetorical and stylistic features (Al-Balaghah #####), highlighting how language functions within Qur'anic storytelling. Students will become acquainted with key figures and events in the Qur'an while developing the four language skills reading, writing, listening, and speaking through a variety of in-class and at-home activities. Prerequisites include two years of university-level Arabic, an Intermediate High score on the online Arabic placement test, or consent of the instructor.

Instructor(s): Hala Abdel Mobdy (habdelmobdyahmed) Terms Offered: Spring. First offered Spring 26

ARAB 20123. Summer Intensive Arabic Level II. 300 Units.

Summer Intensive Arabic Level 2 is designed for students who have completed the equivalent of Alif Baa' and al-Kitaab Part One. In this 8-week summer course in Arabic, instructors will make full use of the abundant online resources and real-time interactions with native speakers to achieve the course objective of intermediate high proficiency in the four skills. Students will improve and refine their language skills using al-Kitaab part 2 (3rd edition), along with authentic film and video clips, social media posts, songs, stories, poems, and articles. Cultural proficiency is an integral part of the language instruction, as students immerse themselves in readings (literary and journalistic) and engage in conversations with their classmates and with guest lecturers/presenters. Students will also extend their language and cultural skills by working on songs and film extracts. The class will help students develop their ability to initiate and sustain discussion on topics of general interest and to present information and simple narratives in Modern Standard Arabic; to understand a wide range of written genres in Arabic, including formal writing, journalistic texts, and less formal styles; to write and speak with increasing accuracy and fluency; and to carry out basic research with non-technical texts.

Instructor(s): Staff Terms Offered: Summer

ARAB 20211. Poetry and Empire: Readings in Abbasid Arabic Poetry. 100 Units.

Arabic poetry has been a major force in Middle Eastern societies since the seventh century when it became the elite culture of the Arabo-Islamic empire until today. This course focuses on poetry from the "Golden Age of Islam" during the Abbasid period and especially on three famous poets: Abū Nuwās (d. 814), al-Mutanabbī (d. 965), and al-Ma'arrī (d. 1057). While the emphasis will be on close reading of their poems (in Arabic), we will also discuss broader questions: How does this poetry reflect the world of the vast and quickly evolving world of the Islamic empire? How does it relate to its societies, political structures, and religious institutions? Ideally, students with 3 years of Arabic (or equivalent) would take this class. If you have less and have a good reason to take it, please contact the instructor.

Instructor(s): Klasova, Pamela Terms Offered: Autumn

Prerequisite(s): 3 years of Arabic (or equivalent) If you have less and have a good reason to take it, please contact the instructor.

Equivalent Course(s): CMLT 20211, CMLT 30211, ISLM 36211, ARAB 30211

ARAB 20410. Research Methods and the Academic Study of Islam. 100 Units.

This course equips students with the core tools, sources, and research practices essential for work in Arabic and Islamic Studies. Students will learn how to work efficiently with established research methods by engaging with key primary and secondary sources, reference works, journals, major subfields, and digital resources that form the backbone of scholarly inquiry in the field. Through sustained hands-on practice, the course aims to strengthen students' fundamental research skills. It introduces flexible research approaches, including the responsible use of AI-assisted tools to support discovery, analysis, and organization. The course also explores recent debates and methodological questions central to the study of Arabic and Islam across diverse historical, cultural, political, and religious contexts.

Instructor(s): Mehmetcan Akpınar Terms Offered: Winter

Prerequisite(s): Basic ability to work with Classical Arabic is required.

Equivalent Course(s): ARAB 40010, ISLM 40010, NEHC 20410, RLST 20410, NEHC 40010

ARAB 20588. Media Arabic. 100 Units.

Media Arabic is a course designed for the advanced student of Modern Standard Arabic. The course objective is to improve students' listening comprehension and writing skills. Students will advance toward this goal through listening to and reading a variety of authentic materials from Arabic Media (on politics, literature, economics, education, women, youth, etc.).

Instructor(s): Aidan Kaplan Terms Offered: Spring

Prerequisite(s): At least two years of Modern Standard Arabic

Equivalent Course(s): ARAB 30588

ARAB 20601. 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): Hala Abdelmohdy Terms Offered: Autumn

Prerequisite(s): ARAB 20103 or equivalent

Note(s): Open to qualified undergraduates with consent of the instructor

ARAB 20602. High Intermediate Modern Standard Arabic II. 100 Units.

Arabic Through Literary Essays: This course aims to elevate students' proficiency across the four core language skills—reading, writing, listening, and speaking—through an in-depth exploration of Arabic literary essays. By engaging with a curated selection of texts, students will expand their vocabulary, grasp complex idiomatic expressions, and refine their understanding of advanced sentence structures. The course emphasizes interpretive and analytical skills as students read, discuss, and critique diverse works. Students will also write reflective essays in response to readings and view related Arabic documentary videos to enrich their understanding of the topics discussed. By the course's conclusion, students will demonstrate increased fluency, sharper comprehension, and the ability to articulate nuanced ideas in Arabic, positioning them firmly within the advanced levels of the ACTFL proficiency standards.

Instructor(s): Forster, Noha Terms Offered: Winter

Prerequisite(s): ARAB 20601 or equivalent

ARAB 20603. High Intermediate Modern Standard Arabic III. 100 Units.

Arabic Through Extensive Reading In this course, students will read a whole work, most often, but not exclusively, a novel or play. Nevertheless, the course advances student proficiency in all 4 skills. Naturally, reading is a central activity of this course. Students in the Intermediate High range* can expect to either feel more solidly comfortable in that level, or to go beyond it to the Advanced level. Students will improve their writing through a number of essays/reflections on the novel. The course is taught in Arabic, so, students will be negotiating meaning amongst themselves by discussing the novel. In addition, the presentational mode will be exercised in a series of prepared class presentations. To improve their listening skills, students will work on video materials connected to the novel, testing their abilities through worksheets. While no new grammar will be introduced in a formal manner, as students read the novel and use the writing book, they will be reviewing grammar studied earlier. In addition to the novel, students will benefit from guest speakers in our classroom.

Instructor(s): Hala Abdel Mohdy Terms Offered: Spring

Prerequisite(s): ARAB 20602 or equivalent

ARAB 20655. Poets of the Desert: Readings in Early Arabic Poetry. 100 Units.

Arabic poetry has been a major force in Middle Eastern societies since the seventh century when it became the elite culture of the Arabo-Islamic empire until today. Early Arabic poetry especially-rooted in the oral traditions of the nomadic people of pre-Islamic Arabia—is treasured as the core of the Arabic classics. People have never stopped memorizing not only for its own sake but also as a key to the intricacies of the Arabic language and as a way to elucidate the meanings of the Qurʾān. This course will focus on close reading of Arabic poetry (in the original) from the pre-Islamic period until the end of the Umayyad era (sixth century-750CE). While the focus will be on the texts themselves, we will also explore some of the major debates in the field of classical Arabic poetry, e.g., Is this poetry authentic? How does this "areligious" poetry of the desert fit in the broader world of Late Antiquity in which it was born and what transformations did it undergo under the new Islamic order? How was it used to negotiate rank and status and to recognize and challenge political and religious legitimacy? The course is intended for students with three years of Arabic or equivalent.

Instructor(s): Pamela Klasova Terms Offered: Spring

Equivalent Course(s): ARAB 30655

ARAB 20701. High Intermediate Classical Arabic I. 100 Units.

The high intermediate (third year) classical Arabic class is intended for students who have learned the essentials of modern fuṣṣḥā and who are beginning to read with some fluency. The goal is that by the end of the year, they will have mastered the essential features of classical grammar, as it differs from modern standard practice; that they will have significantly expanded their vocabulary, particularly as related to classical texts; that they will have read excerpts from a range of classical genres and will be able to tackle new texts on their own. Students with an interest in exploring the textual world of classical and medieval Islam will develop the necessary skills to engage with primary Arabic texts with increased confidence.

Instructor(s): Mehmetcan Akpınar Terms Offered: Autumn

Prerequisite(s): ARAB 20103 or equivalent

ARAB 20702. High Intermediate Classical Arabic II. 100 Units.

Second quarter of Classical High Intermediate Arabic

Instructor(s): Mehmetcan Akpınar Terms Offered: Winter

Prerequisite(s): ARAB 20701 or equivalent

ARAB 20703. High Intermediate Classical Arabic III. 100 Units.

Third quarter of Classical High Intermediate Arabic
 Instructor(s): Mehmetcan Akpinar Terms Offered: Spring
 Prerequisite(s): ARAB 20702 or equivalent

ARAB 29001. Arabic Through Film. 100 Units.

This course immerses the student in Arabic through the genre of film, specifically, Egyptian film, a potent and pervasive medium since Arabs started making films in the 1920s, but more pervasive with the advent of television in the early 1960s. Proceeding chronologically, we examine the Egyptian film through distinct stages, from the early musicals and romantic comedies of the forties and fifties, to the slew of post-1952 films offering new notions of the nation, of citizens, of womanhood, to the films of the 1970s with their commentary on the new capitalist society Sadat espoused, to the nuanced realism and focus on individual angst of the 1980s and 90s, to the gritty realism of the pre and post Arab Spring period.

Instructor(s): Hala Abdelmonem Terms Offered: Autumn
 Prerequisite(s): Prerequisite: 2 years of MSA or equivalent

HEBREW COURSES**HEBR 10101-10102-10103. Elementary Classical Hebrew I-II-III.**

The purpose of this three-quarter sequence is to enable the student to read biblical Hebrew prose with a high degree of comprehension. The course is divided into two segments: (1) the first two quarters are devoted to acquiring the essentials of descriptive and historical grammar (including translation to and from Hebrew, oral exercises, and grammatical analysis); and (2) the third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar.

HEBR 10101. Elementary Classical Hebrew I. 100 Units.

The purpose of this three-quarter sequence is to enable the student to acquire a knowledge of the vocabulary and grammar of Classical Hebrew sufficient to read prose texts with the occasional assistance of a dictionary. The first quarter focuses on the inflection of nouns and adjectives and begins the inflection of verbs. It includes written translation to and from Hebrew, oral exercises, and grammatical analysis of forms.

Instructor(s): Aren Wilson-Wright Terms Offered: Autumn

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22000

HEBR 10102. Elementary Classical Hebrew II. 100 Units.

The purpose of this three-quarter sequence is to enable the student to acquire a knowledge of the vocabulary and grammar of Classical Hebrew sufficient to read prose texts with the occasional assistance of a dictionary. The second quarter focuses on verb inflection and verbal sequences and includes written translation to and from Hebrew, oral exercises, and grammatical analysis of forms.

Instructor(s): Aren Wilson-Wright Terms Offered: Winter

Prerequisite(s): HEBR 10101 or equivalent

Equivalent Course(s): JWSC 22100

HEBR 10103. Elementary Classical Hebrew III. 100 Units.

The purpose of this three-quarter sequence is to enable the student to acquire a knowledge of the vocabulary and grammar of Classical Hebrew sufficient to read prose texts with the occasional assistance of a dictionary. The first half of the third quarter concludes the study of verb inflection and the second half is spent reading prose narrative texts with specific attention to the grammatical analysis of those texts.

Instructor(s): staff Terms Offered: Spring

Prerequisite(s): HEBR 10102

Note(s): This class meets 5 times a week

Equivalent Course(s): JWSC 22200

HEBR 10501-10502-10503. Introductory Modern Hebrew I-II-III.

This three quarter course introduces students to reading, writing, and speaking modern Hebrew. All four language skills are emphasized: comprehension of written and oral materials; reading of nondiacritical text; writing of directed sentences, paragraphs, and compositions; and speaking. Students learn the Hebrew root pattern system and the seven basic verb conjugations in both the past and present tenses, as well as simple future. At the end of the year, students can conduct short conversations in Hebrew, read materials designed to their level, and write short essay.

HEBR 10501. Introductory Modern Hebrew I. 100 Units.

The beginner's course is the first of three sequential courses offered to students at the university. The course aims to introduce students to reading, writing and speaking Modern Hebrew. Toward that end all four-language skills are emphasized: comprehension of written and oral materials; reading of non-diacritical text; writing of directed sentences, paragraphs, and compositions; speaking. You will learn the Hebrew root pattern system, and by the end of the year you will have mastered the five (active) basic verb conjugations in both the past and present tenses (as well as simple future). This grammatical knowledge is complemented by an 800+ word vocabulary, which is presented with an eye toward the major syntactic structures, including the proper use of prepositions. At the end of the year, you will conduct short conversations in Hebrew; read materials designed to this level and write short compositions. The in-class quotient of the course will be

heavily based on active listening and speaking practice, with much use of various print, video, and web-based media. This course will require students to commit to undertaking intensive methods of instruction, which require their active participation in class and considerable attention to the language outside of class.

Instructor(s): Ari Almog Terms Offered: Autumn

Equivalent Course(s): JWSC 25000

HEBR 10502. Introductory Modern Hebrew II. 100 Units.

The beginner's course is the first of three sequential courses offered to students at the university. The course aims to introduce students to reading, writing and speaking Modern Hebrew. Toward that end all four-language skills are emphasized: comprehension of written and oral materials; reading of non-diacritical text; writing of directed sentences, paragraphs, and compositions; speaking. You will learn the Hebrew root pattern system, and by the end of the year you will have mastered the five (active) basic verb conjugations in both the past and present tenses (as well as simple future). This grammatical knowledge is complemented by an 800+ word vocabulary, which is presented with an eye toward the major syntactic structures, including the proper use of prepositions. At the end of the year, you will conduct short conversations in Hebrew; read materials designed to this level and write short compositions. The in-class quotient of the course will be heavily based on active listening and speaking practice, with much use of various print, video, and web-based media. This course will require students to commit to undertaking intensive methods of instruction, which require their active participation in class and considerable attention to the language outside of class.

Instructor(s): Ari Almog Terms Offered: Winter

Prerequisite(s): HEBR 10501 or equivalent

Equivalent Course(s): JWSC 25100

HEBR 10503. Introductory Modern Hebrew III. 100 Units.

The beginner's course is the first of three sequential courses offered to students at the university. The course aims to introduce students to reading, writing and speaking Modern Hebrew. Toward that end all four-language skills are emphasized: comprehension of written and oral materials; reading of non-diacritical text; writing of directed sentences, paragraphs, and compositions; speaking. You will learn the Hebrew root pattern system, and by the end of the year you will have mastered the five (active) basic verb conjugations in both the past and present tenses (as well as simple future). This grammatical knowledge is complemented by an 800+ word vocabulary, which is presented with an eye toward the major syntactic structures, including the proper use of prepositions. At the end of the year, you will conduct short conversations in Hebrew; read materials designed to this level and write short compositions. The in-class quotient of the course will be heavily based on active listening and speaking practice, with much use of various print, video, and web-based media. This course will require students to commit to undertaking intensive methods of instruction, which require their active participation in class and considerable attention to the language outside of class.

Instructor(s): Ari Almog Terms Offered: Spring

Prerequisite(s): HEBR 10502 or equivalent

Equivalent Course(s): JWSC 25200

HEBR 15001. Elementary Hebrew in Rome. 100 Units.

Elementary Hebrew in Rome

HEBR 15002. Elementary Hebrew in Jerusalem. 100 Units.

HEBR 15003. Intermediate Hebrew in Jerusalem. 100 Units.

HEBR 15004. Intermediate Hebrew in Jerusalem. 100 Units.

HEBR 15005. Advanced Hebrew in Jerusalem. 100 Units.

HEBR 15006. Advanced Hebrew in Jerusalem. 100 Units.

HEBR 20001. Hebrew Letters and Inscriptions. 100 Units.

Acquisition of the ability to read Hebrew and Transjordanian inscriptions of the pre-exilic period

Instructor(s): D. Pardee Terms Offered: Autumn

Prerequisite(s): Intermediate Classical Hebrew I-III or equivalent

Note(s): This course is offered in alternate years.

HEBR 20002. Phoenician Inscriptions. 100 Units.

This course involves reading and analysis of the inscriptions, primarily on stone and primarily from the Phoenician homeland, that belong to the early and middle first millennium BC.

Instructor(s): D. Pardee Terms Offered: Winter

Prerequisite(s): HEBR 20001

Note(s): This course is offered in alternate years.

HEBR 20003. Punic Inscriptions. 100 Units.

Initiation to the reading and interpretation of Punic inscriptions. Texts resulting from the Phoenician expansion into the Western Mediterranean (primarily North Africa) are studied.

Instructor(s): D. Pardee Terms Offered: Spring

Prerequisite(s): HEBR 20002

Note(s): This course is offered in alternate years.

HEBR 20104-20105-20106. Intermediate Classical Hebrew I-II-III.

A continuation of Elementary Classical Hebrew. The first quarter consists of reviewing grammar, and of reading and analyzing further prose texts. The last two quarters are devoted to an introduction to Hebrew poetry with readings from Psalms, Proverbs, and the prophets.

HEBR 20104. Intermediate Classical Hebrew I. 100 Units.

Review basic Hebrew grammar, emphasis on morphology and basic syntax - Review/acquire historical morphology - Acquire facility in reading Biblical Hebrew prose
 Instructor(s): D. Pardee Terms Offered: Autumn
 Prerequisite(s): HEBR 10103 or equivalent
 Equivalent Course(s): JWSC 22300

HEBR 20105. Intermediate Classical Hebrew II. 100 Units.

Continue acquisition of basic Biblical Hebrew; Continue acquisition of basic notions of historical grammar; Acquire the rudiments of analysis of Biblical Hebrew poetry.
 Instructor(s): D. Pardee Terms Offered: Winter
 Prerequisite(s): HEBR 20104 or equivalent
 Equivalent Course(s): JWSC 22400

HEBR 20106. Intermediate Classical Hebrew III. 100 Units.

Continue acquisition of basic Biblical Hebrew, emphasis on syntax; Increase familiarity with Biblical Hebrew poetry, emphasis on prophets; Continue acquisition of basic historical morphology; Reading ancient manuscripts.
 Instructor(s): D. Pardee Terms Offered: Spring
 Prerequisite(s): HEBR 20105 or equivalent
 Equivalent Course(s): JWSC 22500

HEBR 20501-20502-20503. Intermediate Modern Hebrew I-II-III.

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

HEBR 20501. Intermediate Modern Hebrew I. 100 Units.

The course, which builds upon Introductory Modern Hebrew (first year HEB) focuses on the acquisition of proficiency and communicative skills in Modern Hebrew. The purpose of this class is to expand and strengthen beginners' Hebrew skills so that they become more self-assured, communicative, and versatile when they listen to, read, speak, and write Hebrew. It emphasizes both communicative and cultural themes and focuses on developing a rich and active vocabulary in several language domains.
 Instructor(s): Almog, Ari Terms Offered: Autumn
 Prerequisite(s): HEBR 10503 or equivalent
 Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
 Equivalent Course(s): JWSC 25300

HEBR 20502. Intermediate Modern Hebrew II. 100 Units.

This course is designed for students who possess a basic knowledge of modern# and/or Biblical Hebrew# (#either the first year course or the placement exam# are prerequisites#). #The main objective is to provide students with the# skills necessary to approach Modern Hebrew prose#, #both fiction and# non-fiction#. Students learn to use the dictionary#, #and approach unfamiliar# texts and vocabulary#. Many syntactic structures are introduced#, #including# simple clauses#, #coordinate and compound sentences#. #Throughout the year#, #students read#, #write#, #and speak extensively and are required to analyze the# grammatical structures of assigned materials#.
 Instructor(s): Ari Almog Terms Offered: Winter
 Prerequisite(s): HEBR 20501 or equivalent
 Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.
 Equivalent Course(s): JWSC 25400

HEBR 20503. Intermediate Modern Hebrew III. 100 Units.

The course, which builds upon Introductory Modern Hebrew (first year HEB) focuses on the acquisition of proficiency and communicative skills in Modern Hebrew. The purpose of this class is to expand and strengthen beginners' Hebrew skills so that they become more self-assured, communicative, and versatile when they listen to, read, speak, and write Hebrew. It emphasizes both communicative and cultural themes and focuses on developing a rich and active vocabulary in several language domains.
 Instructor(s): Ari Almog Terms Offered: Spring
 Prerequisite(s): HEBR 20502 or equivalent
 Note(s): The course is devised for students who have previously taken either modern or biblical Hebrew courses.

Equivalent Course(s): JWSC 25500

NEAR EASTERN ART AND ARCHEOLOGY COURSES

NEAA 20002. **Archaeology of the Ancient Near East II: Anatolia. 100 Units.**

This course will survey the archaeological record of ancient Anatolia (modern Turkey) from the start of the Pre-Pottery Neolithic period (ca. 9500 BCE) to the end of the Iron Age (ca. 550 BCE). The material will cover a selection of significant archaeological sites designed to illustrate the diversity of cultures in Anatolia and to demonstrate broader regional patterns and themes. The presentation of sites will be accompanied by readings and discussions on the interpretation of archaeological data.

Instructor(s): James Osborne Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence does not meet the general education requirement in civilization studies. This course fulfills the requirements of a survey course in Anatolian civilization as defined by the Ancient PhD programs in NELC and the MA program in the CMES.

Equivalent Course(s): NEAA 30002

NEAA 20030. **The Rise of the State in the Ancient Near East. 100 Units.**

This course introduces the background and development of the first urbanized civilizations in the Near East in the period from 9000 to 2200 BC. In the first half of this course, we examine the archaeological evidence for the first domestication of plants and animals and the earliest village communities in the "fertile crescent" (i.e., the Levant, Anatolia, and Mesopotamia). The second half of this course focuses on the economic and social transformations that took place during the development from simple, village-based communities to the emergence of the urbanized civilizations of the Sumerians and their neighbors in the fourth and third millennia BC.

Instructor(s): G. Stein Terms Offered: Winter

Note(s): This course fulfills the requirements of a survey course in Ancient Near Eastern civilizations as defined by the Ancient PhD programs in NELC and the MA program in the CMES.

Equivalent Course(s): NEAA 30030, ANTH 36715, ANTH 26715

NEAA 20035. **Introduction to Zooarchaeology. 100 Units.**

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

Instructor(s): G. Stein Terms Offered: Winter

Prerequisite(s): Any introductory course in archaeology

Equivalent Course(s): NEAA 30035, ANTH 38810, ANTH 28410

NEAA 20061-20062. **Ancient Landscapes I-II.**

The landscape of the Near East contains a detailed and subtle record of environmental, social, and economic processes that have obtained over thousands of years. Landscape analysis is therefore proving to be fundamental to an understanding of the processes that underpinned the development of ancient Near Eastern society. This sequence provides an overview of the ancient cultural landscapes of this heartland of early civilization from the early stages of complex societies in the fifth and sixth millennia B.C. to the close of the Early Islamic period around the tenth century A.D.

NEAA 20061. **Ancient Landscapes I. 100 Units.**

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

Instructor(s): Mehrnoush Soroush Terms Offered: Autumn

Equivalent Course(s): CEGU 30061, GISC 20061, NEAA 30061, ANTH 26710, GISC 30061, CEGU 20061, ANTH 36710

NEAA 20062. **Ancient Landscapes II. 100 Units.**

This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI's ArcGIS software, and

further guides students in developing a research proposal. Course two covers more advanced GIS-based analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out their own spatial research project. In both courses, techniques are introduced through the discussion of case studies (focused on the archaeology of the Middle East) and through demonstration of software skills. During supervised laboratory times, the various techniques and analyses covered will be applied to sample archaeological data and also to data from a region/topic chosen by the student.

Instructor(s): Mehrnoush Soroush Terms Offered: Winter

Prerequisite(s): NEAA 20061

Equivalent Course(s): ANTH 36711, CEGU 20062, GISC 30062, GISC 20062, ANTH 26711, CEGU 30062, NEAA 30062

NEAA 20091. Field Archaeology. 100 Units.

Students will learn the basics of survey, mapping, excavation techniques, and excavation recording relevant to the project; they will supervise work in one or more trenches, including daily decision making, managing local workforce, and recording. They will work on one or more type of material culture or other collections (e.g., archaeozoological materials) as part of the team, recording, weighing, measuring, illustrating, photographing and/or describing, as needed. They will also be expected to become familiar with the history of excavation of the relevant site and the project aims. Assessment will be based on the student's field notebook, trench summary and other records, and a critical evaluation of the projects aims and methods.

Instructor(s): Derek Kennet - Augusta McMahon Terms Offered: Winter

Equivalent Course(s): ANTH 26612, HIST 20091, CLCV 20091, CLAS 30091

NEAA 20100. Introduction to Archaeology. 100 Units.

Archaeology is the study of the material evidence of past human activity. This course, which is offered every year in the Autumn Quarter, briefly reviews the history of archaeology as a discipline and then surveys the methods used by archaeologists to obtain evidence about past human activity via excavations, surface surveys, and remote-sensing technologies such as satellite imagery and ground-penetrating radar. The course also covers the methods used to date, classify, and analyze various kinds of evidence after it has been obtained. And since archaeological evidence is always collected and interpreted within a larger intellectual framework for making sense of human culture and society, this course provides a brief overview of the various social theories that have influenced archaeologists over the years. The latter topic is explored in more depth in the departmental course on "Archaeological Theory," which is taught every year, and in David Schloen's course on "Social Theory and Ancient Studies" (NEHC 20010/30010), which is offered occasionally.

Instructor(s): David Schloen Terms Offered: Autumn

Equivalent Course(s): NEAA 30100

NEAA 20122. Mesopotamian Archaeology II: States to Empires. 100 Units.

This course explores the archaeology of the states and empires of Mesopotamia during the early 2nd through mid-1st millennia BC. We begin with the Old Babylonian and Old Assyrian territorial states and end with the collapse of the Neo-Assyrian empire and the takeover of the Neo-Babylonian empire by the Persians in the mid 1st millennium BC, which marks the end of "Mesopotamian" culture. During these centuries, the region saw many political changes, developing from a network of expansive territorial states to massive hegemonic empires. But political developments also included retraction of states and two large-scale political collapses, in part driven by climate change. These millennia in Mesopotamia are also marked by internationalism in both archaeology and politics; trade, elite communication and conquest all affected the material culture of the sub-regions of the ancient Near East. Additional topics include the archaeological evidence (or lack of it) for ethnic groups known from textual sources, symbolism and hybridization in artworks, organic versus artificial settlements and landscapes, and the archaeological signatures of empire. The geographic focus encompasses northern and southern Mesopotamia (approximately the modern countries of Iraq and Syria); reference will also be made to southeast Anatolia (Türkiye) and the eastern Mediterranean.

Instructor(s): McMahon, Augusta Terms Offered: Autumn

Prerequisite(s): NEAA 20001

Equivalent Course(s): NEAA 30122, ANTH 20122, ANTH 30122

NEAA 20144. Mesopotamian Archaeology I: Villages to States. 100 Units.

This course surveys the archaeology of the villages and states of Mesopotamia (approximately the modern countries of Iraq and Syria) during the late 7th through late 3rd millennia BCE. Students will be introduced to the range of Mesopotamian sites and material culture, the region's variable landscapes and environments, and key themes and debates in the study of this literate complex society. Themes include the origins of irrigation and urbanism; the development of inequality and formalisation of violent conflict; the consequences of craft specialisation; the forms and meanings of funerary practices; the presentation of power; and the archaeological evidence for religious ritual and beliefs. These developments varied between north and south Mesopotamia (later Assyria and Babylonia), and the contrasts and cultural connections between these two linked but distinct regions are integral aspects of the course. This one is jointly taught, by Anna-Latifa Mourad-Cizek and me. We would like this to be mainly a grad seminar (MAs and PhDs) but are open to advanced undergraduate participation, so both 300 and 200 numbers, please. But can we specify a prerequisite like "undergraduate students should have taken at least one course in the archaeology or history of Egypt or Mesopotamia."

Instructor(s): Augusta McMahon Terms Offered: Autumn

Equivalent Course(s): NEAA 30144

NEAA 20146. Death, Burial and Afterlives in Ancient Egypt and Mesopotamia. 100 Units.

The treatment of the dead in past cultures provides insights into how communities engaged with religious beliefs and cosmology and how they conceptualised identity among the living. This seminar examines death, funerary practices, and beliefs in the afterlife from a cross-cultural perspective, based in the ancient cultures of Egypt and Mesopotamia. Within each of these cultures, the rituals and format of burials and beliefs about 'life' after death varied widely. Most archaeological focus on burials in these cultures has been on the dead as the primary data, and many studies reflect simplistically on the economic cost of burials, rather than the effect of death on the living, the family or the socio-political structure. But there are hints in the archaeological and textual record at the response and responsibilities of those burying the dead. This seminar will use archaeological data, artworks and textual materials (in translation) to examine the diversity of responses to death in two important literate cultures. The seminars will foster engagement with theoretical approaches, varied methodologies, and two extremely rich datasets.

Instructor(s): Augusta McMahon and Anna-Latifa Mourad-Cizek Terms Offered: Autumn

Prerequisite(s): undergraduate students should have taken at least one course in the archaeology or history of Egypt or Mesopotamia

Equivalent Course(s): NEAA 30146

NEAA 20162. Topics: Mesopotamian History II: Uruk Mesopotamia and Neighbor. 100 Units.

The Uruk period (4th millennium BC) saw the emergence of the earliest known state societies, urbanism, kingship, writing, and colonial network extending from Mesopotamia across the Jazira and into neighboring resource zones in the Taurus and Zagros mountains. This seminar examines Uruk Mesopotamia and neighboring regions from several perspectives – an examination of key sites in Mesopotamia and contemporaneous local late chalcolithic polities in Syria, southeast Anatolia and Iran. The seminar also considers the main theoretical issues involved in understanding inter-regional interaction in the social, economic, and political organization of this period.

Instructor(s): G. Stein Terms Offered: Spring

Prerequisite(s): Any introductory course in Near Eastern archaeology.

Equivalent Course(s): NEAA 30162

NEAA 20230. Ancient Egyptian Cross-Cultural Encounters. 100 Units.

Our past and present have been continually defined by the encounters we have experienced with those from beyond our borders. But, how do we identify and examine such encounters in the preserved material and textual record? This course seeks to answer this question by focusing on cross-cultural encounters and interactions in Fourth to Second Millennium BCE Egypt. It explores Egyptian views of the outside world and the changing role of 'foreigners' in society. Just like the Egyptians traveled beyond their borders, so does the course explore the extent of their connections in Western Asia and Northeast Africa. This seminar course is suitable for advanced undergraduate, MA and PhD students.

Instructor(s): Anna-Latifa Mourad-Cizek (almourad) Terms Offered: Spring. First offering Spring 2026

Equivalent Course(s): NEAA 30230

NEAA 20321. Households, Kinship and Demography. 100 Units.

This is a discussion-oriented seminar that introduces students to terms and concepts used in the study of kinship and historical demography, with a focus on households and neighborhoods in the ancient Near East and Mediterranean.

Instructor(s): Harrison, Timothy Terms Offered: Winter

Equivalent Course(s): NEAA 30331

NEAA 20322. Ancient Levant-II: The Iron Age and Persian Period. 100 Units.

This course surveys the archaeology and history of the Levant from the end of the Bronze Age around 1100 BCE to the Roman conquest of the region in 64-63 BCE.

Instructor(s): David Schloen Terms Offered: Spring

Note(s): This course fulfills the requirements of a survey course in Levant civilization as defined by the Ancient PhD programs in NELC and the MA program in the CMES.

Equivalent Course(s): NEAA 30322

NEAA 20329. Ancient Levant I. 100 Units.

This course surveys the archaeology and history of the Levant from the time of its earliest human habitation in the Stone Age to the end of the Bronze Age around 1100 BCE.

Instructor(s): Harrison, Timothy Terms Offered: Winter

Note(s): This course fulfills the requirements of a survey course in Levant civilization as defined by the Ancient PhD programs in NELC and the MA program in the CMES.

Equivalent Course(s): NEAA 30321

NEAA 20330. Archaeological Theory. 100 Units.

Since the formalization of the discipline of archaeology in the 19th century, how we make sense of the past through its material traces has undergone a number of profound transformations. This class introduces students to the diverse array of theoretical approaches archaeologists have deployed in their interpretations of ancient cultures. In the process, students will gain an appreciation for the field's close relationship to developments in

neighboring fields in the humanities and social sciences. The ultimate goal is for students to realize the incredibly wide range of interpretive modes archaeologists have operated under, both historically over the past century and a half as well as in current practice."

Instructor(s): James Osborne Terms Offered: Autumn

Equivalent Course(s): CLCV 20330, ARKE 20330

NEAA 20332. Trade and Exchange in the Ancient Near East. 100 Units.

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

Instructor(s): David Schloen Terms Offered: Spring

Equivalent Course(s): NEAA 30332

NEAA 20428. Indian Ocean Trade: an overview from Late Antiquity to the 17th century. 100 Units.

This course will examine aspects of the archaeology of Indian Ocean trade from the Late Antique to the 17th century, focussing on the Western Indian Ocean in particular. The lectures will set out the broad scheme of trade, economic development and merchant activity and then focus on a number of case studies looking at specific sites, regions, shipwrecks, commodities, theories and academic debates. By the end of the course students will have a broad outline of the history of Indian Ocean trade. They will understand the significance of Indian Ocean trade to the Late Antique, early medieval, medieval and post-medieval worlds. They will have a knowledge of some of the key academic debates related to Indian Ocean trade, such as, for example, historiographical issues, the role of early Islamic merchants, the 'peddler trade', and the question of an Indian Ocean identity. Students will debated issues in close relation to archaeological evidence and will have increased their understanding of how archaeological evidence can be used to develop an understanding of trade and commerce.

Instructor(s): Derek Kennet Terms Offered: Spring

Equivalent Course(s): NEAA 30428

NEAA 20511. The Archaeology of Egypt I. 100 Units.

This course provides an overview of the archaeology of Egypt, focusing on data from the Paleolithic Period to the Second Intermediate Period, around 1,600 BCE. It introduces fundamental methods and approaches to the archaeological record, surveying significant sites, objects, art, and architecture to understand various aspects of culture, society, and history. While Egypt is well-known for its pyramids, temples and tombs, we will not only examine such constructions, but also explore how material culture can offer us insights on such themes as power and inequality, human-environment relations, urbanism, identity, cross-cultural interactions, collapse, and transformation. We will also consider the origins and legacies of Egyptology while engaging with diverse perspectives on the past, and how Egypt's rich cultural heritage continues to be valued, used, and contested.

Instructor(s): Anna-Latifa Mourad-Cizek Terms Offered: Autumn

Equivalent Course(s): NEAA 30511, ANTH 30511, ANTH 20511

NEAA 20513. The Archeology of Egypt II. 100 Units.

This course provides an overview of the archaeology of Egypt, focusing on data from the late Second Intermediate Period, around 1,600 BCE, to the Graeco-Roman Period. It introduces fundamental methods and approaches to the archaeological record, surveying significant sites, objects, art, and architecture to understand various aspects of culture, society, and history. We will consider how material culture can offer us insights on such themes as social organization, agency and identity, ritual practice, cross-cultural interactions, and climate change. We will also consider the origins and legacies of Egyptology while engaging with diverse perspectives on the past, and how Egypt's rich cultural heritage continues to be valued, used, and contested.

Instructor(s): Anna-Latifa Murad-Cizek Terms Offered: Spring

Prerequisite(s): The Archeology of Egypt I

Equivalent Course(s): NEAA 30513, ANTH 30513, ANTH 20513

NEAA 23342. Material Correlates: Comparing Archaeological Evidence and Interpretation in the Near East and Meso. 100 Units.

Fundamentally, this course examines how archaeological knowledge of the past is a reflection of both the physical traces of former times and the epistemic and institutional traditions by which it is understood. This seminar is a comparative exploration of archaeological evidence and the interpretative frameworks used to investigate it. We will examine how archaeologists from different disciplinary and regional traditions identify and explain the past, highlighting shared tools and techniques alongside points of departure and contestation. Drawing primarily from the instructors' regions of expertise in the Near East and Mesoamerica, the course is structured around a series of thematic comparisons. What do archaeologists working in different parts of the world consider robust material evidence of the past? What factors influence how archaeologists categorize, analyze, and explain that evidence? Do archaeologists working in different regions approach bones, stones, metals, and ceramics in the same ways? How does an approach rooted in anthropological analogies differ from one grounded in historical sources? What traditional explanations and tropes might be accepted in one archaeological context, but seem entirely out of place in another?

Instructor(s): Sarah Newman (ANTH) and James Osborne (NELC)

Equivalent Course(s): ANTH 23342, NEAA 33342, ANTH 33342

NEAR EASTERN HISTORY AND CIVILIZATIONS COURSES

NEHC 10101. Introduction to the Middle East. 100 Units.

Prior knowledge of the Middle East not required. This course aims to facilitate a general understanding of some key factors that have shaped life in this region, with primary emphasis on modern conditions and their background, and to provide exposure to some of the region's rich cultural diversity. This course can serve as a basis for the further study of the history, politics, and civilizations of the Middle East.

Instructor(s): Owen Green Terms Offered: Autumn

Equivalent Course(s): HIST 15801

NEHC 11040. Encountering the Qur'an: Scripture, History, and Reception. 100 Units.

This course introduces students to the Qur'an, Islam's holy book, by exploring both the text itself and the theological and historical contexts in which it emerged. We will examine the Qur'an's major themes, literary features, and theological ideas, paying close attention to how its revelations address the concerns of their time. The course also considers shared biblical figures and foundational narratives, and surveys how Muslim scholars have interpreted certain passages of the Qur'an from its conception to the modern era.

Instructor(s): Mehmetcan Akpınar Terms Offered: Autumn

Prerequisite(s): This class is a Gateway course for the Religious Studies (RLST) program.

Equivalent Course(s): RLST 11040, ISLM 30040, MDVL 11040, NEHC 30040, FNDL 11040

NEHC 12006. Jewish Civilization III - Jewish Spaces and Places, Imagined and Real. 100 Units.

What makes a ghetto, a ghetto? What defines a Jewish neighborhood? What determined the architectural form of synagogues? Taught in Special Collections in Regenstein Library and making extensive use of the textual and visual sources there, this course will analyze how Jews (in all their diversity) and non-Jews defined Jewish spaces and places. Sources will include: Jewish law and customary practice, cookbooks, etiquette guides, prints, films, novels, maps, memoirs, architectural drawings and photographs, and tourist guides. We may also take a field trip to the Oak Woods Cemetery. The focus will be on Europe in the 19th and 20th centuries, but we will also venture back into the early modern period and across the Mediterranean to Palestine/Israel and North Africa and the Atlantic to the Caribbean and the Americas. We will study both actually existing structures and texts and visual culture in which Jewish places and spaces are imagined or vilified. Parallel to our work with primary sources we will read in the recent, very rich, scholarly literature on this topic. This is not a survey course; we will undertake a series of intensive case-studies through which we will address the larger issues. Assignments include: presentations (individual or collaborative), short papers, Canvas postings, and there will also be the option of making a digital map or an on-line exhibition. This is a limited-enrollment, discussion-based course. No previous knowledge of Jewish history is expected.

Instructor(s): Leora Auslander Terms Offered: Spring. Not offered in 2025–26

Note(s): In order for a Jewish Civilization III course to qualify as a civilization course for the general education requirement, the student must also take Jewish Civilization I and II. A Jewish Civilization III course, however, may also be taken as an independent elective.

Equivalent Course(s): HIST 11703, RLST 22015, JWSC 12006

NEHC 16107. Moving Objects, Dispersed Cultures: Case Studies from China and the Middle East. 100 Units.

In this course, we will delve into "big problems" created by the movement, relocation, or displacement of objects that are assigned special cultural, artistic, and historical values in new contexts. We will follow the movement of artifacts across both geographical and disciplinary boundaries, challenging established notions of cultural heritage and art. We often study and read ancient texts as primary sources, but we don't always pause to consider that those texts were written on physical objects like pieces of wood, leaves, or animal skin. Similarly, we're familiar with the display of ancient artwork inside museums or galleries, but have we wondered about the journey of individual objects to those new locations? How do objects move from their original place to modern collections? How do they become art? And how do they become historical sources? Guided by an art historian and a social historian, this course presents different ways to look at "objects that move", both as sources about past societies and as mirrors for contemporary ones. Through studying examples from the history of China and the Middle East, we will reconsider concepts such as cultural heritage, national patrimony, or even art that have been taken for granted. We will learn about the different histories of the dispersal of cultural heritages in those two regions, from nation-building and colonial projects in the twentieth century to the illicit trade in antiquities and the creation of digital replicas today.

Instructor(s): Wei-Cheng Lin, Cecilia Palombo Terms Offered: Winter

Prerequisite(s): PQ: Third or fourth-year standing.

Equivalent Course(s): ARTH 36107, NEHC 36107, ARTH 16107, EALC 16107, RLST 26107, BPRO 27100, EALC 36107

NEHC 17203. Jewish History 1860 to the Present. 100 Units.

Jewish history, politics, and culture across a century of profound and violent transformations in Europe, the United States, the Middle East. Topics include the impacts on Jewish life of World War I, the Russian Revolution, and the last stages of European empire; nationalism, socialism, and religious politics in Jewish life; birth of Jewish secular culture and secular-religious struggles within Jewish life; the remaking of American Jewry; Zionism, Jewish settlement and nation-building in Palestine, and the emergence of the Jewish-Palestinian conflict; antisemitism, Nazism and the Holocaust in Europe; the creation of the State of Israel, Palestinian dispossession, and the trajectories and tensions of Jewish nationhood and Israeli society-building; the postwar reordering of Jewish life amid Cold War, Israeli statehood, conflict in the Middle East, and unprecedented

communal integration in the United States; trajectories of Jewish identity and religion in a century of tremendous creativity and bitter Jewish disagreements. Much attention to contemporary history including the dramatic changes and conflicts within Israel and trajectories of conflict and crisis in Israel and Palestine under Israeli domination. Lectures with ample space for discussion. No prior study of Jewish history expected.

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

Equivalent Course(s): HIST 17203, JWSC 17203, RLST 21503

NEHC 20004-20005-20006. Ancient Near Eastern Thought and Literature I-II-III.

This sequence surveys the thought and literature of the Near East. Each course in the sequence focuses on a particular culture or civilization. Texts in English. This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is not required.

NEHC 20004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. 100 Units.

This course gives an overview of the richness of Mesopotamian Literature (modern Iraq) written in the 3rd-1st millennium BC. We will read myths and epics written on clay tablets in the Sumerian and Akkadian language in English translation and discuss content and style, but also the religious, cultural and historic implications. Particular focus will be on the development of stories over time, the historical context of the literature and mythological figures. The texts treated cover not only the famous Epic of Gilgamesh, but also various legends of Sumerian and Akkadian kings, stories about Creation and World Order, and destruction. The topics covered range from the quest for immortality, epic heroes and monsters, sexuality and love.

Instructor(s): Susanne Paulus Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): SOSC 20004

NEHC 20005. Ancient Near Eastern Thought & Literature II: Anatolian Lit. 100 Units.

The goal of this class is to get an overview of Hittite literature, as "defined" by the Hittites themselves, in the wider historical-cultural context of the Ancient Near East. Some of the most important questions we can ask ourselves in reading ancient texts are: 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 - in our case - Hittite society?

Instructor(s): Burgin, James Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): SOSC 20005

NEHC 20006. Ancient Near Eastern Thought & Literature III: Ancient Egyptian Literature. 100 Units.

This course explores the rich body of literature surviving from ancient Egypt, covering texts spanning ca. 2500 BCE-100 CE. We will read texts in English translation from a variety of genres-from adventure tales, to love poetry, to autobiographies and the Book of the Dead-asking throughout the quarter how the ancient Egyptians understood the concept of literature, how translation affects our experiences of the texts, who the authors and audiences were, and how the texts relate to their social, historical, and cultural contexts. We will also explore how literary conventions changed over time and what they reveal about broader societal shifts in ancient Egypt.

Instructor(s): Margaret Geoga Terms Offered: Spring

Equivalent Course(s): SOSC 20006

NEHC 20011. Ancient Empires I: The Hittite Empire. 100 Units.

This course introduces students to the Hittite Empire of ancient Anatolia. In existence from roughly 1750-1200 BCE, and spanning across modern Turkey and beyond, the Hittite Empire is one of the oldest and largest empires of the ancient world. We will be examining their history and their political and cultural accomplishments through analysis of their written records - composed in Hittite, the world's first recorded Indo-European language - and their archaeological remains. In the process, we will also be examining the concept of "empire" itself: What is an empire, and how do anthropologists, archaeologists, and historians study this unique kind of political formation?

Instructor(s): James Osborne Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): CLCV 25700, SOSC 20011, HIST 15602

NEHC 20012. Ancient Empires II: The Ottoman Empire. 100 Units.

The Ottomans ruled in Anatolia, the Middle East, South East Europe and North Africa for over six hundred years. The objective of this course is to understand the society and culture of this bygone Empire whose legacy continues, in one way or another, in some twenty-five contemporary successor states from the Balkans to the Arabian Peninsula. The course is designed as an introduction to the Ottoman World with a focus on the cultural history of the Ottoman society. It explores identities and mentalities, customs and rituals, status of minorities, mystical orders and religious establishments, literacy and the use of the public sphere.

Instructor(s): Theo Knights 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): MDVL 20012, CLCV 25800, HIST 15603, SOSC 20012

NEHC 20013. Ancient Empires III :The Egyptian Empire of the New Kingdom. 100 Units.

For most of the duration of the New Kingdom (1550-1069 BC), the ancient Egyptians were able to establish a vast empire and becoming one of the key powers within the Near East. This course will investigate in detail the development of Egyptian foreign policies and military expansion which affected parts of the Near East and Nubia. We will examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship with other powers and their perspective on Egyptian rulers as for example described in the Amarna letters.

Instructor(s): Faculty 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): SOSC 20013, CLCV 25900, HIST 15604

NEHC 20014. Ancient Empires IV: the Achaemenid Empire. 100 Units.

This course introduces students to the Achaemenid Empire, also known as the First Persian Empire (ca. 550-330 BCE). We will be examining the political history and cultural accomplishments of the Achaemenids who, from their homeland in modern-day Iran, quickly rose to become one of the largest empires of the ancient world, ruling from North Africa to North India at their height. We will also be examining the history of Greek-Persian encounters and the image of the Achaemenids in Greek and Biblical literature. The students will visit the Oriental Institutes' archive and object collection to learn more about the University of Chicago's unique position in the exploration, excavation, and restoration of the Persian Empire's royal architecture and administrative system through the Persian Expedition carried out in the 1930s.

Instructor(s): Mehrnoush Soroush Terms Offered: Autumn

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): HIST 25602, CLCV 21722

NEHC 20015. Ancient Empires V: The Umayyad. 100 Units.

The Umayyads ruled over the last "great empire" of late antiquity: the early Islamic empire, spanning from the Atlas to the Hindu Kush, from the Atlantic to the Amu Darya, and embracing regions with different cultural and political traditions. This course introduces to the history of the Umayyad caliphate, focusing on some of the visible legacies its inhabitants left behind: texts, objects, and monumental buildings that are still standing in cities of the Middle East and Europe. But we will also reflect upon less material legacies: for example, cities with a long-lasting urban culture, infrastructures for communicating across a vast empire, the consolidation of religious traditions, and exchanges and cohabitation of different religious groups.

Instructor(s): Cecilia Palombo Terms Offered: Winter

Note(s): Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): HIST 25706, RLST 20315

NEHC 20016. Ancient Empires VI: The Assyrian Empire. 100 Units.

This course will examine the concept and definition of empire and the practices of imperial control through a case study of Mesopotamia's best-known empire, the Neo-Assyrian (first half of the 1st millennium BCE). At its peak, the Assyrians ruled a vast area covering most of modern Iraq and Syria, plus parts of Iran, Turkey and the Levant, with aspirations to control Egypt. The gradual expansion of this empire from late 2nd millennium BCE beginnings and its extremely rapid collapse in ca. 612 BCE provide an excellent example of the tensions within trajectories of empire. The course themes include warfare and political strategies, identity and ethnicity, imperial bureaucracy, and the practical and ideological purposes of infrastructure building. Evidence examined will include texts (in translation) and the archaeological record at various scales, from settlements through artworks. We will also examine paradoxes, such as the contrast between textual claims of hegemony and limited archaeological evidence for this, and the power of visual propaganda versus its select audience.

Instructor(s): Augusta McMahon 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): HIST 20405

NEHC 20018. Ancient Empires VIII: Arabia and the Arabs - on the edge of empire (3000 BCE to the 7th century CE) 100 Units.

This course will explore the development of the Arabian Peninsula and Arab identity from the earliest times to shortly after the rise of Islam. Using mainly archaeological evidence, but considering also epigraphic, textual, and linguistic evidence, it will examine a range of case studies chosen to provide an overview of regional developments from the Bronze Age to the Late Antique period. A key text will be Hoyland's (2001) *Arabia and the Arabs*; from the Bronze Age to the coming of Islam, which will be brought up to date through examination of recent archaeological and epigraphic evidence. The course will also examine the way in which the empires and powers surrounding Arabia (eg Mesopotamia, the Indus, Rome/Byzantium, the Persian empires) affected the development of a this relatively marginal (in economic terms) region, leading to the rise of Islamic/Arab empire in the 7th century.

Instructor(s): Derek Kennet Terms Offered: Spring

Equivalent Course(s): HIST 25604

NEHC 2022. Documentary Cultures in Early Islamicate Societies. 100 Units.

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

Instructor(s): CECILIA PALOMBO Terms Offered: Autumn

Equivalent Course(s): NEHC 30022, HIST 46000, ISLM 30022, RLST 20122, MDVL 20022

NEHC 2028. Sounding Israel/Palestine. 100 Units.

In "Sounding Israel/Palestine" we shall look at specific moments when the musics and sound worlds of Israel/Palestine converged, responding to and shaping historical change and conflict. Bi-weekly sessions will take specific historical moments as ways of exploring how music was critical to the processes of change, identity, and accommodation. We begin with moments in Antiquity, among them the moments in which the temples in Jerusalem were destroyed (e.g., 70 CE), and the Mi#rāj, when the Prophet Muhammad ascended to heaven (ca. 621 CE). Moments marking the patterns of settlement (Yishuv) and political transformation and unrest will mark the chronology of modernity and modernism (e.g., 1917, 1933, 1938). The moments of Israeli statehood and Palestinian Nakba will be of growing significance as the course moves toward the twenty-first century (e.g., 1948, 1967, and 1987). The sounds of the present moment (2023 and beyond)-of the war in Gaza, of the struggle for survival in Palestine, of the mass mediation of dissonant political voices, of breakthrough genres of popular music-will become the texts and contexts for the closing weeks of the course.

Instructor(s): Phil Bohlman

Equivalent Course(s): MUSI 20026, JWSC 20026, RLST 27726, SIGN 20026

NEHC 2034. 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-Lughod), 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): Stephanie Kraver Terms Offered: Spring

Equivalent Course(s): GNSE 30112, GNSE 20112, NEHC 30034

NEHC 2036. Travel and Exploration in the Global Middle Ages. 100 Units.

This course explores travel and exploration in the medieval Middle East, presenting the region as a central crossroads of the Global Middle Ages. Through the accounts of pilgrims, merchants, diplomats, scholars, and adventurers, students will follow routes that connected the Islamic world with Africa, Asia, and Europe. Reading travel narratives, maps, and material evidence, the course asks how movement shaped knowledge, identity, power, and cultural exchange-questions that resonate in today's world of migration, globalization, and unequal mobility. By foregrounding the Middle East as a hub rather than a periphery, the course offers a historically grounded way to think about connection, difference, and belonging in a global age. This course is open to both undergraduate and graduate students. This course participates in the Languages Across the Curriculum (Lx) program for Arabic. The course is conducted fully in English, and students with no prior knowledge of Arabic are very welcome. Students with some Arabic may choose, through the LAC program, to read short texts in Arabic.

Instructor(s): Pamela Klasova (pamelaklas) Terms Offered: Spring

Equivalent Course(s): RLST 27658, CMLT 30036, NEHC 30036, CMLT 20036

NEHC 2038. Arabic and Society in the Modern Levant. 100 Units.

This course is an introduction to the study of spoken Arabic varieties in their social context in the Levant (Jordan, Lebanon, Palestine, and Syria). Through case studies, we will learn about the relationship between Arabic and social identities, such as age, gender, education, and religion, and how language constructs and is constructed by these identities. Special attention will be paid to variation, both within communities of language practice and across time and space. We will also investigate attitudes of Arabic speakers towards their dialects, situating the discussion within a framework that emphasizes the interplay between codeswitching, bilingualism, and variation.

Instructor(s): Sami Jiries Terms Offered: Spring

Equivalent Course(s): LING 20038

NEHC 20039. Praise, Power, and Patronage in the Middle East. 100 Units.

When we encounter praise for the powerful, our first instinct is often to dismiss the entreaty as superficial or sycophantic. Yet, in the Islamic Middle East, certain modes of praise have long had resonances that go beyond the binary of sincerity and flattery. This course asks instead what praise does by tracing its many textual and material lives across the literary and historical record of the Middle East. We will read in translation the poetic boasts of pre-Islamic Arabia and religious paeans of the prophet, explore the scientific and architectural achievements of empires from the Abbasids to the Ottomans, and reflect on global sporting events and arts infrastructure in today's Gulf economies. Whether we look out from the palaces of medieval Baghdad (vividly recreated in *Assassin's Creed*) or the spectator stands of Qatar's many World Cup stadiums, we will engage critically with moments of praise and connect them to the expectations and conventions of patronage. By interrogating the relations that motivate the economy of praise, we will examine the power of praise to shape local and global realities while observing where these ambitions come up against their limits.

Instructor(s): Jeson Ng (ngjeson) Terms Offered: Spring. First offering Spring 2026
Equivalent Course(s): RLST 26139, HIST 25715, NEHC 30029

NEHC 20040. Eat, Pray, Tax: How the Middle East Shaped the World. 100 Units.

Fundamental elements of today's world originate in the Middle East. The region saw the beginning of agriculture, the emergence of the first state, the invention of the alphabet and the codex, and the birth of the great monotheistic religions. This course explores these momentous developments. It traces their origins, effects, and interconnections through history, anthropology, and sociology as well as a range of excursions and hands-on activities designed to allow students to engage with the topics both intellectually and experientially.

Terms Offered: Summer

NEHC 20043. The Formative Period in Shi'ite Islam: Readings in the Primary Sources. 100 Units.

This course explores the formative period of Imami Shi'ism through close readings of primary Arabic sources, especially al-Kāfi of al-Kulaynī. Intended for advanced undergraduate and graduate students with prior training in Arabic, the course treats al-Kāfi as a layered compilation rather than a monolithic text. Students analyze parallel traditions, doctrinal tensions, and processes of redaction to understand how diverse strands of early Shi'ite thought were brought together in the fourth/tenth century and how this process shaped the emergence of classical Imami Shi'ism. Students with limited prior training in Arabic are encouraged to consult the instructor before enrolling.

Instructor(s): Abdallah Soufan (asoufan) Terms Offered: Spring. First offering Spring 2026
Equivalent Course(s): ISLM 30643, RLST 20643, NEHC 30043

NEHC 20050. Introduction to Hadith Literature. 100 Units.

This course offers an introduction to hadith literature, which encompasses traditions about the life of the prophet Muhammad, his speeches and deeds. The aim is to familiarize students with the basic terminology, the different genres of hadith literature, the development of the classical hadith scholarship, the most important hadith collections, as well as studies on hadith criticism. We will examine the methods of collecting and transmitting the hadiths in Islamic history, their evaluation and assessment by Muslim scholars, the role of hadiths in law, theology and Sufism, and the modern academic debates on the authenticity of the hadiths. Additionally, the course will engage with the genesis of Twelve Shiite and Zaidi hadith.

Instructor(s): Mehmetcan Akpınar Terms Offered: Spring

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): ISLM 30050, RLST 11050, NEHC 30050

NEHC 20070. Imperial Ways of Knowing: Mughals and Ottomans. 100 Units.

This course explores the interplay between knowledge, history, and power by focusing on two non-Western empires: the Mughals and the Ottomans. The course will proceed thematically, and touch on a range of topics, such as, science, archives, religion, economy, food, textiles, and military affairs. How were knowledge and empire mutually dependent in the Middle East and South Asia? What did imperial powers want to know, what kinds of knowledges did they produce, and to what ends? How was knowledge transmitted, distributed, and received? As historical knowledge, how do we come to know what we know about these empires? We will also consider the divergent histories of each empire's interaction with European powers. Students will thereby critically reflect on our own ways of knowing and claims to knowledge about the past in historical imperial contexts. No prior knowledge of Middle Eastern or South Asian history is required for the course. This course meets the Knowledge Formation MAPSS certificate requirement.

Instructor(s): Murat Bozluoçay, S. Prashant Kumar Terms Offered: Winter

Equivalent Course(s): KNOW 36055, NEHC 30070, HIST 35700

NEHC 20090. Introduction to Classical Arabic Literature (In Translation) 100 Units.

This course introduces students to the main genres of classical Arabic literature (in English translation), including Arabic poetry, the Qur'an, Arabian Nights and folk epics, humanistic prose (adab), encyclopedias, wonder literature, and philosophical writings. Students will engage with both modern scholarship on Arabic literature and primary texts originating from diverse locations such as Cairo, Baghdad, Granada, and the Arabian Desert, spanning the 6th to the 19th century. These works were composed by rulers, outcasts, merchants, enslaved women, and intellectuals. The course has two primary goals: first, to introduce students to the broad history of Arabic literature; and second, to familiarize them with the main approaches scholars have taken to these classical texts over the last two centuries. No Arabic is required.

Instructor(s): Pamela Klasova Terms Offered: Spring
Equivalent Course(s): NEHC 30090

NEHC 20110. Media Islam. 100 Units.

Media are increasingly integrated into contemporary life. As in the past, we consume media-watching movies and television, listening to music and podcasts, and following influencers on social media. However, these passive activities now overlap with media production, participation, and commentary. For Muslims negotiating identity in diverse global society, media figure into representation and self-representation in complex, often subtle, ways. Intersecting with the family, mosque, community, and other core social institutions, media play a central role in contemporary Muslim experience. This class will examine religious media, i.e. those branded as "Islamic" in some fashion, such as television programs on Islamic law, or social media content with explicit religious commitments and claims to authority. It will also consider how Islam has been represented in popular culture, and the ways Muslims have related to those constructions of their faith. However, this dichotomy of religious and popular media no longer holds with Muslim-oriented television shows like *Ramy*, *Ms. Marvel*, the integration of Islam into popular American entertainment from *Jack Ryan* to *Mr. Robot*, and the complex engagement with religion in media across the historically Muslim world.

Instructor(s): Maguire, Tom Terms Offered: Autumn
Equivalent Course(s): RLST 29110

NEHC 20114. Love, Sex, Desire in Middle Eastern Literatures. 100 Units.

This course examines the diverse ways in which love, sex, and desire are represented in Middle Eastern literatures from the seventh century through the modern period. With a focus on primary source readings (in English translation), we will explore love as a concept, affect, and practice as it pertains to all kinds of relationships: familial, romantic, pederastic, political-even the relationship between believers and God. We will pay special attention to how literary representations of love and sex are informed not only by genre conventions but also medical, legal, and philosophical discourses and consider the ways in which these texts can-and cannot-shed light on actual social practices and lived realities. Throughout our investigations, we will remain cognizant of how the Orient has been erotically fantasized in the Euro-American imaginary, while also noting how widespread modern notions of love and sex often fail to fully account for the modes of eroticism portrayed in the works that we will study.

Instructor(s): Austin O'Malley (omalley) Terms Offered: First offering Spring 2026
Equivalent Course(s): NEHC 30114, CMLT 20114, CMLT 30114

NEHC 20116. Modern Middle East: Three Centuries of Syrian History. 100 Units.

This course uses the vantage point of Syria to survey the history of the Middle East, from the eighteenth century to today. The course will take us from the province of Damascus in the Ottoman Empire to the millions of Syrians in the West in the twenty-first century to understand the changing nature of where Syria is and what being a Syrian meant throughout these three centuries. As this course will reveal, the interlocutors of this question included rioting craftsmen and Janissaries, a local US vice-consul in Damascus, the nomads of the Syrian desert, émigré Syrian critics of the Ottoman Empire, agronomists invested in national economy, men of business as well as those of religion, and an authoritarian regime and a people who rose against it. As we unravel the social, political, economic, and intellectual processes that shaped the Syrian identity, we will cover milestone events such as the infamous interconfessional massacres of 1860, the end of the Ottoman Empire, the Baathist coup of 1963, or the Syrian Revolution in the context of the Arab Spring of the early 2010s. The course material will include scholarly texts as well as excerpts from Syrian texts, novels, and films in translation.

Instructor(s): Murat Bozluolcay Terms Offered: Spring
Equivalent Course(s): HIST 35908, KNOW 36085, HIST 25908, NEHC 30116

NEHC 20121. Ancient Israel in the Bible and in Archaeology. 100 Units.

This course compares the picture of ancient Israel and its history that is presented in the Bible to the results obtained from archaeological excavations and surveys, seen in the light of modern historical-critical analysis of the Hebrew Bible and the study of ancient non-biblical inscriptions. The focus will be on the biblical narratives from the books of Genesis through Kings concerning the Creation and Flood, the ancestors of the Israelites (Abraham, Isaac, and Jacob), Moses and the Exodus, the conquest of Canaan under Joshua, the "pre-monarchical" period of the Judges, and the actions of the rulers and prophets of the kingdoms of Israel and Judah until the destruction of Jerusalem and the First Temple by the Babylonians in 586 BCE. Subsequent developments until the destruction of the Second Temple by the Romans in 70 CE will be covered more briefly. No prior background in archaeology or biblical studies is required, although it will be useful for students to have previously taken BIBL 31000, "Introduction to the Hebrew Bible."

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

NEHC 20122. Eastern Christianity: The First Thousand Years. 100 Units.

This course introduces students to Eastern Christianity from Late Antiquity to the Middle Ages. We will start with contextualizing Eastern Christianity's diverse, global, and multilingual trajectories. We will then turn to review select themes of Eastern Christian history. We will cover the shaping of orthodoxy in the Byzantine world in the contexts of both inter-religious debates and intra-Christian concerns over heresy. We will explore the Christological Controversies of Late Antiquity, which continue to fracture Eastern Christianity until this very day. We will review the rise of Islam, its divergent Eastern Christian responses, and its broader theological,

social, and cultural implications on medieval Middle Eastern religions. The translation movements under the #Abbasids will occupy us next and will further reveal the contributions of Eastern Christians to the intellectual and religious landscapes of the medieval Middle East. We will conclude with Eastern Christianity's position in the Middle Eastern world between the Crusades and the Mongol conquests, historical developments whose reverberations can still be felt in the present-day world where many Eastern Christian communities are spread across an increasingly global diaspora.

Instructor(s): Omri Matarasso Terms Offered: Winter

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): NEHC 30122, CLCV 20120, MDVL 20120, CLAS 30120, HIST 31601, HCHR 30120, HIST 21601, RLST 20120

NEHC 20130. Textual Amulets in the Ancient Mediterranean. 100 Units.

Amulets with inscribed texts were used broadly by individuals and households and across ancient Mediterranean cultures for protection against evils, for curing disease, and for obtaining advantage over adversaries in all walks of life. In this course, we will survey a broad range of such amulets coming from the Levant, Mesopotamia, the Phoenician-Punic world, Greece and southern Italy, and inscribed on such varied materials as sheets of gold and silver, papyrus, ostraca and gems, while scrutinizing their material aspects, their cultural context, and their shared and distinctive features.

Instructor(s): Carolina Lopez-Ruiz, Sofia Torallas-Tovar, Christopher Faraone Terms Offered: Spring

Prerequisite(s): Classical or Near Eastern languages recommended but not required.

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): NEHC 40130, CLCV 27923, HREL 40130, RLST 20130, CLAS 37923

NEHC 20150. Mormons and Armenians in the modern Middle East: Conversion, Persecution, and Immigration. 100 Units.

This course explores the contours, types, and impacts of encounters between Western Protestant Missionaries and the Armenian populations of the late Ottoman and post-Ottoman Middle East, particularly between Mormon missionaries and local Armenian populations. The status of Mormons and their Armenian converts in the late Ottoman Empire is best understood within a framework of "compounding marginalization." Mormons were extremely marginalized in the United States as a distinct religious community known for their controversial religious practice of polygamy. Mormon Missionaries were marginalized by other Western Missionaries, local Christian Clergies, and by the Ottoman administration. Armenians were a marginalized ethno-religious community in the late Ottoman Empire, and Mormon Armenians were doubly marginalized by the broader Armenian community and the Ottoman state. These intersecting degrees of compounding marginality greatly affected the LDS Armenian community, particularly in terms of increased persecution and hardship.

Instructor(s): Schull, Kent Terms Offered: Spring

Equivalent Course(s): RLST 20250, NEHC 30150

NEHC 20160. Central Asia Past and Present/From Alexander the Great to Al Qaeda. 100 Units.

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

Instructor(s): R. Zanca

Equivalent Course(s): ANTH 23616, NEHC 30160, ANTH 32206

NEHC 20200. Ancient Egyptian History. 100 Units.

This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 B.C.) until the advent of Islam in the seventh century of our era.

Instructor(s): Brian Muhs Terms Offered: Autumn

Note(s): This course fulfills the requirements of a survey course in Egyptian civilization as defined by the Ancient PhD programs in NELC and the MA program in the CMES.

Equivalent Course(s): NEHC 30200

NEHC 20201-20202-20203. Islamicate Civilization I-II-III.

This sequence surveys the intellectual, cultural, religious, and political development of the Islamic world (Middle East and North Africa), from its origins in pre-Islamic Arabia to the late 20th century. The sequence is required for MA students in CMES and counts toward completion of the NELC major and minor. It is recommended that the course be taken in sequence.

NEHC 20201. Islamicate Civilization I: 600-950. 100 Units.

This course is an introduction to the history and the study of early Islamicate societies, from the rise of Islam in late antiquity to the early Abbasid period (ca. 600-950 CE), considering various religious and social

groups. We will look at the same historical arc from multiple perspectives: political events, such as the Muslim conquests and the rise of ruling dynasties, but also other factors that impacted people's lives in the early centuries of Islamic rule—the environment they inhabited and transformed, documents they created, social institutions, and economic activities. What broad developments characterized the early Islamic period? Who brought those changes about? And how are they studied today?

Instructor(s): Klasova, Pamela Terms Offered: Autumn. This course will not be offered for the 2021-2022 academic year.

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

Equivalent Course(s): HIST 15611, RLST 20201, HIST 35621, ISLM 30201, NEHC 30201, MDVL 20201

NEHC 20202. Islamicate Civilization II: 950-1750. 100 Units.

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

Instructor(s): Mustafa Kaya Terms Offered: Winter. This course will not be offered for the 2021-2022 academic year.

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

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

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

NEHC 20203. Islamicate Civilization III: Empire & Everyday Life in the Modern Middle East. 100 Units.

This course covers the period from ca. 1750 to the present, focusing on Western military, economic, and ideological encroachment; the impact of such ideas as nationalism and liberalism; efforts at reform in the Islamic states; the emergence of the "modern" Middle East after World War I; the struggle for liberation from Western colonial and imperial control; the Middle Eastern states in the cold war era; and local and regional conflicts.

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

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

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

NEHC 20204. Islamic Intellectual History. 100 Units.

The course introduces students to current methodological trends in the Western study of intellectual history and then examines debates and discourses in the field of Islamic intellectual historiography, with a focus on selected examples. Students will develop and present individual original research projects.

Instructor(s): Ahmed El-Shamsy Terms Offered: Spring

Equivalent Course(s): HIST 25714, NEHC 30204, HIST 35714

NEHC 20210. Greek and Near Eastern Creation Stories. 100 Units.

This course will offer a comparative view of Greek traditions about the origin of the world (cosmogony) and the origin of the gods (theogony), and the multiple layers on which they were entangled with Near Eastern narratives. On the Greek side, we will focus on Hesiod, Homer, and the Orphic poems. Near Eastern sources will include Mesopotamian, Egyptian, Hittite, Phoenician, and Hebrew texts. The reading of primary sources will be done in translation (though students are always encouraged to check the texts in the original language for closer reading and discussion, if training allows). We will engage with secondary bibliography, especially works that take a comparative approach or discuss the comparative method. We will discuss the methodological challenges and advantages of comparative mythology and the phenomenon of cultural exchange, as revealed in these mythical and literary connection.

Instructor(s): Carolina López-Ruiz Terms Offered: Spring

Equivalent Course(s): RLST 20210, CLCV 20222

NEHC 20228. History of Jews in the Middle East. 100 Units.

This class examines the history of Jews in the Middle East from the early modern period, when many Jewish refugees fleeing Spain and Portugal settled in the Ottoman Empire, to the modern Period, when Jews debated and challenged colonialist, reformist, nationalist, leftist, and secular ideologies. Reading novels, memoirs, and new works in the fields of Jewish and Middle Eastern Studies, we will examine how early modernity and modernity gave birth to new identity formations and new frames of belonging. We will visit the unknown histories of early modern Jews who produced translations and explications of the Hebrew Bible in Arabic, of Jews and Muslims who fought together Christian missionary activities, of Arab Jewish feminists, and of Jewish communists who established anti-Zionist societies in the Middle East.

Instructor(s): Orit Bashkin Terms Offered: Autumn. Not offered in AY 2025–2026
Equivalent Course(s): RLST 20228, JWSC 23405, HIST 25810

NEHC 20231. Hebrew: Modernity and Nationalism. 100 Units.

Modernization and Nationalism are ideas that are closely intertwined with each other and with questions of language: the emergence of nationalism is a modern phenomenon to which ideas about language were central and which, in turn, had a profound effect on the languages of the world and on the study of language. How did the relation between language, nation and state emerge in a historical reality structured by enlightenment, empire, colonialism, industrialization, and globalization? How do discoveries about language influence ideas of nation, and how do ideas of collectivity such as nationhood, ethnicity, and race influence the study of language, indeed the very concept of "a language" and of "different languages"? What does it mean for a language to be modernized? Nationalized? "Revived"? This interdisciplinary class takes the revitalization and vernacularization of Hebrew as a case-study through which to explore some of these questions. Combining perspectives on language from Linguistics, History, Literary Studies, Cultural Studies, Religious Studies and Anthropology, the class looks at discourses, practices and institutional efforts through which Hebrew was modernized, nationalized and romanticized in the 19th and 20th centuries, to examine the complicated relationships between language, nationalism, and colonialism in this period.

Instructor(s): Orit Bashkin, Itamar Francez Terms Offered: Autumn
Equivalent Course(s): JWSC 20237, CDIN 20231, LING 20231

NEHC 20271. Islamic Education in West Africa. 100 Units.

This course will critically explore the history of Islamic scholarship and the transmission of religious knowledge and scholarly authority in West African Muslim societies from the late medieval period to the present day. We will examine a variety of knowledge traditions, textual and pedagogical approaches, epistemologies, and embodied practices of Muslim scholars and students of the region in order to understand what it means to seek, transmit, and create knowledge in the context of West African Muslim societies. In addition to relevant secondary literature, we will read passages from some of the texts taught in these places. Intermediate Arabic is recommended, but not required for this course.

Instructor(s): Abubakar Abdulkadir Terms Offered: Spring
Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): KNOW 33271, RLST 20271, ISLM 33271, NEHC 33271

NEHC 20290. Media and Social Change in the Middle East. 100 Units.

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

Instructor(s): Thomas Maguire Terms Offered: Spring
Equivalent Course(s): NEHC 30290

NEHC 20300. Readings in Islamic Law. 100 Units.

This course explores theological, philosophical, and Sufi approaches to Islamic law in the premodern Islamic world, with a focus on the acts of worship (ibādāt) such as prayer, fasting, and pilgrimage (#ajj). In addition to discussing secondary literature addressing themes of agency, reason and scripture, sources of law, the epistemic foundations of legal reasoning, and embodiment, we will study selected texts authored by key figures such as Ghazālī, Fakhr al-Dīn al-Rāzī, Ibn 'Arabī, Mullā #adrā, and Qā#ī Sa'īd Qummī [in translation]. All readings will be available in English.

Instructor(s): Nariman Aavani Terms Offered: Autumn
Prerequisite(s): No prerequisites, but there will be opportunities for students with Arabic or Persian proficiency to make use of it.

Note(s): This course meets the HS Committee distribution requirement for Divinity students.
Equivalent Course(s): RLST 20300, NEHC 32451, ISLM 32451

NEHC 20340. The Eastern Question, 1806-1914. 100 Units.

The course will examine history of European Great Power competition as it related to the Ottoman Empire. It will particularly focus on European perceptions of the Ottoman Empire as weak and on the ambitions of various European states to fill a possible power vacuum arising therefrom. It will also examine the role of emerging national sentiment among Ottoman subjects, especially in the Balkans, and the interaction of these with the "Eastern Question." This course is open to both graduate and undergraduate students.

Instructor(s): Holly Shissler Terms Offered: Autumn
Equivalent Course(s): NEHC 30340

NEHC 20350. Bordering the Middle East: Imperial State-building and its Legacies. 100 Units.

In this course, students will learn about the bordering of the Middle East, as a regional whole, and in the particulars of individual nation-state boundaries, in the 19th and 20th centuries. We will study ideas about North African and Southwest Asian geography, history, and culture, and their use, by Ottoman, British, and French imperial actors engaged in creating and enforcing political boundaries. We will also learn about the impacts of these borders on the lives of the bordered in the past and present.

Instructor(s): Carl Shook Terms Offered: Winter

Equivalent Course(s): NEHC 30350

NEHC 20410. Research Methods and the Academic Study of Islam. 100 Units.

This course equips students with the core tools, sources, and research practices essential for work in Arabic and Islamic Studies. Students will learn how to work efficiently with established research methods by engaging with key primary and secondary sources, reference works, journals, major subfields, and digital resources that form the backbone of scholarly inquiry in the field. Through sustained hands-on practice, the course aims to strengthen students' fundamental research skills. It introduces flexible research approaches, including the responsible use of AI-assisted tools to support discovery, analysis, and organization. The course also explores recent debates and methodological questions central to the study of Arabic and Islam across diverse historical, cultural, political, and religious contexts.

Instructor(s): Mehmetcan Akpinar Terms Offered: Winter

Prerequisite(s): Basic ability to work with Classical Arabic is required.

Equivalent Course(s): ARAB 40010, ISLM 40010, ARAB 20410, RLST 20410, NEHC 40010

NEHC 20430. Hadith Literature: Authenticity, Authority, Reception. 100 Units.

This advanced graduate seminar explores various genres within hadith literature, a vast corpus encompassing traditions about the speeches, and deeds of the Prophet Muhammad. Beyond examining different types of hadith collections, the course will trace the development of classical hadith scholarship and the critical methodologies employed by classical and medieval scholars in evaluating hadiths. In addition, the seminar will analyze key texts that discuss the role of hadith in law, theology, and Sufism, as well as its significance in the daily religious life of Muslims. The course will also introduce the intertextualities between Twelver Shi'ite and Zaydi hadith traditions and the Sunni hadith corpus, offering a comparative perspective on hadith transmission and interpretation across different Islamic traditions.

Instructor(s): Mehmetcan Akpinar Terms Offered: Winter

Prerequisite(s): Minimum two years of proficiency in Arabic required.

Note(s): This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): NEHC 40430, RLST 20430, ISLM 40430

NEHC 20471. 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 T. Robinson Terms Offered: Winter

Equivalent Course(s): RLST 23107, MDVL 25400, JWSC 21107, NEHC 40470, JTAC 45400, ISLM 45400, FNDL 24106, HREL 45401, RLVC 45400

NEHC 20504. Introduction to the Hebrew Bible. 100 Units.

The Hebrew Bible (Old Testament) is a complex anthology of disparate texts and reflects a diversity of religious, political, and historical perspectives from ancient Israel and Judah. Because this collection of texts continues to play an important role in modern religions, new meanings are often imposed upon this ancient literature. In this course, we will attempt to read biblical texts on their own terms and will also contextualize their ideas and goals with texts and material culture from ancient Mesopotamia, Syro-Palestine, and Egypt. In this way, we will discover that the Hebrew Bible is fully part of the cultural milieu of the ancient Near East. To these ends, we will read a significant portion of the Hebrew Bible in English, along with selections from other ancient Near Eastern texts as well as secondary literature.

Instructor(s): Marshall Cunningham Terms Offered: Autumn

Prerequisite(s): This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): NEHC 30504, FNDL 11004, JTAC 31000, JWSC 20120, BIBL 31000, RLST 11004

NEHC 20511. The Beginnings of Islam. 100 Units.

This course will cover the first 150 years of Islamic history, beginning with the Prophet Muhammad's (d. 632) prophetic mission until the demise of the Umayyad dynasty in 749. Initially the focus will be on the Prophet's life as portrayed in the work of the 8th century compiler Ibn Ishaq (d. 767) as well as in modern biographies. In the second part, the focus will move to the Islamic conquests and the age of the Rashidun caliphs, who ruled for three decades (632-661) after the Prophet's death. The third and final part of the course will introduce the first Muslim dynasty, the Umayyads, under whose rule (661-750) the early Islamic community was transformed into a fully-fledged state. We will discuss several different topics, such as state formation in early Islam, ideas about religious vs. political leadership, the development of new religious identities, the emergence of a new ruling elite, formation of Muslim scholarly circles, the first examples of Islamic art and architecture, as well as inner-Muslim conflicts and rebellions.

Instructor(s): Mehmetcan Akpinar Terms Offered: Spring

Note(s): No background in Islamic studies or in Arabic language is required. This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): ISLM 30350, NEHC 30500, RLST 20350

NEHC 20568. Balkan Folklore. 100 Units.

Vampires, fire-breathing dragons, vengeful mountain nymphs, 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the

function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."

Instructor(s): Angelina Ilieva Terms Offered: Spring

Equivalent Course(s): ANTH 25908, NEHC 30568, ANTH 35908, REES 29009, REES 39009, CMLT 23301, CMLT 33301

NEHC 20573. The Burden of History: The Nation and Its Lost Paradise. 100 Units.

How and why do national identities provoke the deep emotional attachments that they do? In this course we try to understand these emotional attachments by examining the narrative of loss and redemption through which most nations in the Balkans narrate their Ottoman past. We begin by grounding our inquiry in some competing theories and histories of national identities. We then attempt to imagine the parameters that govern national identities for the populations that would eventually emerge from the Ottoman Empire and the Habsburg Empire as the interpellated members of modern nation states. Finally, we turn to the mythic temporality of the Romantic national narrative where the national past is retold through the formula of original wholeness, foreign invasion, Passion, and Salvation. With the help of Žižek's theory of the subject as constituted by trauma, we think about the national fixation on the trauma of loss, and the role of trauma in the formation of national consciousness.

Specific theme inquiries involve the figure of the Janissary as self and other, brotherhood and fratricide, and the writing of the national trauma on the individual physical body. Special attention is given to the general aesthetic of violence, victimhood, the casting of the victimized national self as the object of the "other's perverse desire." The main primary texts include Petar Njegoš' Mountain Wreath (Serbia and Montenegro), Ismail Kadare's The Castle (Albania), Anton Donchev's Time of Parting.

Instructor(s): Angelina Ilieva Terms Offered: Autumn

Equivalent Course(s): NEHC 30573, HIST 24005, CMLT 23401, REES 29013, REES 39013, CMLT 33401, HIST 34005

NEHC 20601-20602-20603. Islamic Thought and Literature I-II-III.

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

NEHC 20601. Islamic Thought and Literature I. 100 Units.

In the first quarter of Islamic Thought and Literature, students will explore the intellectual and cultural history of the Islamic world in its various political and social contexts. Chronologically, the course begins with emergence of Islam in the 7th century CE and continues through the Mongol conquests until the rise of the "gunpowder empires" circa 1500. Students will leave the course with a historical and geographical framework for understanding the history of the Middle East and a familiarity with the major forms of premodern Islamic cultural production (e.g., history-writing, scriptural exegesis, poetry, philosophy, jurisprudence, etc.). Students will also develop the skills and contextual knowledge necessary for analyzing these sources in English translation; they will thus come to appreciate premodern Islamic cultural products on their own terms while engaging in the collective work of historical interpretation. No prior background in the subject is required. This sequence meets the general education requirement in civilization studies.

Instructor(s): O'Malley, Austin, Jack Buredn Terms Offered: Autumn

Equivalent Course(s): HIST 25610, SOSC 22000, RLST 20401, MDVL 20601

NEHC 20602. Islamic Thought and Literature II. 100 Units.

In the second quarter of Islamic Thought and Literature, students will explore the Islamic world in its various political, social, and intellectual aspects. Chronologically, the course begins with the consolidation of the "gunpowder empires" in the 16th Century and continues into the modern era. Students will leave the course with a historical and geographical framework for understanding the history of the Middle East and a familiarity with the major debates such as state reform efforts, Islamic modernism, and nationalism; new genres (e.g., the novel); and new modes of communication, such as journals and newspapers. No prior background in the subject is required. Participation in the first quarter of the sequence is assumed. This sequence meets the general education requirement in civilization studies.

Instructor(s): Holly Shissler, Murat Bozluolcay 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): RLST 20402, HIST 25615, MDVL 20602, SOSC 22100

NEHC 20603. Islamic Thought & Lit III - The Experience of Being Colonized. 100 Units.

This course explores the multilayered nature of colonialism in the modern Middle East-military, institutional, ideological, educational, and economic-and surveys the different ways in which it was experienced by different Middle Easterners. The sources discussed range from historical accounts and autobiographies to novels, short stories, movies, and visual art. Through these sources, we consider

questions such as, Is there something distinctive about Western colonialism? Is the distinction between colonialism and postcolonialism meaningful? Is colonialism a form of globalization (or vice versa)?

Instructor(s): Ahmed El Shamsy Terms Offered: Spring

Equivalent Course(s): RLST 20403, MDVL 20603, HIST 25616, SOSC 22200

NEHC 20607. Islamic Thought and Literature III: Environmental History of the Modern Middle East. 100 Units.

What exactly is the land we call the Middle East? Is it a "Fertile Crescent," a paradisaical land of milk and honey? Or is it a barren place requiring special effort to "make the desert bloom"? The Middle East presents a unique environmental context as an arid zone that is nevertheless rich in agricultural and natural resources. It is also a region that has been the focus of intensive imperial, colonial, and settler-colonial projects in the modern era. How were Ottoman, French, British, American, and Zionist efforts to control this land shaped by environmental factors - imagined or real - and how did they in turn shape the environment they sought to control? In this course we will chart the development of these colonial and imperial projects, and resistance to them, across the history of the modern Middle East. We will then engage with recent work in Middle Eastern environmental history to collectively interpret these projects through the lens of their environmental entanglements. No prior knowledge of the region is assumed; all materials in English.

Instructor(s): Durkin, Coleman Terms Offered: Spring

NEHC 20630. Introduction to Islamic Philosophy. 100 Units.

This course provides an overview of the major themes, figures, and debates in medieval Islamic philosophy. We will explore the works of key philosophers such as Al-Farabi, Ibn Sina (Avicenna), Al-Ghazali, and Ibn Rushd (Averroes), examining their contributions to metaphysics, ethics, epistemology, politics, and the relationship between reason and revelation. Through close readings of primary texts and critical discussions, students will gain an understanding of how Islamic philosophical thought interacted with Greek philosophical tradition. No prior knowledge of Arabic is required—just an open and inquisitive mind.

Instructor(s): Soufan, Abdallah Terms Offered: Spring

Equivalent Course(s): ISLM 30630, RLST 23630, NEHC 30630

NEHC 20645. History of the Fatimid Caliphate. 100 Units.

This course will cover the history of the Fatimid (Shiite) caliphate, from its foundation in the North Africa about 909 until its end in Egypt 1171. Most of the material will be presented in classroom lectures. Sections of the course deal with Fatimid history treated chronologically and others with separate institutions and problems as they changed and developed throughout the whole time period. Readings heavily favored or highly recommended are all in English.

Instructor(s): P. Walker Terms Offered: Spring

Equivalent Course(s): NEHC 30645, MDVL 20645, HIST 34401, HIST 24401

NEHC 20692. Armenian History through Art and Culture. 100 Units.

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

Instructor(s): Hripsime Haroutunian Terms Offered: Autumn

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

NEHC 20718. Lost Languages and Decipherment. 100 Units.

Hieroglyphs. Cuneiform. The Phoenician alphabet. Two centuries ago these and other scripts could not be read; some of them were not considered writing at all. Today, scholars debate the fine points of ancient Egyptian and Sumerian grammar. They read early Greek in Linear B tablets, ancient Mayan in Mesoamerican glyphs, an unsuspected Indo-European language in curious Anatolian hieroglyphs, and other long-forgotten languages in other scripts, some of them cracked only recently. In this course we will examine several famous and not-so-famous decipherments: how scholars deciphered these scripts, decoded their languages and brought their literatures and cultures back to life. We will also consider why so many scripts must be deciphered—why some scripts and languages have died out so completely that they have been forgotten. Finally, we will investigate a number of scripts that have yet to be deciphered, such as Etruscan, the Rongorongo script of Easter Island (pictured above), and the knot-based writing system of the Inca khipus, and consider why they remain unsolved.

Instructor(s): Aren Wilson-wright Terms Offered: Spring

Equivalent Course(s): NEHC 30718

NEHC 20721. Iran: An Ancient Empire. 100 Units.

An examination of the emergence and evolution of the Iranian Empire in late antiquity, the most enduring territorially extensive political system in ancient West Asian history. Its name, Erānshahr, signaled the centrality of Zoroastrianism to its conception and organization. The course will therefore focus on the role of the religion,

as a complex of ideas and institutions, in the shaping of Iran's society, culture, political economy, and imperial infrastructure. It will also consider the development of Rabbinic Judaism, Christianity, and Manichaeism within the empire's confines. The course will pay special attention to the legacy of Iran in the medieval and modern Middle East, arguably equivalent to Rome's in the West.

Instructor(s): R. Payne Terms Offered: Autumn

Equivalent Course(s): HIST 35611, HIST 25611, NEHC 30721

NEHC 20765. Introduction to the Musical Folklore of Central Asia. 100 Units.

This course explores the musical traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.

Instructor(s): Kagan Arik Terms Offered: Spring

Equivalent Course(s): REES 25001, NEHC 30765, MUSI 33503, ANTH 25905, MUSI 23503, REES 35001

NEHC 20802. Empires and Peoples: Ethnicity in Late Antiquity. 100 Units.

Late antiquity witnessed an unprecedented proliferation of peoples in the Mediterranean and the Middle East. Vandals, Arabs, Goths, Huns, Franks, and Iranians, among numerous others, took shape as political communities within the Roman and Iranian empires or along their peripheries. Recent scholarship has undone the traditional image of these groups as previously undocumented communities of "barbarians" entering history. Ethnic communities emerge from the literature as political constructions dependent on the very malleability of identities, on specific acts of textual and artistic production, on particular religious traditions, and, not least, on the imperial or postimperial regimes sustaining their claims to sovereignty. The colloquium will debate the origin, nature, and roles of ethno-political identities and communities comparatively across West Asia, from the Western Mediterranean to the Eurasian steppes, on the basis of recent contributions. As a historiographical colloquium, the course will address the contemporary cultural and political concerns-especially nationalism-that have often shaped historical accounts of ethnogenesis in the period as well as bio-historical approaches-such as genetic history-that sometimes sit uneasily with the recent advances of historians.

Instructor(s): R. Payne Terms Offered: Spring

Prerequisite(s): Open to advanced undergraduates and graduate students.

Equivalent Course(s): HIST 30902, MDVL 20902, CLCV 23718, CLAS 33718, NEHC 30802, HIST 20902

NEHC 20808. Biography of the Prophet Muhammad. 100 Units.

This introductory course offers an overview of Prophet Muhammad's life as portrayed in the early and medieval Arabic narrative tradition and through the lens of modern scholarship. We will discuss a diverse range of topics, such as life in pre-Islamic Arabia, the Prophet's early life before prophethood, the first revelations, the Meccan period, his migration to Medina, his religio-political leadership and the military expeditions during the Medinan period, his reported miracles, etc. At the same time, students will gain an overview of the *sira*/maghazi literature, i.e., the texts devoted to the life of the Prophet Muhammad in the Muslim tradition. Modern methodological questions which concern the reliability of the narrative traditions in reconstructing the biography of the "historical Muhammad" and a wide range of approaches developed in Western academia to overcome problems related to the source material will also be addressed.

Instructor(s): Mehmetcan Akpinar Terms Offered: Autumn

Note(s): No background in Islamic studies or Arabic language required. This course meets the HS Committee distribution requirement for Divinity students.

Equivalent Course(s): RLST 20808, NEHC 30808, ISLM 30808, MDVL 20808, FNDL 20808

NEHC 20838. Further Topics in Late Ottoman History-1. 100 Units.

This course will introduce students to a number of important topics in Eighteenth and nineteenth century Ottoman history, such as the nature of the great local notables, the growing importance of proteges, and the bureaucratic reform.

Instructor(s): H. Shissler Terms Offered: Winter

Prerequisite(s): Open to Graduate students and undergraduates with some knowledge of Middle Eastern History.

Equivalent Course(s): NEHC 30838

NEHC 20866. Commerce and State in the Ottoman Empire. 100 Units.

This course examines the widely held view that changes in Ottoman commerce precipitated a decisive shift in the nature of the Ottoman state during the nineteenth century. Many narratives highlight the incorporation of Ottoman lands into the capitalist world-economy, government-led liberal economic reforms, the political ascent of merchants and bankers tied to foreign capital, and even an "imperialism of free trade." Taking the Ottomans as its case study, the course invites broader reflection on the relationship between commerce and politics in the modern world. How and when does trade acquire political significance? Which forms of commercial activity and which regions are emphasized-or overlooked-in economic histories? When and what kinds of markets and merchants become identified with capitalism? Focusing mainly on the nineteenth century, we will explore these questions by bringing together four classic works on Ottoman trade and four recent studies that offer new perspectives on commerce and state in the Empire. With renewed attention to political economy and capitalism in Ottoman and Middle East studies, the course equips students to think across classic and recent literatures on these themes.

Instructor(s): Murat Bozulolcay Terms Offered: Winter
 Equivalent Course(s): KNOW 20866, NEHC 30866, KNOW 30866, HIST 35803, HIST 25809

NEHC 20893. Sem: WWI in the Ottoman Empire-1. 100 Units.

World War I in the Ottoman Empire. This course will examine WWI in in the Ottoman Empire broadly, considering social, economic, and military aspects of the conflict and with attention to the wartime experience for those at the front and on the home front. This is a two-quarter seminar, where the first quarter can be taken independently as a colloquium-style course for credit.

Instructor(s): Holly Shissler Terms Offered: Spring
 Note(s): Instructor consent required for undergraduates
 Equivalent Course(s): NEHC 30893, HIST 59301

NEHC 20911. Prophets in Jewish and Islamic Traditions. 100 Units.

In this course, we will study the tales of the prophets as found in the Bible, the Qur'an, and Jewish and Islamic interpretive traditions. By examining and enjoying the narratives of individual prophets, we will develop an understanding of prophecy as a broad religious phenomenon. The course offers opportunities for comparative enquiry into two sacred scriptures-the Bible and the Qur'an-and the rich interpretive literature that Jewish and Islamic communities created in order to understand them. All readings will be in English translation. Assignments include three short essays, an oral presentation, and a final exam.

Instructor(s): J. Andruss Terms Offered: Winter
 Equivalent Course(s): RLST 20910, JWSC 20910

NEHC 21002. Greece and the Balkans in the Age of Nationalism. 100 Units.

This course is an introduction to the history of Southeastern Europe since the 1790s. Each week's work will examine a key topic in the Balkan affairs through a combination of lectures, readings and discussion of associated issues. The class will not follow the history of any one Balkan country comprehensively. Instead, the course will direct students' attention to relevant developments which address questions like these: 1. How does Balkan history related to European history? 2. What is a nation, a nationality, and an ethnic group? 3. What has nationalism meant in the Balkans? The course emphasizes the history of Greece, Albania, Bulgaria, Romania and Yugoslavia, with some attention to events in the Ottoman Empire, the Habsburg Monarchy and Hungary as appropriate. The course aims to offer a historical background that will enable students to better understand the recent history of Greece and the Balkans.

Instructor(s): Stefanos Katsikas Terms Offered: Spring
 Equivalent Course(s): REES 21001, MOGK 31001, HIST 23613, MOGK 21001

NEHC 21355. Diaspora, Language, Identity: North African Literature and Film. 100 Units.

What happens when your "mother tongue" is a language you were never taught to speak or write? In the Maghreb (Algeria, Morocco, Tunisia), language is not just a tool of communication, but a contested territory. It is a space where French, Classical Arabic, Amazigh (Berber), and Darija (colloquial dialect) collide-and where identity is often shaped in the gaps between them. This course explores how North African writers and filmmakers navigate the tension between mother tongues and colonial languages, the body as a site of resistance, and the search for belonging. Through selections of memoir, short stories, and film, we will examine questions of language, identity, and displacement-from colonial history to contemporary diaspora in France. Readings include Assia Djebbar, Leïla Sebbar, and Mohamed Choukri; films range from *The Battle of Algiers* to recent works by Nabil Ayouch, Leyla Bouzid, and Mounia Meddour.

Instructor(s): Esther Kim Terms Offered: Spring
 Prerequisite(s): Note: Taught in English. Students registered for French credit will complete all primary source readings and written assignments in French.
 Equivalent Course(s): CMLT 31355, RDIN 21355, FREN 24326, CMLT 21355, RDIN 31355, NEHC 31355

NEHC 21780. Poetry of the Hebrew Bible. 100 Units.

The course will survey poetic genres of the Hebrew Bible, their elements and tropes, scholarship on biblical poetry specifically, and approaches to poetry in general.

Instructor(s): Simeon Chavel Terms Offered: Winter
 Prerequisite(s): PQ: Introductory Biblical Hebrew I-III (BIBL 33900-34000 + Text course) or equivalent.
 Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
 Equivalent Course(s): NEHC 41780, BIBL 41780, RLST 21780, HIJD 41780

NEHC 22010. Jewish Civilization I: Ancient Beginnings to Medieval Period. 100 Units.

This course provides an interdisciplinary introduction to some transformations (textual, geo-political, social, economic, religious, cultural, and historical) between the first millennium BCE and the middle of the second millennium CE that Jewish communities, and the scholars who study them, draw upon, interpret, investigate, and disagree about, when talking about "Jewish Civilization." Working both chronologically and thematically, it covers a range of primary textual sources-biblical, Talmudic, philosophical, literary, mystical, epistolary, and others-to better understand the histories of Jewish communities as constituted through mutually influencing exchanges with, and attempts at differentiation from, neighboring, dominant populations, as well as contestation about the possible trajectories of Jewish life internal to Jewish communities. It will also address questions of method and genre in the study of Judaism-namely, what sorts of artifacts can be or should be called upon to study a "civilization," how such artifacts should be approached, and whose authority shapes (and ought to shape) such decisions.

Instructor(s): Larisa Reznik, James Adam Redfield Terms Offered: Autumn
Equivalent Course(s): RLST 22010, JWSC 12000, HIST 11701, MDVL 12000

NEHC 22011. Jewish Civilization II: Early Modern Period to 21st Century. 100 Units.

Introduction to Jewish thought, experience, creativity, conflict, and relations with others from the 17th century to the present in Europe, the Middle East, and the Americas. Ranging across Sephardi and Ashkenazi life, religious and secular culture, philosophy and the arts, politics and the everyday, we focus on three key questions. First, how have Jews faced the theological, intellectual, and normative challenges that modernity has posed to Judaism, and what forms of Jewishness have they created in response? Second, how have Jews confronted the challenges, opportunities, and grave dangers presented to them by the modern political ideologies of liberalism, nationalism, socialism and antisemitism, and how have Jewish political efforts changed or failed to change Jews' condition? Third, what defines the Jewish present after a century marked by extremes of assimilation and extrusion, possibility and violence? We study the unprecedented integration Jews have enjoyed in the US and the radically new forms of Jewish life taking shape in Israel, where a state devoted to cultivating Jewish nationhood and the formation of a majority-Jewish Hebrew-speaking national society have profoundly impacted the lives of both Jews and Palestinians. Our study of the Jewish present engages both conflict and creativity: the violent Israeli-Palestinian conflict, Jewish confrontations with spiraling global tensions, the divides that wrack Jewish life within, and new forms of Jewish art and thought.

Instructor(s): Orit Bashkin Larisa Reznik Terms Offered: Winter
Equivalent Course(s): HIST 11702, RLST 22011, JWSC 12001

NEHC 22020. Interrogating Gender, Power, and Agency: How Women Change the World beyond the West? 100 Units.

This course critically examines gender, agency, and liberation in the Middle East. The course will begin with a discussion of human agency, its relation to sociocultural context, and the feminist literature on the issues of agency, resistance, and liberation. Then, we will explore these relationships in non-Western contexts by drawing examples from Turkey, Iran, and Northern Syria. In the cases of Turkey and Iran, we will focus on the feminist movements and women's collective actions for the right to wear and take off the headscarf. In the case of Northern Syria, we will explore the agencies of Kurdish female guerrillas and their conceptions of empowerment. In each case, we will focus on the moral and ethical principles that guide women's choices and trace their sociohistorical foundations.

Instructor(s): S. Numanbayraktaroglu Terms Offered: Winter

Note(s): Catalog content areas: 3, C

Equivalent Course(s): GNSE 23159, CHDV 22020, ANTH 22020, ANTH 32020, CHDV 32020, GNSE 32020, NELC 32020

NEHC 22110. American Islam. 100 Units.

The American Muslim community hails from all corners of the globe, and represents a diverse mix of ethnic groups, socio-economic backgrounds, political persuasions, and theological positions. American Islam is older than the nation itself, and Muslims have contributed to the American project throughout its history. Today, the United States represents one unique node in a complex, global Muslim world, with deep and active relationships connecting the United States to the historic centers of Muslim life. Conspicuously religious Muslims also occupy greater positions of power and visibility across American society, from the halls of Congress to the comedy club stage. This course will provide a historically-informed, globally-inflected exploration of contemporary American Islam. Students will engage primary texts of American Muslim life and consider them within social, cultural, and historical context.

Instructor(s): Tom Maguire Terms Offered: Winter

Equivalent Course(s): RLST 27310, NEHC 32110

NEHC 22115. Iconoclasm. 100 Units.

The recent removal of Confederate statues in the US and ISIL's destruction of ancient sites in Iraq and Syria, while motivated by different aims, find a common solution in dealing with images deemed inappropriate. Context is crucial to understanding what is at stake in these different iconoclastic acts: What is being destroyed? Who is destroying it and why? Although the term "iconoclasm" initially was used to describe the violent clashes between rival Christian ideologies over the status of images in a religious context in the 8th century, scholars now use it more capaciously and it refers to any movement dedicated to the destruction of images, be it in ancient Mesopotamia, Reformist Europe, or Talibanist Afghanistan. While the term offers syntactical clarity, it simultaneously obscures the various processes that go into practicing iconoclasm; for example, what motivated Byzantine destruction of icons is distinct from why European colonizers destroyed Native American heritage. This seminar proposes a broad and historically contingent study of iconoclasm. By looking at a range of examples from different periods and geographical contexts, we will examine the ways in which images have been perceived as threats, aberrations, seductions, or inconveniences best removed. We will also explore the various ways in which removed images continue to resonate with new meanings. The seminar spends a week defining the key terms before delving into particular case studies of iconoclasm.

Instructor(s): M. Manohar Terms Offered: Spring

Prerequisite(s): This course fulfills the following requirements in the ARTH major and minor: Asian pre-1800, Asian post-1800

Equivalent Course(s): SALC 32115, PARR 22115, RLST 28312, SALC 22115, ARTH 32115, ARTH 22115

NEHC 22308. Phoenician Religion (In Their Own Words And Those of Their Neighbors) 100 Units.

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

Instructor(s): Carolina López-Ruiz Terms Offered: Winter

Prerequisite(s): Intermediate knowledge (2 years) of a Semitic language (e.g., Hebrew, Phoenician, Aramaic, Ugaritic, Arabic) OR of ancient Greek and/or Latin.

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): HREL 42308, CLAS 32322, RLST 22308, CLCV 22322, NEHC 42308

NEHC 22502. Persian Literary Translation Through the Translation of Hafez. 100 Units.

Persian Literary Translation Through the Translation of Hafez Translating poetry is often a challenging endeavor, but translating Persian classical poetry is especially complex for several reasons, including the genre's prevalence of *ebhām* (ambiguity) and *ihām* (polyvalence). These challenges have caused many literary translators to dub Hafez's poetry as practically untranslatable, yet nonetheless there have been many attempts at translation, with varying degrees of success. This course aims to both explore the specific challenges translators of Hafez have encountered and also to strengthen students' literary translation skill through the translation of Hafez's works. After conducting a survey of existing translations of Hafez and other Persian classical poets, hands-on translations of several ghazals of Hafez will foster a better understanding of the multilayered meanings of his poetry. In addition, published as well as video sources on literary translation will serve as an introduction to prevailing theories of translation and to efficient methodologies of translating literary texts. The course being essentially designed to familiarize students with the practice of translation, students will create and refine their own translations of selected poems of Hafez. The complete term paper must be 10-15 pages of typed double-spaced font 12 text and include the introductory essay, the translation, and the original poems.

Instructor(s): Shabani-Jadidi, Pouneh Terms Offered: Spring

Prerequisite(s): PERS 20102

Equivalent Course(s): PERS 20502, NEHC 32502

NEHC 22602. Modern Iran: Through Film & Literature in Translation. 100 Units.

In this course we will examine modern Iran through film and literature. We will investigate the distinct characteristics of pre- and post-revolutionary Iranian society through Persian films, novels, short stories, and poetry in English translation. Discussions for the pre-revolutionary period will revolve around social justice; political and religious corruption; poverty and political dissent, and other contribution factors to the 1979 Islamic revolution in Iran. Post-revolutionary topics include themes such as class, representations of Islam and the clerical establishment; social problems; gender politics; women's social, economic, and political roles; the struggle between modernity and traditionalism in contemporary Iran; and the symbolic language of modern Iranian cinema as well as censorship and its role in creating the Iranian contemporary literature. There is no prerequisite for the course and no knowledge of Persian is required. All readings are in English translation and the films are with English subtitles. The course includes lectures deconstructing political, religious, and social evolution of modern Iran as well as regular class discussions where we will address the issues in question from a variety of perspectives using a diverse range of sources to give us a bird's eye view of the issues at stake.

Instructor(s): Shabani-Jadidi, Pouneh Terms Offered: Spring. First offering Spring 2026

Equivalent Course(s): NEHC 32602

NEHC 22671. Orhan Pamuk. 100 Units.

What happens when postmodern fiction refuses to stay post? What if the most radical act of postmodernism is embracing history? Pamuk's novels reimagine the past in ways that refuse to settle for the fragmented, chaotic world we are told to expect. This course explores a selection of key works by Nobel Prize-winning author Pamuk, including his modernist novel *The New Life* and his postmodern masterpieces such as *The White Castle*, *My Name is Red*, and *A Strangeness in My Mind*. How does Pamuk use Istanbul in his work? Does it function merely as a setting, or does it take on the role of a character, with its history, contradictions, and politics reshaping the narrative? We will also engage with selections from Pamuk's essays on literary craft and his memoir *Istanbul* to better understand his layered relationship with this complex city. Pamuk's works offer a nuanced exploration of East and West, confronting the legacy of Orientalism while subverting postmodern conventions. How does he reframe techniques like metafiction, unreliable narrators, or nonlinear time to explore memory, identity, and the restless nature of modernity? We will also trace the evolution of Pamuk's style and examine how his growing global audience influences his self-presentation as a writer.

Instructor(s): Levi, Melih Terms Offered: Winter

Equivalent Course(s): FNDL 22671, CMLT 22671, ENGL 22671

NEHC 22700. Biblical Law. 100 Units.

This course will examine the laws in the Torah/Pentateuch and elsewhere in the Hebrew Bible for their legal, social, and moral reasoning; their style; their meaning in literary works, as literature; and their historical setting. It will compare them to laws in other ancient works like the Hammurabi monument(s).

Instructor(s): Simeon Chavel Terms Offered: Spring

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.
Equivalent Course(s): RLST 22700, JWSC 22702, HIJD 32700, BIBL 32700, NEHC 32700

NEHC 22707. Rumi: Poetry, Wisdom, and Metaphysics. 100 Units.

Hailed as one of the world's greatest mystical poets, Jalal al-Din Rumi (d. 1273) transcends the boundaries of language, religion and ethnicity. Today Rumi's poems can be heard in mosques, monasteries, churches and synagogues. This course examines Rumi's teachings, the metaphysics of love and his perennial wisdom through translations of his sublime verse, the quintessential art form of the Sufis. Students will engage with the field of Persian Sufi literature and understand the methods employed by scholars in studying Sufi poetry.

Instructor(s): Mukhtar Ali Terms Offered: Spring

Equivalent Course(s): RLST 22707, FNDL 22707

NEHC 22708. Persian Literature in "the West" 100 Units.

Although we may have passed "peak Rumi," Persian poetry is still often translated and consumed as a component of modern "global" spirituality, and poets like Hāfe# and Rumi are frequently understood to be universalizing mystics. This course explores how Persian poetry has been adapted into European languages and interpreted over the past two hundred years, from Transcendentalists to New Agers, with a particular focus on how it has been variously invested with religious or "spiritual" meaning in Euro-American contexts. Class readings include a variety of translations of Persian poetry; secondary sources on translation, reception, and "world literature"; and theoretical critiques of "religion" and "mysticism" as analytic categories. All readings are in English, and no prior familiarity with Persian or the Persian language is required.

Instructor(s): O'Malley, Austin Terms Offered: Winter

Prerequisite(s): All readings are in English, and no prior familiarity with Persian or the Persian language is required.

Equivalent Course(s): NEHC 32708, MDVL 22708

NEHC 22727. Afghanistan in Global History. 100 Units.

From the consolidation of European imperial control in South and Central Asia through the present day, Afghanistan has featured in the global imagination of empire. It has been called a "buffer state," "the graveyard of empires," and the land of the "great game." But how have Afghans experienced these global historical currents in their homeland? In this course, we trace the history of global and imperial engagement with Afghanistan, as well as Afghans' own articulations of their history, society, and culture, with particular attention to Afghan experiences of British, Soviet, and US intervention. We ask how external global powers imagined Afghanistan and sought to use that imaginary to establish regional authority. Equally, we study how Afghans responded to global geopolitical claims and developed their own historical narratives that exceed the simplified narratives developed by many global powers.

Instructor(s): Amanda Lanzillo Terms Offered: Spring

Equivalent Course(s): NEHC 32727, HIST 35910, GLST 22707, HIST 25910, SALC 32707, SALC 22707

NEHC 22780. Readings: Sufism in Morocco. 100 Units.

A close reading 18th-19th century Moroccan Sufi texts with a focus on the Shadhili writings of Sidi Ali al-Jamal and Mulay al-'Arabi al-Darqawi.

Instructor(s): Yousef Casewit Terms Offered: Spring

Prerequisite(s): Arabic reading proficiency required.

Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.

Equivalent Course(s): ISLM 42780, NEHC 42780, RLST 22780

NEHC 22906. Book of Ezekiel. 100 Units.

This course introduces the historical world around the Book of Ezekiel, the literary world portrayed within Ezekiel, the book's literary characteristics, and its meaning. The course is geared both to readers of the Bible in English and to readers of the Bible in Hebrew.

Instructor(s): Simeon Chavel Terms Offered: Winter

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): NEHC 32906, BIBL 32906, HIJD 32906, JWSC 22906, RLST 22906, FNDL 22906

NEHC 23250. Introduction to Islamic Theology. 100 Units.

Survey of ideas and arguments formulated by renowned Muslim theologians and responses that their doctrines triggered. Major doctrines will be covered, starting with early debates over the nature of belonging to the Muslim community, the nature of God, revelation, prophecy, freewill and predestination. The course roughly follows the historical development of Islamic theology in conversation with other Islamic sciences (philosophy, sufism, law), with a close examination of the confrontation between a group of rationalist theologians (Mu#tazilites), the traditionalist hadith-scholars, and the emergence of Sunni Ash#arite theology between the 9th and 11th centuries.

Instructor(s): Yousef Casewit Terms Offered: Autumn

Note(s): No knowledge of Arabic is required. Reading materials will be in English. Open to graduate students.

This course meets the CS Committee distribution requirement for Divinity students.

Equivalent Course(s): ISLM 36250, NEHC 36250, RLST 23250

NEHC 23300. State and Water Governance in Historical Perspective. 100 Units.

Who owns shared ecological resources, and how are their extraction, governance, and distribution regulated? What role do states play in "equitable" allocation of scarce ecological resources? We focus particularly on water,

examining how competing claims over this essential resource have been negotiated from the ancient past to the present. Water management is never merely technical: it is inherently social and political. It requires cooperation, yet it can also generate conflict—even warfare. Archaeological and historical scholarship often attributes large waterworks to ancient states, and hydraulic projects have been central to modern national states building globally. But can states balance the inherent tensions between a need to manage complex water systems that run across communities and the rights of those communities for communal and ecological well-being? Centralization and efficiency can undermine citizen rights and freedoms. We will question the roots of state accountability and representativeness in ecological distribution. We will review how ecological planning shapes identity, belonging, and the socio-economic resilience of distinct communities, and also reshapes communities' natural environment. Bringing historical and contemporary case studies into conversation, we will grapple with the difficult sociopolitical trade-offs of water governance. We will ask what alternative imaginaries of collective infrastructure and ecological governance are possible or desired.

Instructor(s): Gary Herrigel, Mehrnoush Soroush Terms Offered: Spring

Prerequisite(s): PQ: Third or fourth-year status

Equivalent Course(s): ARKE 23300, PLSC 23300, PLSC 33350, BPRO 23300, NEHC 33300, CEGU 23300, CEGU 33300

NEHC 23524. Constantinople, Byzantine and Ottoman: Crossroads of East and West. 100 Units.

Constantinople (modern Istanbul) was founded in 324 AD to be the capital of the eastern Roman empire. It did this until 1453, when it became the capital of the emerging Ottoman empire, a function that it served until 1922. No city in history has, for so long, served continually as the capital of two successive empires that, in their various incarnations, straddled Europe, Asia, and Africa and played a major role in shaping global politics and world culture. In this course, students will learn about these two parallel histories and cultures through a series of paired thematic units: Foundations; Imperial Cultures; Religious Cultures; and Hagia Sophia (a monument that continues to be a flashpoint for competing claims to the past and modern identities). One week in the middle will be devoted to Transitions, namely to the period around the siege of 1453, before which many Turks lived under east Roman rule and after which most Romans (Greeks) lived under Ottoman rule. The instructors will foster creative dialogue between these two cultures by focusing, in each unit, on exemplary monuments and primary written sources. Students will explore how public authority was claimed and contested, and how each phase of the city's history appropriated or sidelined the legacy of its own past.

Instructor(s): Anthony Kaldellis; Hakan Karateke Terms Offered: TBD

Equivalent Course(s): CLCV 23524, SIGN 23524, NEHC 33524, CLAS 33524

NEHC 23526. Diaspora, State, and Nation in Jewish History. 100 Units.

Diaspora, nationhood, statehood - the dangers, possibilities, and ethical problems within each of these seemingly bloodless terms have sometimes generated intense debate and inquiry within Jewish life. This class investigates the intellectual and political history of three such moments. We ask how traditional Judaism negotiated the relationship between cultivating a fulfilling religious existence in dispersion and potent theological traditions of seeing diaspora as Exile from the Holy Land. We investigate new forms of Jewish thought and politics of the late 19th century, when - against the backdrop of wider currents of secularization, nationalism, colonialism, and antisemitism - growing numbers of Jews looked to overcome diaspora through Zionism and other territorial and statist visions while others sought to remake diaspora itself through liberal integrationism, revolutionary socialism, or federalist autonomism. We will examine Jewish political thinking in our own fraught moment, as the ethnonationalist trajectories in Israeli Jewish political culture and society, the renewed enormities of the Israeli-Palestinian conflict, rising tensions between liberal and Orthodox forms of Judaism in both Israel and the US, and the crisis of the liberal order around the globe provoke debate about the value, morality, potentials, and dangers of Jewish sovereignty and diaspora alike while inciting urgent thinking about the unfolding situation in Israel and Palestine.

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

Equivalent Course(s): JWSC 23526, HIST 23526, RLST 27526

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

TBD

Instructor(s): Travis Jackson Terms Offered: Various

Prerequisite(s): 100-level music course or consent of instructor.

Equivalent Course(s): MUSI 23613

NEHC 23825. Human Rights in the Middle East. 100 Units.

This seminar explores the broad range of human rights struggles, concerns and activism in the contemporary Middle East region. The class will examine human rights issues posed by authoritarian, dictatorial and single-party state formations in the Middle East particularly by looking at the effects of internal security apparatuses, mechanisms of state violence, and struggles for political participation and liberty. We explore ongoing indigenous struggles for recognition and autonomy, such as the Kurdish, Sahrawi and Amazigh cases, while also contextualizing the region's complex history of colonial and neocolonial interventions by force and their human rights implications. We will examine the varied roles that non-state actors play in Middle Eastern human rights spheres, from militias to NGOs to religious and communal structures. The course will look to local actors and movements to explore forms of resistance, struggle, and social change while maneuvering through often highly-constrained political spaces. We pay particular attention to marginalized communities by looking at the rights struggles of minorities, women, children, migrant workers, the disabled, and the LGBTQ+ community in Middle

Eastern contexts. Personal Status Laws and their effects on rights, especially with regard to marital relations and parental rights are considered. Interdisciplinary and varied modes of knowledge production including film serve as source materials.

Instructor(s): Lindsay Gifford, Pozen Center for Human Rights Assistant Research Professor Terms Offered: Spring

Equivalent Course(s): LLSO 23825, GLST 23825, HMRT 33825, HMRT 23825, NEHC 33825

NEHC 24000. The Armenian Middle East. 100 Units.

This course approaches the modern Middle East through the prism of the Armenian diasporic experience. Using an interdisciplinary framework, the course seeks to situate the Armenian experience of displacement, refugeehood, reconfiguration and resilience as central to a transnational Middle East.

Instructor(s): Sossie Kasbarian Terms Offered: Spring. First offering Spring 2026

Equivalent Course(s): NEHC 34000, ARME 30400, ARME 20400

NEHC 24550. Major Trends in Islamic Mysticism. 100 Units.

An examination of Islamic mysticism, commonly known as Sufism, through English translations of premodern and contemporary Sufi literature originally composed in Arabic and Persian. The aim of this course is to gain firsthand exposure to a wide range of literary expressions of Islamic spirituality within their historical contexts, and to understand exactly what, how, and why Sufis say what they say. Each unit consists of lectures and close readings of selected excerpts in both the original Arabic/Persian and English translation.

Instructor(s): Yousef Casewit Terms Offered: Spring

Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.

Equivalent Course(s): RLST 24550, MDVL 24550, NEHC 32419, GLST 24550, ISLM 32419, SIGN 26068

NEHC 24567. Islamic Psychology. 100 Units.

An exploration of the growing body of literature on Islamic psychology. Relevant premodern approaches to mental well-being, rooted in scriptural, theological, philosophical, scientific, and mystical sources will be examined alongside contemporary literature that integrates insights from modern psychology with Islamic teachings. No Arabic required.

Instructor(s): Yousef Casewit Terms Offered: Winter

Equivalent Course(s): ISLM 34567, NEHC 34567, RLST 24567

NEHC 24590. Readings in Islamic Theology. 100 Units.

This course offers students the opportunity to engage first-hand with foundational texts—primarily in English translation, but also in the Arabic original—that shaped debates, polemics, and doctrine in Islamic theology up until the early modern period. At the center of the course is a wide range of key themes, including faith, free will, God's attributes, the nature of revelation, prophethood, eschatology, salvation, etc., as they are explored in writings produced by diverse theological orientations. To support close engagement with the primary sources, selected secondary literature will be incorporated into our discussions. The course enables students to understand Islamic theological themes within their intellectual contexts, while also making connections to modern theological debates in the Islamic world, which adapt and reinterpret earlier formulations. Knowledge of Arabic is recommended.

Instructor(s): Mehmetcan Akpınar Terms Offered: Spring

Equivalent Course(s): ISLM 34590, MDVL 24590, NEHC 34590, RLST 24590

NEHC 24592. Jewish and Islamic Ethics in al-Andalus. 100 Units.

This course will include readings in Jewish and Islamic ethics from al-Andalus and the Maghrib with a focus on the writings of Maimonides (d. 1204) -- especially his "Eight Chapters" and Commentary on Avot (completed in the 1160s) and Ibn al-Mar'a of Malaga (d. 1214) -- especially his commentary on Ibn al-'Arif.

Instructor(s): Jim Robinson and Yousef Casewit Terms Offered: Autumn

Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.

Equivalent Course(s): NEHC 34592, ISLM 34592, RLST 24592, RETH 34592, HIJD 34592, JWSC 24592, MDVL 24592

NEHC 24801. Words of the Wise: Proverbs and Qohelet. 100 Units.

Text-course (text in biblical Hebrew only) covering the literary genres, discursive styles, and philosophical ideas of Proverbs and Qohelet (Ecclesiastes), with attention to voicing, double-voicing, and intertextuality.

Instructor(s): Simeon Chavel Terms Offered: Winter

Prerequisite(s): One year of Biblical Hebrew.

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

Equivalent Course(s): BIBL 44800, NEHC 44801, RLST 22304, HIJD 44800

NEHC 24815. Collecting the Ancient World: Museum Practice and Politics. 100 Units.

Where is this artifact from? Who does it belong to? How did it get here? Who's telling its story? Critical inquiry into the practice and politics of museums has reached a new zenith in contemporary discourse. From discussions of acquisition and repatriation to provenience (archaeological findspot) and provenance (an object's ownership history) and the ethics of curation and modes of display, museum and art professionals-and the general public alike-are deliberating on the concept of museums and the responsibilities of such institutions towards the collections in their care. This course will explore the early history of museums and collecting practices and their

impact on the field today, with a focus on cultural heritage collections from West Asia and North Africa. We will first spend time on such topics as archaeological exploration of "the Orient," colonial collecting practices, and the antiquities trade, as well as the politics of representation and reception in the nineteenth and twentieth centuries. Next, we will look at critical issues presently facing museums, including ethical collection stewardship, provenance research, repatriation, community engagement, and public education. The course will be structured in a seminar format, with lectures devoted to the presentation of key themes by the instructor and critical discussion as a group. Meetings will include visits to the ISAC Museum at UChicago.

Instructor(s): K. Neumann Terms Offered: Winter

Prerequisite(s): This course fulfills the following requirements in the ARTH major and minor: Theory and Historiography, Asian, premodern (pre-1800), and African

Equivalent Course(s): HIST 30509, ARTH 34815, ARTH 24815, HIST 20509, NEHC 34815

NEHC 25209. Jews, Arabs, and Others: Nations from the Nile to the Jordan. 100 Units.

This course considers nationbuilding as an ongoing and recurring process in the Middle East, realigning identities and communities according to the political concerns of the time. In particular, we will examine how Arabs and Others have figured in the political imagination of both Egypt and Israel-Palestine. When can Egyptians, Palestinians, and Israelis consider themselves "Arab"—and when not? What are the stakes of naming Arab-ness or claiming it for oneself? To answer these questions, this course will include readings and popular films on Arab nationalism and minorities in Egypt, the question of Jewish versus Israeli nationalism, Arab (or Mizrahi) Jews in Israel, and the relationship of Palestinian nationalism to the borders that have been drawn within the historic land of Palestine.

Instructor(s): Callie Maidhof Terms Offered: Not offered 2025-2026

Equivalent Course(s): ANTH 24110, GLST 25209

NEHC 25218. Suhrawardi and His Interpreters. 100 Units.

Shihāb al-Dīn Suhrawardī (d. 1191), the founder of the *ishrāqī* philosophical tradition, is undoubtedly one of the most innovative and influential philosophers in the history of Islamic thought. In this seminar, we will examine major themes in the writings of Suhrawardī along with excerpts from Arabic commentaries by Muslim and Jewish authors such as Ibn Kammūnah (d. 1284), Shahrāzūrī (d. 1288), Quṭb al-Dīn Shīrāzī (d. 1311), Dawānī (d. 1502), Dashtakī (d. 1542), Qarabāghī (d. 1625) and Harawī (d. 1689). Topics include, Suhrawardī's understanding of the history of philosophy, light and the order of existence, virtues and human happiness, self-knowledge and self-awareness, conceptual and non-conceptual knowledge, and theory of ritual actions.

Instructor(s): Nariman Aavani Terms Offered: Spring

Prerequisite(s): 2 years of Arabic.

Note(s): This course meets the CS Committee distribution requirement for Divinity students.

Equivalent Course(s): RLST 25218, MDVL 25218, NEHC 35218, FNLD 25218, ISLM 35218

NEHC 25705. The last century of Persian in India (c. 1770-1850): Persian literary culture and its transformation. 100 Units.

In this seminar we will read original texts and familiarize students with archival research on Persian materials from the colonial period, looking at examples in original manuscripts and lithographed editions. Despite being rarely considered by historians of Persian cultural history and historians of British India, this period saw a fascinating profusion of writings, composed in particular by Hindu and Muslim scribes commissioned by British officers. Throughout the course we will emphasize the crucial role of Persian and Persian-writing Indian literati for the early colonial state administration and intelligence. Besides looking at works produced in a colonial context, we will examine the transformation of prose writing amongst Persianate literati in North Indian cities.

Instructor(s): Jean Arzoumanov Terms Offered: Winter

Equivalent Course(s): SALC 25705, SALC 35705, NEHC 35705

NEHC 25720. Eros, Religion and Poetry: the Ghazal. 100 Units.

The ghazal is one of the oldest genres of poetry that continues to thrive to this day. This course examines ghazals across multiple languages, with a focus on the Persian and Urdu tradition. We will learn how to read a ghazal, as well as how not to read one. We will meet a large number of ghazal poets, and the many kinds of things for which they use this remarkably adaptable genre. We will also consider significant events in the ghazal's long life, especially the threat it faced in the face of colonial modernity, as well as its spectacular survival. Finally, we will consider the place of the ghazal within Islamic lifeworlds, exploring the connection between the ghazal's poetics and questions of truth, ethics, and religion, challenging the category of the "literary" itself.

Instructor(s): Shariq Khan Terms Offered: Autumn

Equivalent Course(s): SALC 25720, ISLM 37520, RLST 27520

NEHC 25806. The Political Theologies of Zionism. 100 Units.

The relationship between nationalism and religion has throughout history been a stormy one, often characterized by antagonisms and antipathy. In this course we will examine from various aspects the complex nexus of these two sources of repeated ideological and political dispute within Judaism, and more specifically within Zionism as its political manifestation. Zionism has mostly been considered a secular project, yet recently, Zionist theory is scrutinized to identify and unearth its supposedly hidden theological origins. In nowadays Israel, a rise in religious identification alongside an increasing religiozation of the political discourse calls for the consideration of new theopolitical models of Zionism applicable in a post-secular environment. The aim of this course is to explore this complex intertwining of politics and religion in Israel from both historical and contemporary

perspectives. The first part of the course will outline the theoretical foundation of post-secular and political-theological discourses. The second part will address the explicit and implicit political ideologies of Zionism. The third part will outline contemporary aspects of political-theological thought in Israel, and their actual appearance in the political sphere.

Instructor(s): David Barak-Gorodetsky Terms Offered: Winter

Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.

Equivalent Course(s): THEO 35806, HIJD 35806, JWSC 27940, RLST 25806, HIST 39403

NEHC 25909. Histories of Environment and Technology in the Modern Middle East. 100 Units.

Over the past decade, the field of Middle East history has undergone a surge of scholarly interest in a broad range of "new materialisms." Alongside, and sometimes in conversation with, a marked revival of political economy, this new work has explored, in multiple directions, the mutual constitution and co-evolution of social formations in the region with the tangible materials of the world around them. After revisiting a number of earlier, classic works that examined similar questions under different guises, this course will cover a range of new studies that represent the diversity and promise of these new approaches to histories of environment and technology.

Instructor(s): A. Jakes Terms Offered: Autumn

Equivalent Course(s): HIST 25909, HIST 35909, CEGU 35909, NEHC 35909, CEGU 25909

NEHC 26001. Religion and Visual Culture in the Late Antique Mediterranean. 100 Units.

In this seminar, we examine sacred sites and artifacts of early Christians and their neighbors in the regions around the Mediterranean from the third century to about 750 CE. Case studies will illustrate the wealth of religious art and architecture associated with different religions that existed side by side—Christianity, Judaism, polytheism, and emerging Islam. This course has five main objectives: (1) to examine how the designs of religious spaces, buildings, and objects respond to specific spiritual or ritualistic needs; (2) to gain familiarity with typical features characterizing the arts of each religion or sect; (3) to identify elements of a common visual language that result from shared traditions or artistic cross-pollination; (4) to examine different ways in which material artifacts were employed as means of ideological propaganda; and (5) to study art and architecture as evidence of doctrinal competition and conflict. While this course foregrounds the study of material culture, written sources (in translation) complement the analysis of the visual evidence.

Instructor(s): Karin Krause Terms Offered: Spring. Not offered 2025–26

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): CLCV 26024, ARTH 26001, ARTH 36001, RLVC 36001, RLST 26001, CLAS 36024, MDVL 26001, HCHR 36001, JWSC 26020

NEHC 26103. Dreams, Visions, and Mystical Experience. 100 Units.

An exploration of primary literature and secondary scholarship on dream interpretation, luminous vision, and religious experience, with a focus on the writings of figures from the late North African Sufi tradition such as 'Alī al-Jamal and 'Abd al-'Aziz al-Dabbagh.

Instructor(s): Yousef Casewit Terms Offered: Spring

Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.

Equivalent Course(s): NEHC 36103, RLST 26103, AASR 36103, ANTH 26103, ISLM 36103, ANTH 36103

NEHC 26151. The History of Iraq in the 20th Century. 100 Units.

The class explores the history of Iraq during the years 1917–2015. We will discuss the rise of the Iraqi nation state, Iraqi and Pan-Arab nationalism, and Iraqi authoritarianism. The class will focus on the unique histories of particular groups in Iraqi society; religious groups (Shiis, Sunnis, Jews), ethnic groups (especially Kurds), classes (the urban poor, the educated middle classes, the landed and tribal elites), Iraqi women, and Iraqi tribesmen. Other classes will explore the ideologies that became prominent in the Iraqi public sphere, from communism to Islamic radicalism. We will likewise discuss how colonialism and imperialism shaped major trends in Iraqi history. The reading materials for the class are based on a combination of primary and secondary sources: we will read together Iraqi novels, memoirs and poems (in translation), as well as British and American diplomatic documents about Iraq.

Instructor(s): Orit Bashkin Terms Offered: Spring

Equivalent Course(s): SIGN 26028, NEHC 36151

NEHC 26322. Healing Traditions. 100 Units.

This seminar is a comparative exploration of medical and healing traditions and their religious, spiritual, and cultural intersections. Students will gain an understanding of the history of medicine in the Middle East, India, China, and the West, including the metaphysical systems that inform those traditions. Within the frameworks of Islamic Medicine, i.e. "prophetic medicine" and Sufi healing practices, Avicenna and the Galenic tradition, Chinese Medicine, Ayurveda and Buddhist medicine, we will discuss the following topics: Ritual healing, faith and prayer, divine healers and medical authority, etiology and pathology, religious pharmacology and drugs, mental health, spiritual states and possession, and near death experiences, among others. Students will conduct research on a particular modality in conversation with recent trends in health in modern allopathy while evaluating efficacy, scope and place of traditional modalities.

Instructor(s): Mukhtar Ali Terms Offered: Winter

Equivalent Course(s): HLTH 26322, RLST 26322, GLST 26322, KNOW 26322, CCTS 26322

NEHC 26500. The Radiant Pearl: Introduction to Syriac Literature and its Historical Contexts. 100 Units.

After Greek and Latin, Syriac literature represents the third largest corpus of writings from the formative centuries of Christianity. This course offers students a comprehensive overview of the dominant genres and history of Syriac-speaking Christians from the early centuries through the modern day. Moving beyond traditional historiography that focuses exclusively on early Christianity within the Roman Empire, this class examines Christian traditions that took root in the Persian and later Islamic Empires as well. Through studying the history and literature of Syriac-speaking Christians, the global reach of early Christianity and its diversity comes to the fore. Syriac-speaking Christians preached the Gospel message from the Arabian Peninsula to early modern China and India. Syriac writers also raised female biblical figures and holy women to prominent roles within their works. Students will broaden their understanding of the development of Christian thought as they gain greater familiarity with understudied voices and visions for Christian living found within Syriac literature. Special attention will be paid to biblical translation, asceticism, poetry, differences between ecclesial communities as well as the changing political fortunes of Syriac-speaking populations. No previous knowledge or study expected.

Instructor(s): Erin Galgay Walsh Terms Offered: Autumn

Equivalent Course(s): GNSE 26505, GNSE 36505, HCHR 36500, BIBL 36500, NEHC 36500, RLST 16500

NEHC 26702. Arabic into Hebrew: Translation and Cultural Change during the Middle Ages. 100 Units.

Religions, like all cultural phenomena, are akin to organic beings: they change, grow and adapt, absorb and assimilate what they encounter, become transformed constantly in relation to challenges and opportunities - and sometimes react against them. This course will focus on one example of religious-cultural-philosophical adaptation and change through a study of the medieval translation of Arabic and Judeo-Arabic works into Hebrew during the 12th-15th centuries. We will focus on the translations themselves and translation technique, but principally on what was translated and why, when and where, by whom and for whom. All this with an added emphasis on the result: how did Judaism and Jewish culture change through translation - in all its forms - during the high middle ages.

Instructor(s): James T. Robinson Terms Offered: Autumn. Not offered 2025-26

Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.

Equivalent Course(s): CMLT 36702, ISLM 36702, CMLT 26702, RLVC 36702, JWSC 26702, MDVL 26702, HREL 36702, HIJD 36702, NEHC 36702, RLST 26702

NEHC 26994. Anticolonial Worlding: Literature, Film, Thought. 100 Units.

This course explores anticolonial worldbuilding through literature, film, art, and philosophy. It focuses on the role of the cultural Cold War in shaping anticolonial aesthetics and politics during the twentieth century as well as its impact on our current political moment. The mid-century was characterized by an expansion of anticolonial festivals, exchanges, and congresses and marked by political crises and coalitional solidarity across Vietnam, Palestine, Cuba, Soviet and US imperial expansion, and the May 1968 student protests. We will explore how Pan-Arab, Pan-African, Non-Aligned/Global South, Marxist-Leninist, indigenous land rights, and racial justice movements mobilized class, gender, and language politics. Exploring anticolonial literature, film, and art across a multilingual and transnational archive we will ask how socialist and speculative realisms, engaged literature, third cinema, agitprop, and other aesthetic movements generated powerful internationalist imaginations and networks of resistance.

Instructor(s): Hoda El Shakry Terms Offered: Autumn

Equivalent Course(s): HMRT 26994, REES 26994, CMLT 26994, ENGL 26994, RDIN 26994, GNSE 26994

NEHC 27213. Partings, Encounters, and Entangled Histories: The Formation of Judaism and Christianity. 100 Units.

When did the fault lines between Judaism and Christianity emerge? This course explores this question by examining the formation of Judaism and Christianity within the world of the Ancient Mediterranean. What religious views, texts, and practices did Jews and Christians hold in common? How did early writers construct communal boundaries and project "ideal" belief and practice? What role did the changing political tides of the Roman and Persian empires play? We will explore continuities and growing distinctions between Jews and Christians in the areas of scriptural interpretation, ritual practices, and structures of authority. Special attention will be paid to debates around gender and sexuality, healing, and views of government and economics. We will approach these issues through material evidence and close readings of early literature in light of contemporary scholarship. Students interested in modern histories of Judaism and Christianity will gain a firm foundation in the pivotal debates, texts, and events that set the trajectories for later centuries.

Instructor(s): Erin Galgay Walsh Terms Offered: Winter

Prerequisite(s): No prerequisite knowledge of the historical periods, literature, or religious traditions covered is expected.

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): HIJD 37213, HIST 31600, BIBL 37213, RLST 27213, HCHR 37213, CLCV 24021, CLAS 34021, JWSC 27213, NEHC 37213

NEHC 28005. Arabfuturism: Other Worlds and Worlding Otherwise. 100 Units.

Interrogating the possibilities and limits of futurity amidst existential, territorial, ecological, and ideological states of crisis, Arabfuturism-like its sister project of Afrofuturism/s-speaks to how speculative cultures turn to sites of historical or present rupture to envision alternate, possible, or impossible worlds. It is a critical mode of reading assemblages of colonialism, capitalism, and biopolitics that theorizes other ways of being, knowing,

and imagining. These counter-futures disrupt the logics of the past, present, and assumed future to envision entirely new archeologies of futurity. Beyond the toll of US-backed "forever wars," recent years have cast the MENA region into unprecedented turmoil. We have also witnessed the promise of revolutions sweeping the region following the 2010 Arab Spring. This seminar explores representations of apocalypse, dystopia, science fiction, speculative history, (non)futurity, and fantasy across works of literature, film, and art from the Middle East and North Africa. Fictional works will be paired with theoretical readings that frame imagination and futurity in relation to the extractive economies of war, colonialism, and capital. Foregrounding the political and ethical stakes of futurity as an existential, epistemic, and aesthetic project, we consider how speculative acts of world-building can not only chart possible paths forward but also reveal the critical potential of impossible acts of imagination.

Instructor(s): Hoda El Shakry Terms Offered: Autumn

Note(s): Graduate students by consent only.

Equivalent Course(s): ENGL 38005, CMLT 28005, ENGL 28005, ISLM 37885, RLST 27885, AASR 37885, CMLT 38005, NEHC 38005

NEHC 28055. Queerness in the Shadow of Empire: Sexualities in the Modern Middle East. 100 Units.

Critics, from both the Right and the Left, claim that liberal sexual regimes are Western, imperial impositions onto Muslim and Middle Eastern societies. On the other hand, LGBTQ+ advocates claim that the restriction of sexuality is itself a colonial legacy. This class will delve into this debate by examining cutting edge empirical and theoretical work on Queer lives in the modern Middle East.

Instructor(s): E. Abelhadi Terms Offered: Autumn. Distribution: C;3

Prerequisite(s): Instructor consent

Note(s): Distribution: C;3

Equivalent Course(s): GNSE 20141, CHDV 38055, CHDV 28055, NEHC 38055, RDIN 28055, RDIN 38055, GNSE 30141

NEHC 28101. Iblis: Muslim Perspectives on the Devil. 100 Units.

This course examines a range of Muslim perspectives on the Devil. Is Iblis a personification of evil, an archetype of arrogant rebellion against divine command, a perfect monotheist and tragic lover of God, or an ally of humankind and teacher of freedom and creativity? Our readings will include selections from the Qur'an and hadith, Sufi poetry, modern political and theological writing, and others.

Instructor(s): Alireza Doostdar Terms Offered: Spring

Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): AASR 38101, ISLM 38101, ANTH 38101, NEHC 38101, FNDL 28101, ANTH 28102, RLST 28101

NEHC 28140. Golems, Angels, and AI. 100 Units.

What makes us human? Is it our bodies or our souls? Our propensity to reason or our capacity for love? Or is it our ability to select all squares containing bicycles? In this interdisciplinary course, we consider what it means to be human by contrasting the human with the non-human. We think with sci-fi authors about how humans are different from androids and aliens. We think with scientists about how humans are different from animals and algorithms. We think with religious traditions about how humans are different from angels and abominations. Topics to be discussed include what we owe to our creators and our creations, what dehumanization is and why we do it, how people throughout history have tried to transcend their physical forms, and what monsters have to tell us about the good life.

Instructor(s): Russell Johnson Terms Offered: Spring

Equivalent Course(s): RLST 28140, ANTH 28140, HIPS 28140, ISLM 38140, HREL 38140, NEHC 38140, ANTH 38140, JTAC 38140

NEHC 28402. The Book of Judges. 100 Units.

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

Instructor(s): Simeon Chavel Terms Offered: Autumn

Prerequisite(s): One year Biblical Hebrew.

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

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

NEHC 28499. How Did The Ancients Interpret Their Myths? 100 Units.

How did the ancient Greeks interpret their own narratives about the gods? How did their encounter with Near Eastern mythologies shape their own story-telling, and how did their understanding and use of myths evolve with time? In this course, we will explore the ancient interpretation of myth from the archaic Greek to the Roman periods. First, we will focus on the cross-cultural adaptations of Near Eastern traditions in Greek epic (Homer and Hesiod), as a form of interpretation itself. Then we will discuss how ancient poets and thinkers interpreted and reinterpreted divine narratives, paying attention to their philosophical, literary, and cultural strategies, from Orphism and Plato to the Stoics and later philosophical schools, including Euhemerism and its engagement with Phoenician mythology.

Instructor(s): Carolina López-Ruiz Terms Offered: Spring

Equivalent Course(s): HREL 38499, NEHC 38499, CLAS 38422, RLST 28499, CLCV 28422

NEHC 28504. Interactions b/w Jewish Phil. and Lit.in Middle Ages. 100 Units.

Any study of Jewish philosophy that focuses on a small collection of systematic summus tells only half the story. In this seminar, the emphasis will be shifted from canonical theologies to lesser-known works of literature.

Each class will examine the way a different genre was used to defend philosophy and teach it to the community at large. Emphasis will be on literary form and style, rhetoric, methods of teaching and argumentation, all in relation to questions about reception and dissemination, progress and creativity, science and religion.

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

Equivalent Course(s): RLST 28504, HIJD 42700, NEHC 42700, MDVL 22700, ISLM 42700, RLVC 42700, JWSC 22701

NEHC 28611. Jewish Sufism. 100 Units.

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

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

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

NEHC 28882. Magic and Divination in the Islamic World. 100 Units.

From weather forecasts to stock market speculations, our modern world is saturated with predictions for the future. In spite of this, other divinatory methods such as astrology are often portrayed as superstitious, irrational, or unreligious. This course will introduce students to the unexpected interaction of science, magic, and religion through the exploration of divination in the Islamic world. We will ask how divination can be a part of religious practice and how methods of future-telling are said to "work" from the perspective of the philosophers and scientists who practiced them. We will also explore the arguments against divination and identify and understand religious and/or scientific objections to the practice. All readings will be in English translation.

Instructor(s): Alex Matthews Terms Offered: Winter

Equivalent Course(s): CCTS 21020, RLST 28882, HIPS 28882, KNOW 28882, MDVL 28882

NEHC 29003. Islam Beyond the Human: Spirits, Demons, Devils, and Ghosts. 100 Units.

This seminar explores the diverse spiritual and sentient lifeforms within Islamic cosmology that exist beyond the human—from jinn, angels, and ghosts to demons and devils. We will focus on theological, scientific, philosophical, anthropological, and historical accounts of these creatures across a variety of texts, as well as their literary and filmic afterlives in contemporary cultural representations. In so doing, we consider the various religious, social, and cultural inflections that shape local cosmological imaginaries. We ask how reflecting on the nonhuman world puts the human itself in question, including such concerns as sexuality and sexual difference, the boundaries of the body, reason and madness, as well as the limits of knowledge.

Instructor(s): Alireza Doostdar and Hoda El Shakry Terms Offered: Autumn

Prerequisite(s): Enrollment by consent only for graduate students. Grad students should send the instructors a paragraph explaining their interest and prior preparation or familiarity with the themes in the course.

Note(s): This course meets the LMCS or SCSR Committee distribution requirement for Divinity studies.

Equivalent Course(s): ANTH 49003, KNOW 49003, ISLM 49003, GNSE 29003, NEHC 49003, HIPS 29003, RLST 29003, CMLT 49003, AASR 49003, GNSE 49003, CMLT 29003, ANTH 29003

NEHC 29023. Returning the Gaze: The West and the Rest. 100 Units.

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

Instructor(s): Angelina Llieva Terms Offered: Winter

Equivalent Course(s): CMLT 39023, NEHC 39023, HIST 23609, REES 29023, HIST 33609, REES 39023, CMLT 29023

NEHC 29030. Islam, Race and Decoloniality. 100 Units.

This course explores western perspectives, attitudes and representations of Muslims and Islam from medieval European thought, through liberal colonial encounters to contemporary media and political discourses. Students will examine the intersection of race and religion as it applies to the construction of Muslim identity and alterity in the Western imagination. We will explore the remarkable consistency across centuries of the threatening, menacing, barbaric and uncivilized Muslim "Other". The course centers around these Orientalist constructions and will explore the power structures, colonial modalities, epistemological frameworks, and ideological assumptions that perpetuate the racialization of Islam and Muslims within the United States and abroad. This

course ultimately aims to uncover potentials for resistance, recovery and renewal through the politics and praxis of decoloniality. Students will gain familiarity with decolonial theory and practices, as well as the important project of 'epistemic delinking' as it is framed by contemporary scholars intent on challenging, possibly undoing and remapping the Muslim experience within global liberal political modernity.

Instructor(s): Maliha Chishti Terms Offered: Winter

Note(s): This course meets the LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): INRE 29030, RDIN 39030, AASR 39030, RLST 29030, ANTH 29030, KNOW 39030, RDIN 29030, NEHC 39030, ANTH 39030, ISLM 39030, INRE 39030

NEHC 29765. Cultural Heritage Management Crisis in Conflict Areas. 100 Units.

As a result of the widespread destruction of monuments, museums, and archaeological sites in conflict areas, combined with the creation of brand-new international funds to protect heritage in situations of armed conflict or climate change, this class presents a series of lectures and discussions by the course instructors along with guest lectures by heritage specialists who focus on the various geographical zones concerned. It will also adopt a transdisciplinary approach where several fields of expertise will be convoked, from archaeology and curatorial to international heritage protection law.

Instructor(s): Marc Maillot, Gil Stein Terms Offered: Spring

Equivalent Course(s): ARTH 39765, KNOW 39765, NEHC 39765, KNOW 29675

NEHC 29899. Research Colloquium. 100 Units.

Required of fourth-year students who are majoring in NELC. This is a workshop course designed to survey the fields represented by NELC and to assist students in researching and completing their Research Project. Students must get a Reading and Research form from their College Adviser and complete the form in order to be registered. Signatures are needed from the adviser and Director of Undergraduate Studies. Please indicate on the form that you wish to register for NEHC 29899 Section 01.

Instructor(s): Mourad-Cizek, Anna-Latifa Terms Offered: Autumn

NEHC 29989. Race and the Bible. 100 Units.

The course will cover race in the Bible, race in the ancient world of the Bible, American use of the Bible on race, and the critique of race as a formative and constructed concept.

Instructor(s): Erin Galgay Walsh and Simeon Chavel Terms Offered: Winter

Prerequisite(s): BIBL 31000 (Introduction to the Hebrew Bible) or BIBL 32500 (Introduction to the New Testament). BIBL 32500 can be taken concurrently.

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

Equivalent Course(s): HCHR 49999, RLST 29109, BIBL 49999, NEHC 49989, HIJD 49999

NEHC 29995. Research Project. 100 Units.

In consultation with a faculty research adviser and with consent of the Director of Undergraduate Studies, students devote the equivalent of a one-quarter course to the preparation of their Research Project. Students are required to submit the College Reading and Research Course Form. Please indicate that you wish to register for NEHC 29995 Section 01 with the Director of Undergraduate Studies.

Instructor(s): Reculeau, Herve Terms Offered: Winter

Prerequisite(s): 4th year NELC majors only. Approval of Director of Undergraduate Studies.

NEAR EASTERN LANGUAGES COURSES

NELG 20125. Amarna Canaanite in its Sociolinguistic Setting. 100 Units.

In this course, we will focus on letters from the Amarna archive (ca. 1360-1330 BCE) that were written in what is commonly referred to as "Canaanite-Akkadian", a form of Akkadian with significant influence from the native Canaanite language(s) of the scribes. There is no consensus as of yet what "Canaanite-Akkadian" represents in terms of language. One aim of the course is to look at different proposals and evaluate them based on the original texts. In order to be able to understand the origin of Canaanite-Akkadian and to put it into its proper historical and sociolinguistic context, we will further read earlier texts from Canaan, including those from Hazor and Taanach, before going over to letters from major Canaanite sites attested in the Amarna archive, such as Byblos, Jerusalem, Megiddo, Gezer, and others.

Instructor(s): Rebecca Hasselbach-Andee Terms Offered: Winter

Prerequisite(s): Intermediate Akkadian, two years of Hebrew (or Arabic)

Equivalent Course(s): NELG 30125

NELG 20301. Introduction to Comparative Semitics. 100 Units.

This course examines the lexical, phonological, and morphological traits shared by the members of the Semitic language family. We also explore the historical relationships among these languages and the possibility of reconstructing features of the parent speech community.

Instructor(s): R. Hasselbach-Andee Terms Offered: Autumn

Prerequisite(s): Knowledge of two Semitic languages or one Semitic language and Historical Linguistics.

Equivalent Course(s): LING 20320, NELG 30301, LING 30320

NELG 20901. Advanced Seminar: Comparative Semitic Linguistics. 100 Units.

This course is an advanced seminar in comparative Semitics that critically discusses important secondary literature and linguistic methodologies concerning topics in the field, including topics in phonology, morphology, syntax, etc.

Instructor(s): R. Hasselbach-Andee Terms Offered: Winter

Prerequisite(s): Introduction to Comparative Semitics. Undergraduates require consent of instructor.

Equivalent Course(s): NELG 40301

PERSIAN COURSES**PERS 10101-10102-10103. Elementary Persian I-II-III.**

This sequence concentrates on modern written Persian as well as modern colloquial usage. Toward the end of this sequence, students are able to read, write, and speak Persian at an elementary level. Introducing the Iranian culture is also a goal.

PERS 10101. Elementary Persian I. 100 Units.

This course is designed for complete beginners and teaches students to pronounce, read and write standard Persian, as well as some Iranian colloquial dialect. It includes an introduction to the alphabet, pronunciation patterns, greetings, basic structures, and other fundamentals. Students who have exposure to other Middle Eastern or South Asian languages, but have not formally studied Persian before, should enroll in this course. By the end of the course, students will be able to communicate in Persian at a Novice-Mid level according to the ACTFL National Standards. They should be able to read and compose basic texts in formal Persian relating to themselves and their everyday lives, and handle basic 'survival' scenarios that have been covered in class

Instructor(s): Pouneh Shabani-Jadidi Terms Offered: Autumn

PERS 10102. Elementary Persian II. 100 Units.

This sequence concentrates on all skills of language acquisition (reading, writing, listening, and speaking). The class begins with the Persian alphabet, and moves to words, phrases, short sentences, and finally short paragraphs. The goal is to enable the students towards the end of the sequence to read, understand, and translate simple texts in modern standard Persian and engage in short everyday conversations. All the basic grammatical structures are covered in this sequence. Introducing the Iranian culture through the texts is also a goal. The class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): Pouneh Shabani-Jadidi Terms Offered: Winter

Prerequisite(s): PERS 10101

PERS 10103. Elementary Persian III. 100 Units.

This sequence concentrates on all skills of language acquisition (reading, writing, listening, and speaking). The class begins with the Persian alphabet, and moves to words, phrases, short sentences, and finally short paragraphs. The goal is to enable the students towards the end of the sequence to read, understand, and translate simple texts in modern standard Persian and engage in short everyday conversations. All the basic grammatical structures are covered in this sequence. Introducing the Iranian culture through the texts is also a goal. The class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation.

Instructor(s): Pouneh Shabani-Jadidi Terms Offered: Spring

Prerequisite(s): PERS 10102

PERS 20021. Persian Short Story and Translation. 100 Units.

Persian short story writing began in the twentieth century with Mohammad-Ali Jamalzadeh's collection *Yek-ī būd yek-ī nabūd* (1921). The 1920s through the 1940s is considered the formative period of Persian short-story writing, also known as the first period. The second period in the development of the modern Persian short story began with the coup of 28 Mordād 1332/19 August 1953 and ended with the 1979 revolution. The third period that started after the 1979 revolution has been called the period of diversity in that it brought forth a variety of literary movements. In this course, we will review the three periods of Persian short story development mentioned above to give you historical background on this genre of Persian literature. However, the focus of readings in this course is the short stories written by Hedayat, Daneshvar, Pirzad, Golshiri, Esmā'ili, and others who have employed elements of fantasy, surrealism, and the paranormal in their stories. The class meets twice per week, each time for an hour and a half. We will read the original stories in Persian and discuss them in class in Persian. We will use hypothesis as a social annotation tool to engage you more deeply with the readings through a collaborative discovery of the text. We will also do collaborate translations of selected sections of some stories in our course blog as well as composing commentaries on each story.

Instructor(s): Shabani-Jadidi, Pouneh Terms Offered: Spring

Equivalent Course(s): PERS 30021

PERS 20101-20102-20103. Intermediate Persian I-II-III.

This sequence deepens and expands students' knowledge of modern Persian at all levels of reading, writing, and speaking. Grammar is taught at a higher level, and a wider vocabulary enables students to read stories, articles, and poetry. Examples of classical literature and the Iranian culture are introduced.

PERS 20101. Intermediate Persian I. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian. The goal is to enable the students to gain proficiency in all skills of language acquisition at a higher level. In this sequence, the students learn more complex grammatical structures and gain wider vocabulary through reading paragraph-length texts on a variety of topics related to Persian language, literature, and culture. Students will also be familiarized with Persian news and media terminology. Class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation. Instructor(s): Pouneh Shabani-Jadidi Terms Offered: Autumn
Prerequisite(s): PERS 10103 or consent of instructor

PERS 20102. Intermediate Persian II. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian. The goal is to enable the students to gain proficiency in all skills of language acquisition at a higher level. In this sequence, the students learn more complex grammatical structures and gain wider vocabulary through reading paragraph-length texts on a variety of topics related to Persian language, literature, and culture. Students will also be familiarized with Persian news and media terminology. Class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation. Instructor(s): Pouneh Shabani-Jadidi Terms Offered: Winter
Prerequisite(s): PERS 20101 or consent of the instructor

PERS 20103. Intermediate Persian III. 100 Units.

This sequence deepens and expands the students' knowledge of modern Persian. The goal is to enable the students to gain proficiency in all skills of language acquisition at a higher level. In this sequence, the students learn more complex grammatical structures and gain wider vocabulary through reading paragraph-length texts on a variety of topics related to Persian language, literature, and culture. Students will also be familiarized with Persian news and media terminology. Class meets four hours a week with the instructor and one hour with a native informant who conducts grammatical drills and Persian conversation. Instructor(s): Pouneh Shabani-Jadidi Terms Offered: Spring
Prerequisite(s): PERS 20202 or consent of the instructor

PERS 20105. Wit and Wisdom in Persian Quatrains: Omar Khayyam, Mahsati, 'Attar, and Others. 100 Units.

In this course, students will learn to read, understand, and recite Persian quatrains (*roba'iyat*): short, two-line poems that often end with a witty "punchline," funny or profound. We will explore quatrains attributed to several figures including Omar Khayyam, the 12th-century philosopher; 'Attar, the 13th-century Sufi poet; and Mahsati, one of the best-known female poets in the canon and a member of Sultan Sanjar's mid-12th-century court. Special attention will be paid to the various oral and textual means of these poems' transmission, including anthologies and compilations. To contextualize these verses, we will analyze selections from Persian rhetorical writings, histories, and hagiographies that shed light on the quatrain's meter, origin, and function within various courtly, intellectual, and religious settings. In addition to Persian-language primary sources, the course includes secondary source readings in Persian and English, but the language of class discussion will be English. One year of prior Persian-language study (or equivalent) is required and two years are recommended. Instructor(s): O'Malley, Austin Terms Offered: Autumn
Prerequisite(s): one year of Persian language study (two recommended)
Equivalent Course(s): PERS 30105

PERS 20331. Love and War: The Romance and Epic Traditions in Premodern Persian. 100 Units.

This advanced reading course introduces students to the intertwined epic and romance genres in premodern Persian. Through engagement with the original sources, students will become familiar with the vocabulary, grammatical features, poetic topoi, and metrical rules necessary to read, understand, and analyze key selections from Ferdowsi, Neẓāmi, Amir Khosrow, Jāmi, and other poets. In addition to developing their linguistic skills and familiarizing themselves with central texts of the premodern Persian canon, students will also engage with both Persian- and English-language scholarship on the tradition. This course is open to those who have completed two years of Persian or the equivalent, or are currently enrolled in the second year. Instructor(s): O'Malley, Austin Terms Offered: Winter
Prerequisite(s): two years of Persian or the equivalent, or are currently enrolled in the second year.
Equivalent Course(s): PERS 30331

PERS 20502. Persian Literary Translation Through the Translation of Hafez. 100 Units.

Persian Literary Translation Through the Translation of Hafez Translating poetry is often a challenging endeavor, but translating Persian classical poetry is especially complex for several reasons, including the genre's prevalence of *ebhām* (ambiguity) and *ihām* (polyvalence). These challenges have caused many literary translators to dub Hafez's poetry as practically untranslatable, yet nonetheless there have been many attempts at translation, with varying degrees of success. This course aims to both explore the specific challenges translators of Hafez have encountered and also to strengthen students' literary translation skill through the translation of Hafez's works. After conducting a survey of existing translations of Hafez and other Persian classical poets, hands-on translations of several *ghazals* of Hafez will foster a better understanding of the multilayered meanings of his poetry. In addition, published as well as video sources on literary translation will serve as an introduction to prevailing theories of translation and to efficient methodologies of translating literary texts. The course being essentially designed to familiarize students with the practice of translation, students will create and refine their

own translations of selected poems of Hafez. The complete term paper must be 10-15 pages of typed double-spaced font 12 text and include the introductory essay, the translation, and the original poems.

Instructor(s): Shabani-Jadidi, Pouneh Terms Offered: Spring

Prerequisite(s): PERS 20102

Equivalent Course(s): NEHC 32502, NEHC 22502

PERS 29021. Reading Indo-Persian harmonized prose: Bahār-i dānish. 100 Units.

In this course, we will read excerpts from one of the most popular collections of stories written in harmonized (aka ornate) prose in Mughal India: #Ināyatallāh's Bahār-i dānish. We will use several editions of the texts as well as commentaries and translations and focus on grammar, rhetoric, and the various strategies one may use to render Persian harmonized prose into English.

Instructor(s): Thibaut d'Hubert Terms Offered: Winter

Equivalent Course(s): SALC 29021, PERS 39021, SALC 39021

TURKISH COURSES

TURK 10101-10102-10103. Elementary Turkish I-II-III.

This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. This sequence consists of reading and listening comprehension, as well as grammar exercises and basic writing in Turkish.

Modern stories and contemporary articles are read at the end of the courses.

TURK 10101. Beginning Modern Turkish. 100 Units.

This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. This sequence consists of reading and listening comprehension, as well as grammar exercises and basic writing in Turkish. Modern stories and contemporary articles are read at the end of the courses.

Instructor(s): Kagan Arik Terms Offered: Autumn

Note(s): The class meets for five hours a week

TURK 10102. Elementary Turkish II. 100 Units.

Elementary Turkish (First Year)

Instructor(s): Kagan Arik Terms Offered: Winter

Prerequisite(s): TURK 10101

Note(s): This class meets for five hours a week

TURK 10103. Elementary Turkish III. 100 Units.

Elementary Turkish (First Year)

Instructor(s): K. Arik Terms Offered: Spring

Prerequisite(s): TURK 10102

Note(s): This class meets for five hours a week

TURK 10501. Intro to Turkic Languages I. 100 Units.

The first quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Autumn

Equivalent Course(s): LING 18701, KAZK 10501, UZBK 10501

TURK 10502. Introduction to Turkic Languages II. 100 Units.

The second quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Winter

Prerequisite(s): TURK 10501

Equivalent Course(s): KAZK 10502, UZBK 10502

TURK 15000. Turkish in Istanbul. 100 Units.

TBD

TURK 15001. Elementary Turkish in Istanbul. 100 Units.

Elementary Turkish in Istanbul

TURK 15002. Elementary Turkish in Istanbul. 100 Units.

TURK 15003. Intermediate Turkish in Istanbul. 100 Units.

TURK 15004. Intermediate Turkish in Istanbul. 100 Units.

TURK 15005. Advanced Turkish in Istanbul. 100 Units.

TURK 20101-20102-20103. Intermediate Turkish I-II-III.

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

TURK 20101. Intermediate Turkish I. 100 Units.

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

Prerequisite(s): TURK 10103, or equivalent with intermediate level proficiency test.

Instructor(s): Arik, Kagan Terms Offered: Autumn

Prerequisite(s): TURK 10103, or equivalent with intermediate level proficiency test.

TURK 20102. Intermediate Turkish II. 100 Units.

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

Instructor(s): Helga Anetshofer Terms Offered: Winter

Prerequisite(s): TURK 20101

TURK 20103. Intermediate Turkish III. 100 Units.

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

Instructor(s): Helga Anetshofer Terms Offered: Spring

Prerequisite(s): TURK 20102

TURK 20123. Summer Intensive Intermediate Turkish. 300 Units.

Summer Intensive Intermediate Turkish enables students to develop strong intermediate speaking, listening, reading and writing skills and further solidify their foundation and proficiency in Turkish. Students study Turkish as it is used in authentic media, literature, and film, and gain familiarity with Turkish culture and civilization. The course will also address the needs of those preparing to study Ottoman. The first half of the course emphasizes completing skills acquired in Beginning Turkish and improving competency, while the second half further deepens students' proficiency, using an introductory sample of authentic textual and audio-visual materials, and excerpts from Turkish literature and texts, ranging from late Ottoman and early Republican period to the present time. Students will have 25 contact hours per week in this course, including synchronous and asynchronous online class time with the instructor, and time spent similarly with the native language assistant. Several hours will be allocated each week to cultural activities such as viewing films, clips, and presentations, and virtual conversation tables. Intensive Intermediate Turkish is the equivalent of the 20100-20200-20300 sequence offered during the regular academic year at the University of Chicago.

Instructor(s): Staff Terms Offered: Summer

Prerequisite(s): Successful completion of TURK 10300 or equivalent placement.

TURK 29701. Independent Study: Old Turkic. 100 Units.

Independent study in Old Turkic.

Terms Offered: Autumn Spring Winter

UGARITIC COURSES

UGAR 20101-20102-20103. Ugaritic I-II-III.

Elementary Ugaritic

UGAR 20101. Ugaritic I. 100 Units.

First readings in texts in the Ugaritic language (1250-1185BC).

Instructor(s): D. Pardee Terms Offered: Autumn

Prerequisite(s): Second-year standing and one year of Classical Hebrew

UGAR 20102. Ugaritic II. 100 Units.

Continued reading of texts in the Ugaritic language, emphasis on prose texts.

Instructor(s): D. Pardee Terms Offered: Winter

Prerequisite(s): UGAR 20101

UGAR 20103. Ugaritic III. 100 Units.

Continued reading of texts in the Ugaritic language, emphasis on prose texts.

Instructor(s): D. Pardee Terms Offered: Spring

Prerequisite(s): UGAR 20102

UZBEK COURSES

UZBK 10103. Elementary Uzbek-3. 100 Units.

TBD

UZBK 10501. Intro to Turkic Languages I. 100 Units.

The first quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Autumn

Equivalent Course(s): LING 18701, TURK 10501, KAZK 10501

UZBK 10502. Introduction to Turkic Languages II. 100 Units.

The second quarter of a two-section course in which Elementary Kazakh and Elementary Uzbek will be offered as one class, with the option for students to study one or the other, or both simultaneously.

Instructor(s): Kagan Arik Terms Offered: Winter

Prerequisite(s): TURK 10501

Equivalent Course(s): TURK 10502, KAZK 10502

UZBK 29700. Independent Study: Uzbek. 100 Units.

Independent Study: Uzbek - Continuation of Introduction to Turkic Languages

Instructor(s): Kagan Arik Terms Offered: Spring

Prerequisite(s): TURK 10502

