

Near Eastern Languages and Civilizations

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Program of Study

The B.A. degree programs in Near Eastern Languages and Civilizations (NELC) are as varied as the wide subject matter they embrace. Areas of specialization within NELC include:

Archaeology and Art of the Ancient Near East

Classical Hebrew Language and Civilization

Cuneiform Studies (including Assyriology, Hittitology, and Sumerology)

Egyptian Languages and Civilization

Islamic and Modern Middle Eastern Studies (including Arabic, Armenian,

Modern Hebrew, Kazakh, Persian, Turkish, and Uzbek)

Near Eastern Judaica

Students who major in NELC learn one or more of the primary native languages as a means of access to the cultures of the ancient Near East and the modern Middle East. (Students who plan to do advanced work in Near Eastern studies are strongly encouraged also to develop a reading knowledge of German and French.) In consultation with the counselor for 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 museology, business, government, and other disciplines.

Students who major in other fields of study may wish to minor in NELC. The minor program is described below, after the description of the major.

Program Requirements

Thirteen courses and a B.A. paper are required for a NELC major.

(1) Two or three quarters of one of the following civilization sequences:

NEAA 20001-20002-20003. Archaeology of the Ancient Near East I, II, III

- NEHC 20001-20002-20003. Ancient Near Eastern History and Society I, II, III
 NEHC 20004-20005-20006. Ancient Near Eastern Thought and Literature I, II, III
 NEHC 20011-20012-20013. Ancient Empires I, II, III
 NEHC 20401-20402-20403. Jewish History and Society I, II, III
 NEHC 20404-20405-20406. Jewish Thought and Literature I, II, III
 NEHC 20411-20412-20413. Medieval Jewish History I, II, III
 NEHC 20501-20502-20503. Islamic History and Society I, II, III
 NEHC 20601-20602-20603. Islamic Thought and Literature I, II, III

Note that the course sequences on “Archaeology of the Ancient Near East” and “Medieval Jewish History” do not meet the general education requirement in civilization studies. All of the other NELC civilization sequences do meet the general education requirement.

(2) Six courses in one of the Near Eastern languages (e.g., Akkadian, Arabic, Armenian, Egyptian, Hebrew, Kazakh, Persian, Turkish, Uzbek). Credit for language courses may not be granted by examination or placement.

(3) Three or four elective courses in the student’s area of specialization. These courses should be chosen in consultation with the counselor for undergraduate studies. They may consist of additional NELC language courses, an additional NELC civilization sequence, or approved courses in areas such as archaeology, art, literature in translation, history, and religion.

(4) The B.A. Paper Seminar (NEHC 29800) is required of all NELC majors. It is to be taken in the Autumn Quarter of the year in which the student expects to graduate. The seminar and B.A. paper are described below.

Summary of Requirements

6	courses in one Near Eastern language at any level*
2 or 3	courses in one approved civilization sequence**
4 or 3	approved electives relating to the Near East***
<u>1</u>	B.A. Paper Seminar (NEHC 29800)
13	

* *Credit may not be granted by examination or placement.*

** *If a Near Eastern civilization sequence is used to meet the College general education requirement, a second Near Eastern civilization sequence is required for the NELC major.*

*** *May include one B.A. Paper Preparation (NEHC 29999).*

Grading. All courses used to meet requirements in the major must be taken for quality grades with the exception of the B.A. Paper Seminar (NEHC 29800), which is taken for *P/F* grading.

Advising. Students must complete a form in the departmental office as soon as they declare their major in NELC and must consult the counselor for undergraduate studies when planning their programs.

B.A. Paper Seminar. Candidates for the B.A. degree in NELC are required to write a substantial B.A. paper. The paper gives the student the opportunity to research a topic of interest and to improve writing and presentation skills.

It is the student's responsibility, in his or her **third** year, to approach a NELC faculty member with a request to serve as the student's faculty research adviser. The student and the faculty adviser together decide on a topic for the B.A. paper. The topic must be registered in the NELC department office by Monday of tenth week in Spring Quarter of the student's third year. Forms to register the topic are available in the departmental office.

Students are required to register for the B.A. Paper Seminar (NEHC 29800) in Autumn Quarter of their **fourth** year. A passing grade (*P*) for the seminar depends on full attendance and participation throughout the quarter. The B.A. Paper Seminar is a workshop course designed to survey the fields represented by NELC and to assist students in researching and writing their B.A. papers. Students continue working on their B.A. papers during the following quarters, meeting at intervals with their faculty research advisers. They may register for NEHC 29999 during the Winter Quarter to devote the equivalent of a one-quarter course to the preparation of the paper; the paper grade, reported in the Spring Quarter, will be the grade for the course NEHC 29999. See the course description below.

Students taking a double major may, with the permission of the NELC counselor for undergraduate studies, write a single B.A. paper that is designed to meet the requirements of both majors, provided that the faculty research adviser is a member of the NELC faculty. Approval from both program chairs is required. A consent form, to be signed by the chairs, 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.

The completed B.A. paper must be submitted to the faculty research adviser by Monday of third week in Spring Quarter. The faculty research adviser will grade the paper and then will submit it to the NELC counselor for undergraduate studies by Monday of fifth week in Spring Quarter. Students who fail to meet the deadline will not be eligible for honors and may not be able to graduate in that quarter.

The above information assumes a Spring Quarter graduation. Students who expect to graduate in other quarters should consult the NELC counselor for undergraduate studies.

Honors. Students who complete their course work and their B.A. papers with distinction are considered for honors. To be eligible for honors, students must

have an overall GPA of 3.25 or higher, they must have a NELC GPA of 3.5 or higher, and they must have earned a grade of *A* on the B.A. paper.

Minor Program in Near Eastern Languages and Civilizations

The minor in Near Eastern Languages and Civilizations requires a total of six courses. Students may choose one of two tracks: (1) a *language track* that includes three courses of one NELC language at any level, or (2) a *culture track* that replaces language study with courses in such topics as archaeology, history, religion, or literature in translation. Both tracks require a two- or three-quarter NELC civilization sequence.

Students who wish to take a minor in NELC must meet with the counselor for undergraduate studies before the end of Spring Quarter of their third year to declare their intention to complete the minor. Courses should be chosen in consultation with the counselor. Students should submit the counselor's approval for the minor program to their College adviser by the deadline above on a form obtained from the adviser.

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. More than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Listed below are sample sets of courses that meet the requirements of the NELC minor.

Language Track Sample Minor

AKKD 10101-10102-10103. Elementary Akkadian*

NEHC 20001-20002-20003. Ancient Near Eastern History and Society

Language Track Sample Minor

ARAB 20101-20102-20103. Intermediate Arabic*

NEHC 20601-20602-20603. Islamic Thought and Literature

Culture Track Sample Minor

NEHC 20011-20012-20013. Ancient Empires

NEHC 20401-20402-20403. Jewish History and Society

* Consult the counselor for undergraduate studies about the level of the language (introductory, intermediate, or advanced) required to meet the language track requirement. Credit may not be granted by examination to meet the language requirement for the minor program.

Faculty

O. Abu-Eledam, K. Arik, O. Bashkin, S. Creason, F. Donner, P. Dorman, M. Eissa, W. Farber, A. Finkelstein, C. Fleischer, N. Forster, S. Ghahremani, M. Gibson, P. Goedegebuure, N. Golb, H. Haroutunian, R. Hasselbach, K. Heikinen, J. Johnson, W. R. Johnson, W. Kadi, F. Lewis, H. Moayyad, A. Mohamed, F. Mustafa, H. Özoglu, H. Papazian, D. Pardee, T. Qutbuddin, S. Richardson, R. Ritner, M. Roth, D. Schloen, H. Shissler, G. Stein, M. Stolper, Th. van den Hout, D. Whitcomb, C. Woods, J. Woods, K. A. Yener

Courses: Akkadian (AKKD)

10101-10102-10103. Elementary Akkadian I, II, III. *PQ: Second-year standing.* The first two quarters of this sequence cover the elements of Babylonian grammar and the cuneiform writing system, with reading exercises in Old Babylonian texts (ca. 1900 to 1600 BC), such as the *Laws of Hammurabi*. The third quarter introduces Standard Babylonian, the literary language of ca. 1200 to 600 BC, with readings in royal inscriptions and literary texts. *W. Farber, Staff. Autumn, Winter, Spring.*

Courses: Ancient Anatolian Languages (AANL)

10101-10102-10103. Elementary Hittite I, II, III. *PQ: Second-year standing.* This three-quarter sequence 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 BC). *Th. van den Hout, P. Goedegebuure. Autumn, Winter, Spring.*

20501. Lycian. (=ANCM 30800) *PQ: Elementary Hittite or consent of instructor.* 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. *T. van den Hout. Winter.*

Courses: Arabic (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 six hours a week. Autumn, Winter, Spring.*

20101-20102-20103. Intermediate Arabic I, II, III. *PQ: ARAB 10103 or equivalent. Autumn, Winter, Spring.*

30201-30202-30303. High Intermediate Standard Arabic I, II, III. *PQ: ARAB 20103 or equivalent. Autumn, Winter, Spring.*

30301-30302-30303. High Intermediate Classical Arabic I, II, III. *PQ: ARAB 20103 or equivalent. Autumn, Winter, Spring.*

40101-40102-40103. Advanced Arabic Syntax I, II. *PQ: Third-year Arabic or equivalent. T. Qutbuddin. Autumn, Winter.*

Courses: Aramaic (ARAM)

10401-10402-10403. Elementary Syriac I, II, III. *PQ: Second-year standing.* The purpose of this three-quarter sequence is to enable the student to read Syriac literature with a high degree of comprehension. The course is divided into two segments. The first two quarters are devoted to acquiring the essentials of Syriac grammar and vocabulary. The third quarter is spent reading a variety of Syriac prose and poetic texts and includes a review of grammar. *This course is offered in alternate years. S. Creason. Autumn, Winter, Spring.*

20301-20302-20303. Targum I, II, III. *PQ: ARAM 10101.* This course is a reading and analysis of Targumic texts from the Babylonian and Palestinian traditions. *This course is offered in alternate years. D. Pardee. Autumn, Winter, Spring.*

Courses: Armenian (ARME)

10101-10102-10103. Elementary Modern Armenian I, II, III. (=EEUR21100-21200-21300/31100-31200-31300) This three-quarter sequence utilizes the most advanced computer technology and audio-visual aids enabling the students to master a core vocabulary, the alphabet, and basic grammatical structures, as well as to achieve a reasonable level of proficiency in modern formal and spoken Armenian (one of the oldest Indo-European languages). Considerable amounts of historical/political and social/cultural issues about Armenia are built into the course to prepare students who intend to conduct research in Armenian studies or to pursue work in Armenia. *H. Haroutunian. Autumn, Winter, Spring.*

10501. Introduction to Classical Armenian. This course focuses on the basic structure and vocabulary of the Classical Armenian language of Grabar, which is one of the oldest Indo-European languages. Course work enables the students to acquire the alphabet, phonology, and grammar to achieve basic reading skills in the Classical Armenian language. Reading assignments include a selection of original Armenian literature. This course is recommended for students who intend to conduct research in Armenian studies, Indo-European studies, or general linguistics. *H. Haroutunian. Winter.*

20101-20102-20103. Intermediate Modern Armenian I, II, III. *PQ: ARME 10103.* The goal of this three-quarter sequence is to enable students to reach an advanced level of proficiency in the Armenian language. The course covers a rich vocabulary and complex grammatical structures in modern formal and colloquial Armenian. Reading assignments include a selection of original Armenian literature and excerpts from mass media. *H. Haroutunian. Autumn, Winter, Spring.*

Courses: Egyptian (EGPT)

10101-10102. Introduction to Middle Egyptian Hieroglyphs I, II. (=ANCM 30500-30501) *PQ: Second-year standing.* This course examines hieroglyphic writing and the grammar of the language of classical Egyptian literature. *H. Papazian. Autumn, Winter.*

10103. Middle Egyptian Texts I. *PQ: EGPT 10101-10102.* (=ANCM 30502) This course features readings in a variety of genres, including historical, literary, and scientific texts. *H. Papazian. Spring.*

10201. Introduction to Coptic. *PQ: Second-year standing. Knowledge of earlier Egyptian language phases or Classical Greek or Koine Greek helpful but not required.* This course introduces the last native language of Egypt, which was in common use during the Roman, Byzantine, and medieval Islamic periods (fourth to tenth centuries CE). Grammar and vocabulary of the standard Sahidic dialect are presented in preparation for reading biblical, monastic, and Gnostic literature, as well as a variety of historical and social documents. *J. Johnson. Autumn.*

10202. Coptic Texts. **PQ: EGPT 10201.** This course builds on the basics of grammar learned in EGPT 10201 and provides readings in a variety of Coptic texts (e.g., monastic texts, biblical excerpts, tales, Gnostic literature). *Winter.*

20101. Middle Egyptian Texts II. *PQ: EGPT 10101-10103.* This course features readings in a variety of genres, including historical, literary, and scientific texts. *H. Papazian. Autumn.*

20102. Introduction to Hieratic. *PQ: EGPT 10101-10103 required; 20101 recommended.* This course introduces the cursive literary and administrative script of Middle Egyptian (corresponding to the Middle Kingdom period in Egypt) and is intended to provide familiarity with a variety of texts written in Hieratic (e.g., literary tales, religious compositions, wisdom literature, letters, accounts, graffiti). *H. Papazian. Winter.*

20110. Introduction to Old Egyptian. *PQ: EGPT 10101-10103 required; 20101 recommended.* This course examines the hieroglyphic writing and grammar of the Old Kingdom (Egypt's "Pyramid Age"), focusing on monumental readings from private tombs, royal and private stelae, administrative decrees, economic documents, and Pyramid texts. Some attention is given to Old Egyptian texts written in cursive Hieratic. *H. Papazian. Spring.*

20210. Introduction to Late Egyptian. *PQ: EGPT 10101-10103 required; 20101 recommended.* This course is a comprehensive examination of the grammar, vocabulary, and orthographic styles of the nonliterary vernacular of New Kingdom Egypt (Dynasties XVII to XXIV), as exhibited by administrative and business documents, private letters, and official monuments. We also study the hybrid "literary Late Egyptian" used for tales and other compositions. Texts from the various genres are read and analyzed in EGPT 20211. *R. Ritner. Spring.*

20211. Late Egyptian Texts. *PQ: EGPT 20210.* Building on the basics of grammar, vocabulary, and orthographic styles learned in EGPT 20210, this course focuses on the reading and analysis of Late Egyptian texts from the various genres. *Autumn.*

30120. Introduction to Demotic. *PQ: EGPT 10201 and/or 20210. J. Johnson. Winter.*

30121. Demotic Texts. *PQ: EGPT 30120. R. Ritner. Spring.*

Courses: Ge'ez (GEEZ)

10101-10102. Introduction to Classical Ethiopic I, II. This course introduces the fundamentals of Ge'ez (Classical Ethiopic) with an overview of grammar and the writing system, as well as exercises in reading early monumental and simple narrative texts. *R. Hasselbach. Autumn, Winter.*

10103. Readings in Classical Ethiopic. *PQ: GEEZ 10101-10102 or equivalent. R. Hasselbach. Spring.*

Courses: Hebrew (HEBR)

10101-10102-10103. Elementary Classical Hebrew I, II, III. (=JWSC 22000-22100-22200, JWSG 30100-30200-30300) 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 (e.g., translation to and from Hebrew, oral exercises, grammatical analysis); and (2) the third quarter is spent examining prose passages from the Hebrew Bible and includes a review of grammar. *The class meets five times a week. S. Creason. Autumn, Winter, Spring.*

10501-10502-10503. Introductory Modern Hebrew I, II, III. (=JWSC 25000-25100-25200, JWSG 35000-35100-35200, LGLN 20100-20200-20300/30100-30200-30300) This 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 at their level, and write short essays. *A. Finkelstein. Autumn, Winter, Spring.*

20001. Hebrew Letters and Inscriptions. *PQ: One year of classical Hebrew.* This course involves reading and analysis of the inscriptional material from Palestine written during the first millennium BC (including texts from Transjordan). *D. Pardee. Autumn.*

20002. Phoenician Inscriptions. *PQ: HEBR 20001.* 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. *D. Pardee. Winter.*

20003. Punic Inscriptions. *PQ: HEBR 20002.* This course is a continuation of *HEBR 20002.* Texts resulting from the Phoenician expansion into the Western Mediterranean (primarily North Africa) are studied. *D. Pardee. Spring.*

20104-20105-20106. Intermediate Classical Hebrew I, II, III. (=JWSC 22300-22400-22500, JWSG 30400-30500-30600) *PQ: HEBR 10103 or equivalent.* This course is a continuation of *HEBR 10103.* The first quarter consists of reviewing grammar and of reading and analyzing further prose texts. The last two quarters introduce Hebrew poetry, with readings from Psalms, Proverbs, and the prophets. *D. Pardee. Autumn, Winter, Spring.*

20301-20302. Tannaitic Hebrew Texts I, II. *PQ: Some basic knowledge of biblical and/or modern Hebrew, and consent of instructor.* This course consists of readings in the Mishnah and Tosefta, the main corpus of legal and juridical texts assembled by the Palestinian academic masters during the second and early third centuries. Goals are to introduce: (1) views and opinions of early rabbinic scholars who flourished in the period immediately following that of the writers of the Dead Sea Scrolls; (2) aspects of the material culture of the Palestinian Jews during that same period; and (3) grammar and vocabulary of what is generally called "early rabbinic Hebrew," thereby facilitating the ability to read and understand unvocalized Hebrew texts. *N. Golb. Autumn, Winter.*

20501-20502-20503. Intermediate Modern Hebrew I, II, III. (=JWSC 25300-25400-25500, JWSG 35300-35400-35500, LGLN 20400-20500-20600/30400-30500-30600) *PQ: HEBR 10503 or equivalent.* The main objective of this course 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. *A. Finkelstein. Autumn, Winter, Spring.*

30501-30502-30503. Advanced Modern Hebrew I, II, III. (=JWSC 25600-25700-25800, JWSG 35600-35700-35800, LGLN 22900-23000-23100/32900-33000-33100) *PQ: HEBR 20503 or equivalent.* Although this course assumes that students have full mastery of the grammatical and lexical content at the intermediate level, there is a shift from a reliance on the cognitive approach to an emphasis on the expansion of various grammatical and vocabulary-related subjects. After being introduced to sophisticated and more complex syntactic constructions, students learn how to transform simple sentences into more complicated ones. The exercises address the creative effort on the part of the

student, and the reading segments are longer and more challenging in both style and content. The language of the texts reflects the literary written medium rather than the more informal spoken style, which often dominates the introductory and intermediate texts. *A. Finkelstein. Autumn, Winter, Spring.*

Courses: Persian (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 the sequence, students are able to read, write, and speak Persian at an elementary level. Introducing the Iranian culture is also a goal. *The class meets three hours a week with the instructor and two hours with a native informant who conducts grammatical drills and Persian conversation. S. Ghabremani. Autumn, Winter, Spring.*

20101-20102-20103. Intermediate Persian I, II, III. *PQ: PERS 10103 or consent of instructor.* This sequence deepens and expands the 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 are introduced toward the end of the sequence. Introducing the Iranian culture is continued. *Class meets three hours a week with the instructor; and, with enough students, class meets two hours a week with a native informant who conducts grammatical drills and Persian conversation. S. Ghabremani. Autumn, Winter, Spring.*

30220. Poetics/Politics of Modern Iran. *PQ: Knowledge of Persian or consent of instructor.* This course surveys the major events of modern history from the Constitutional Revolution of 1906 to the present as seen through the lens of poetry. Poems in both traditional and modern forms—focusing in particular on political satire, prison poems, human rights, and women's rights—are read and analyzed against the socio-political circumstances to which they respond. Primary texts are read and recited in Persian; secondary readings, discussions, and papers are in English. *S. Ghabremani. Spring.*

30328-30329. Persian Literature: Sa'di's Poetry and Prose I, II. *PQ: Knowledge of Persian or consent of instructor.* Sa'di of Shiraz (d. 1291 CE), one of the five most celebrated Persian poets, might be called the Shakespeare of Iran. His eclectic output, which surveys and critiques the human comedy, gained popularity not only in India and Central Asia but also in Iran, providing the Persian language with many of its common adages and idioms. We read selections from the *Golestan* and *Bustan*. *H. Moayyad. Winter, Spring.*

30334. Persian Prose: Mirrors for Princes. *PQ: PERS 20103 or equivalent.* How should a wise and just ruler behave? What are the principles of good government, court ceremony, and courtly manners as conceived in the Perso-Islamic tradition? This course examines these issues as reflected in selections from the *Qâbus-nâma* of Kaykâ'us b. Eskandar, the *Siâsat-nâma* of Nezâm al-Molk, the *Nasihât al-moluk* attributed to al-Ghazâlî, the Persian adaptations of

the Pancatantra, and the *Â'in-e Akbari* of Abu al-Fazl. We give some comparative attention to the content and structure of these works vis-à-vis examples of the genre from other traditions, such as Xenophon's *Cyropaedia*, Yusuf al-Khass's *Wisdom of Royal Glory*, Sedulius Scottus's *On Christian Rulers*, Thomas Hoccleve's *Regiment of Princes*, and Erasmus's *Education of the Christian Prince*. Primary texts read in Persian; discussions of secondary literature in English. *F. Lewis. Autumn.*

30350. Persian Poetry: Minor Genres—History of the *Rubaiyat*. *PQ: Knowledge of Persian or consent of instructor.* This course is a survey of the development of this native Persian genre from the emergence of the dialectical *fahlaviyat* in the early Islamic period to the quatrain writers of contemporary Iran. We emphasize the formal features of meter, structural development, and thematic genres (e.g., panegyric, chronogram, satire). A wide range of poets are covered, but particular attention is given to the *Rubaiyat* of Omar Khayyam. We also compare the original Persian to English translations of the *Rubaiyat* by Fitzgerald and others. Quatrain texts read and recited in Persian; discussions and papers in English. *S. Ghahremani. Winter.*

30424. Women in Persian Literature: The Feminine Voice in Poetry. *PQ: Knowledge of Persian or consent of instructor.* This course surveys the major women poets of the pre-modern and modern Persian literary tradition, including Rabe'a, Mahsati, Tahera Qorrat al-'Ayn, Zhaleh Qa'em-maqami, Parvin E'tesami, Forugh Farrokhzad, and Simin Behbahani. The depictions of women in Persian poetry and the feminine voice as represented in the work of these poets are considered vis-à-vis the representation of women in some other poets (e.g., Ferdowsi, Rumi, Nezami, Sa'di, Obayd-e Zakani, Iraj Mirza). Primary texts read and recited in Persian; discussions and papers in English. *S. Ghahremani. Autumn.*

30430. Ghazals of Rumi. *PQ: Knowledge of Persian or consent of instructor.* This course introduces the ghazals and other lyric forms of Mowlânâ Jalâl al-Din Rumi's "the Great Divan:" *Divân-e kabir* or *Divân-e Shams-e Tabriz*. Beginning with the formal prosody and genre expectations, we consider the major themes of the Divân; the poetic personae, structure and closure; the modes of mystical expression and stylistic innovations in Rumi's poetics; and the Western translation history of the poems. Primary texts read in Persian; secondary literature discussed in English. *F. Lewis. Spring.*

Courses: Sumerian (SUMR)

10101-10102-10103. Elementary Sumerian I, II, III. *PQ: AKKD 10101. Sequence typically begins in Winter Quarter.* This sequence covers the elements of Sumerian grammar, with reading exercises in Ur III, pre-Sargonic, and elementary literary texts. *C. Woods. Winter, Spring.*

Courses: Turkish (TURK)

10101-10102-10103. Elementary Turkish I, II, III. This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. The course 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. *The class meets for five hours a week. Autumn, Winter, Spring.*

20101-20102-20103. Intermediate Turkish I, II, III. *PQ: TURK 10103 or equivalent.* This sequence features proficiency-based instruction emphasizing grammar in modern Turkish. The course consists of reading, speaking, and listening comprehension, as well as grammar exercises and basic writing in Turkish. Modern stories and contemporary articles are read toward the end of the sequence. *Autumn, Winter, Spring.*

30501-30502-30503. Ottoman Turkish I, II, III. *PQ: Intermediate Turkish or consent of instructor.* This course introduces, in order of difficulty, selection of Turkish texts in Arabic script that are both printed and handwritten and that range from the fourteenth to the nineteenth century. Texts are drawn from chronicles, official documents, memoirs, poetry, and other genres. *Autumn, Winter, Spring.*

Courses: Ugaritic (UGAR)

20101-20102-20103. Ugaritic I, II, III. *PQ: Second-year standing and one year of Classical Hebrew.* This is the introductory sequence to Ugaritic, a language of the Northwest-Semitic group that is attested on tablets dating to the Late Bronze Age. *D. Pardee. Autumn, Winter, Spring.*

30107. Ugaritic: The Baal Cycle. *PQ: One year of Ugaritic.* Specific Ugaritic texts are read in this course. *D. Pardee. Autumn.*

30108. Ugaritic: The Aqht Cycle. *PQ: One year of Ugaritic. D. Pardee. Winter.*

30109. Readings in New Ugaritic Texts. *PQ: One year of Ugaritic. D. Pardee. Spring.*

Courses: Uzbek (UZBK)

10101-10102-10103. Elementary Modern Literary Uzbek I, II, III. This sequence enables students to reach an intermediate level of proficiency in speaking, reading, and writing modern literary Uzbek, the most widely spoken Turkic language after Turkish. Students learn both the recently implemented Latin script and the older Cyrillic script versions of the written language and view audio-video materials in Uzbek on a weekly basis. *This course meets five days a week. K. Arik. Autumn, Winter, Spring.*

20101-20102-20103. Intermediate Modern Literary Uzbek I, II, III. *PQ: UZBK 10103 or proficiency examination.* This sequence enables students to reach an advanced level of proficiency in modern literary Uzbek. The curriculum includes a selection of Uzbek literature and excerpts from the written media, as well as audio-visual materials from Uzbekistan. *K. Arik. Autumn, Winter, Spring.*

30101-30102-30103. Advanced Modern Literary Uzbek I, II, III. *PQ: UZBK 20103 or proficiency examination.* This sequence further develops the reading, writing, and speaking proficiency skills of intermediate to advanced students of Uzbek. The curriculum draws on modern Uzbek literature, as well as on written and audio-visual media from Uzbekistan. *Second- and third-year classes meet together. K. Arik. Autumn, Winter, Spring.*

Courses: Near Eastern Art and Archaeology (NEAA)

20001-20002-20003-20004-20005-20006/30001-30002-30003-30004-30005-30006. Archaeology of the Ancient Near East I, II, III, IV, V, VI. *This sequence does not meet the general education requirement in civilization studies.* This sequence surveys the archaeology and art of the Near East from prehistoric times to the Hellenistic and Roman periods. Each course in the sequence focuses on a particular cultural region. *20001-20002-20003/30001-30002-30003 is offered in even years; 20004-20005-20006/30004-30005-30006 is offered in odd years.*

20004/30004. Archaeology of the Ancient Near East IV: Pre-Islamic Arabia. *Autumn.*

20005/30005. Archaeology of the Ancient Near East V: Islamic Period. *D. Whitcomb. Winter.*

20006/30006. Archaeology of the Ancient Near East VI: Egypt. *N. Moeller. Spring.*

20030/30030. The Rise of the State in the Near East. (=ANTH 26715/36715) 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 the 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, Mesopotamia). The second half of the 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. *G. Stein. Winter.*

20035/30035. Zooarchaeology. (=ANTH 28410/38810) *PQ: Any introductory course in archaeology.* This course introduces the use of animal bones in archaeological research. Students gain hands-on experience analyzing faunal remains from an archaeological site in the Near East. Topics include: (1) identifying, ageing, and sexing animal bones; (2) zooarchaeological sampling,

measurement, quantification, and problems of taphonomy; (3) computer analysis of animal bone data; and (4) reconstructing prehistoric hunting and pastoral economies (e.g., animal domestication, hunting strategies, herding systems, seasonality, pastoral production in complex societies). *G. Stein. Spring.*

20051/30051. Method and Theory in Near Eastern Archaeology. This course introduces the main issues in archaeological method and theory with emphasis on the principles and practice of Near Eastern archaeology. Topics include: (1) the history of archaeology, (2) trends in social theory and corresponding modes of archaeological interpretation, (3) the nature of archaeological evidence and issues of research design, (4) survey and excavation methods and associated recording techniques, (5) the analysis and interpretation of various kinds of excavated materials, and (6) the presentation and publication of archaeological results. *This course is offered in alternate years. Winter. Offered 2008–09; not offered 2007–08.*

20062-20063/30062-30063. Ancient Landscapes I, II. (=ANTH 26710-26711/36710-36711, GEOG 25400-25800/35400-35800) 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 class 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 BC to the close of the Early Islamic period around the tenth century AD. *S. Branting. Autumn, Winter.*

20122-20123/30122-30123. Mesopotamian Archaeology II, III. *PQ: Advanced standing and prior course in Mesopotamian Archaeology. M. Gibson. Autumn, Winter.*

20371/30371. Anatolian Archaeology I. This introductory survey course focuses on the archaeological heritage of Turkey (ancient Anatolia) within the context of important technological, territorial, and cultural changes taking place from the Neolithic period through the third millennium BC, the Early Bronze Age. An illustrated lecture series covers the major stages in the rise of agricultural production, and a critical evaluation of models of state origins provides the basis for our understanding of the transformation into complex state societies in Anatolia. Highlighted are the major sites in the Anatolian sequence (e.g., Çayönü, Çatalhöyük, Alaca Höyük, Troy, Göltepe/Kestel), as well as recent finds from the Euphrates Dam Projects and the Amuq Valley. *A. Yener. Winter.*

29700. Reading and Research Course: Near Eastern Art and Archaeology. *PQ: Consent of faculty adviser and counselor for undergraduate studies. Students are required to submit the College Reading and Research Course Form. Autumn, Winter, Spring.*

Courses: Near Eastern History and Civilization (NEHC)

10101. Introduction to the Middle East. *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. The course can serve as a basis for the further study of the history, politics, and civilizations of the Middle East. *Spring.*

20001-20002-20003/30001-30002-30003. Ancient Near Eastern History and Society I, II, III. *This sequence meets the general education requirement in civilization studies. May be taken in sequence or individually.* This sequence surveys the history of the ancient Near East. Areas covered include Egypt, Mesopotamia, Anatolia, and the Levant (Syria-Palestine). *This course is offered in alternate years. Autumn, Winter, Spring.*

20001/30001. Ancient Near Eastern History and Society I: Egypt. This course surveys the political, social, and economic history of ancient Egypt from pre-dynastic times (ca. 3400 BC) until the advent of Islam in the seventh century of our era. *J. Johnson, R. Ritner, H. Papazian. Autumn.*

20002/30002. Ancient Near Eastern History and Society II: Mesopotamia. This course introduces the history of Mesopotamia. We begin with the origins of writing and cities in Sumer (ca. 3200 BC); then cover the great empires of Assyria, Babylon, and Persia; and end with the arrival of Alexander the Great in the late fourth century BC. *S. Richardson. Winter.*

20003/30003. Ancient Near Eastern History and Society III: Anatolia and Levant. This course surveys the political, social, and economic history of ancient Anatolia and the Levant (Syria-Palestine) from ca. 2300 BC until the conquest of the region by Alexander that inaugurated the Hellenistic period in the Near East. *P. Goedegebuure. Spring.*

20004-20005-20006/30004-30005-30006. Ancient Near Eastern Thought and Literature I, II, III. *This sequence meets the general education requirement in civilization studies. May be taken in sequence or individually.* Students in this sequence explore the thought and literature of the ancient Near East, where writing was invented more than five thousand years ago, yielding documents in diverse languages and genres that shed light on politics, religion, and society at the dawn of civilization. Each course in the sequence focuses on a particular cultural region. Texts in English. *Autumn, Winter, Spring.*

20004/30004. Ancient Near Eastern Thought and Literature I: Mesopotamian Literature. This course surveys a wide range of poetic and prose compositions written in Sumerian and Akkadian in the period from ca. 2500 to 500 BCE, including the famous *Epic of Gilgamesh*. The role these compositions played in ancient Mesopotamian society is considered, as well as questions of content and style. *C. Woods. Autumn.*

20005/30005. Ancient Near Eastern Thought and Literature II: West

Semitic Literature. This course is a reading of literature that was composed in the area of Syria and Palestine in the period from ca. 1300 BCE to 400 CE. We start with the mythological texts from the north Syrian city of Ugarit (1300 to 1200 BCE) that have often been compared with biblical poetry in style and content, providing important insights into the cultural and religious background of early West Semitic societies. In addition, we read selected passages from the Hebrew Bible, Hebrew texts from *Qumran* (i.e., the Dead Sea Scrolls), and Phoenician inscriptions. We then move on to literary texts from the vast corpus of Aramaic writings that span the period from ca. 500 BCE to 400 CE and various cultural and religious groups. Texts in English. *R. Hasselbach. Winter.*

20006/30006. Ancient Near Eastern Thought and Literature III: Classical Arabic Literature. *Knowledge of Arabic helpful but not required.* Spanning seven centuries and three continents, classical Arabic literature developed in diverse artistic directions. Poetic genres (e.g., brigand poetry, love lyrics, court panegyrics, satires, mystical poetry) and prose genres (e.g., scripture, orations, epistles, fables, mirrors for princes, popular tales) all developed their own fascinating features. Students explore the culture and thought of the medieval Arabic-speaking world through the texts. Texts in English. *T. Qubuddin. Spring.*

20007. Babylonian Knowledge. Outside and before the Greco-Roman ecumene, how did ancient peoples understand their world? This course introduces the major categories of knowledge created and employed in ancient Assyria and Babylonia. Our syllabus reflects the corpus of material that had to be mastered by junior scribes of the Neo-Sumerian and Neo-Assyrian periods. Topics include time and history, cosmologies and geographies, omens and cult, medicine and magic, myth and literature, law, mathematics, and accounting. Course work emphasizes reading (and writing on) primary sources. Texts in English. *S. Richardson. Autumn.*

20008/30008. The Event: Jerusalem, 701 BC. This seminar examines the wealth of historical issues and literatures attaching to the Assyrian campaign against Jerusalem in 701 BC. The siege-negotiations there—reflected in Neo-Assyrian and Biblical accounts, as well as archaeological investigations—affected the course of political events in Egypt, Babylonia, Syria, and Anatolia. Literary echoes can be found in later Greek, Aramaic, and medieval literatures, as well as in the cultural politics of Europe in nineteenth century AD. The event is enmeshed in historical problems related to ancient diplomacy, folk tradition, structures of empire, cult practice and politics, and prophetic literature, which are all amplified by their reproduction in literally dozens of languages. By using the episode at Jerusalem as a platform, this seminar also considers philosophical-historical questions about the importance of “the event” in historical discourse. *S. Richardson. Spring.*

20011-20012-20013. Ancient Empires I, II, III. (=CLCV 25700-25800-

25900) *May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies. Open to graduate students with consent of instructor.* Three great empires of the ancient world are introduced in this sequence. Each course focuses on a particular empire, with attention to the similarities and differences among the empires covered in the sequence. By exploring the rich legacy of documents and monuments that these empires produced, students are introduced to ways of understanding imperialism and its cultural and societal effects—both on the imperial elites and on those they conquered. Extensive use is made of visual materials, including artifacts on display in the Oriental Institute Museum. *Autumn, Winter, Spring.*

20011. Ancient Empires I: The Neo-Assyrian Empire. (=CLCV 25700) *G. Emberling. Autumn.*

20012. Ancient Empires II: The Egyptian Empire of the New Kingdom. (=CLCV 25800) *Winter.*

20013. Ancient Empires III: The Roman Empire. (=CLCV 25900) *W. R. Johnson. Spring.*

20160/30160. Nomads and Fellahin in the Ancient Near East. (=HIST 15800) Is a social history, a “history from below,” of the Ancient Near East possible? Most ancient texts document only the lives and concerns of a small sphere of élites, who are then the usual subjects of our histories. This course tries to reset the frame of inquiry around people on the periphery, the other 90 percent of the population. In examining ethnic and social identity, the organization of economic production, and the political order of the state, we develop a clearer picture of the pastoralists, villagers, and tribesmen who maintained (but sometimes radically changed) the apex of the urban social order. *S. Richardson. Autumn*

20401-20402-20403/30401-30402-30403. Jewish History and Society I, II, III. (=JWSC 20001-20002-20003, JWSG 30001-30002-30003) *This sequence meets the general education requirement in civilization studies. May be taken in sequence or individually.* This sequence surveys Jewish history and society from the era of the ancient Israelites until the present day. Students explore the ancient, medieval, and modern phases of Jewish culture(s) by means of documents and artifacts that illuminate the rhythms of daily life in changing economic, social, and political contexts. *This course is offered in alternate years. Autumn, Winter, Spring.*

20401/30401. Jewish History and Society I: Ancient Israel from the Iron Age to the Roman Era. (=JWSC 20001, JWSG 30001) *D. Schloen. Autumn.*

20402/30402. Jewish History and Society II: Medieval Jewish Society. (=JWSC 20002, JWSG 30002) *Winter.*

20403/30403. Jewish History and Society III: European Judaism as Minority Diasporic Culture. (=JWSC 20003, JWVG 30003) *L. Auslander. Spring.*

20404-20405-20406/30404-30405-30406. Jewish Thought and Literature I, II, III. (=JWSC 20004-20005-20006, JWVG 30004-30005-30006) *This sequence meets the general education requirement in civilization studies. May be taken in sequence or individually.* Students in this sequence explore Jewish thought and literature from ancient times until the modern era through a close reading of original sources. A wide variety of works is discussed, including the Hebrew Bible (Old Testament) and texts representative of rabbinic Judaism, medieval Jewish philosophy, and modern Jewish culture in its diverse manifestations. Texts in English. *Autumn, Winter, Spring.*

20404/30404. Jewish Thought and Literature I: Introduction to the Hebrew Bible. (=JWSC 20004, JWVG 30004) *Autumn.*

20405/30405. Jewish Thought and Literature II: Rabbinic Judaism from the Mishnah to Maimonides. (=JWSC 20005, JWVG 30005) *Winter.*

20406/30406. Jewish Thought and Literature III: Modern Jewish Thought. (=JWSC 20006, JWVG 30006) *Spring.*

20411-20412-20413/30411-30412-30413. Medieval Jewish History I, II, III. (=HUMA 23000-23100-23200, JWVG 23000-23100-23200, JWVG 38100-38200-38300) *PQ: Consent of instructor. This sequence does not meet the general education requirement in civilization studies.* This three-quarter sequence deals with the history of the Jews over a wide geographical and historical range. First-quarter work is concerned with the rise of early rabbinic Judaism and development of the Jewish communities in Palestine and the Eastern and Western diasporas during the first several centuries CE. Topics include the legal status of the Jews in the Roman world, the rise of rabbinic Judaism, the rabbinic literature of Palestine in that context, the spread of rabbinic Judaism, the rise and decline of competing centers of Jewish hegemony, the introduction of Hebrew language and culture beyond the confines of their original home, and the impact of the birth of Islam on the political and cultural status of the Jews. An attempt is made to evaluate the main characteristics of Jewish belief and social concepts in the formative periods of Judaism as it developed beyond its original geographical boundaries. Second-quarter work is concerned with the Jews under Islam, both in Eastern and Western Caliphates. Third-quarter work is concerned with the Jews of Western Europe from the eleventh through the fifteenth centuries. *N. Golb. Autumn, Winter, Spring.*

20463. Contemporary Hebrew Poetry. (=CMLT 25201, JWVG 21800) *PQ: Knowledge of Hebrew.* This course examines the works of major contemporary Hebrew poets (e.g., Yehuda Amichai, Nathan Zach, David Avidan, Dalia Rabikovitch, Yona Wollach, Maya Bejerano, Yitzhak Laor). These works are read against the background of previous poets (e.g., H. N. Bialik, Avraham Shlonsky,

Natan Alterman, Shaul Tchernihovsky) to uncover changes in style, themes, and aesthetic. Through close reading of the poems, the course traces the unique style and aesthetic of each poet and views a wide picture of contemporary Hebrew poetry. Texts in Hebrew. *N. Stahl. Autumn.*

20457. The Representation of Jesus in Modern Jewish Literature. (=CMLT 25800, JWSC 24800, RLST 26601) This course examines the Jewish literary world's relation to the figure of Jesus from the end of the nineteenth century to the present. We study the transformations of Jesus through close readings of major works, both prose fiction and poetry, by Yiddish and Hebrew writers (e.g., Uri Zvi Greenberg, H. Leivick, Jacob Glatstein, S. Y. Agnon, Avraham Shlonsky, Natan Bistrizki, A. A. Kabak, Haim Hazaz, Zalman Shneior, Yigal Mosenzon, Avot Yeshurun, Nathan Zach, Yona Wallach, Yoel Hoffmann). Classes conducted in English; students with knowledge of Hebrew are encouraged to read texts in the original. *N. Stahl. Autumn.*

20467. Realism and Anti-Realism in Post-Holocaust Hebrew Literature. (=CMLT 26001, JWSC 21900) This course seeks to trace the narrative dynamics and literary means of post-Holocaust Hebrew literature. The course focuses on works that break with the conventions of realism, and we study the specific forms and means by which each work does so. We discuss questions such as: what are the constraints of the literary discourse on the Holocaust, what is the role of anti-realist depiction of the Holocaust, and in what ways does the fantastic threaten the collective memory. Writers include: S. Y. Agnon, Aharon Appelfeld, David Grossman, Itamar Levi, Yoel Hoffmann, and Michal Govrin. Classes conducted in English; students with knowledge of Hebrew are encouraged to read texts in the original. *N. Stahl. Spring.*

20501-20502-20503/30501-30502-30503. Islamic History and Society I, II, III. (=HIST 25704-25804-25904/35704-35804-35904) *May be taken NEHC 20501 and 20502, or 20501 and 20503, or 20501-20502-20503. This sequence meets the general education requirement in civilization studies.* This sequence surveys the main trends in the political history of the Islamic world, with some attention to economic, social, and intellectual history.

20501/30501. Islamic History and Society I: The Rise of Islam and the Caliphate. (=HIST 25704/35704) This course covers the period from ca. 600 to 1100, including the rise and spread of Islam, the Islamic empire under the Umayyad and Abbasid caliphs, and the emergence of regional Islamic states from Afghanistan and eastern Iran to North Africa and Spain. *C. Fleischer. Autumn.*

20502/30502. Islamic History and Society II: The Middle Period. (=HIST 25804/35804) This course covers the period from ca. 1100 to 1750, including the arrival of the Steppe Peoples (Turks and Mongols), the Mongol successor states, and the Mamluks of Egypt and Syria. We also study the foundation of the great Islamic regional empires of the Ottomans, Safavids, and Moghuls.

J. Woods. Winter.

20503/30503. Islamic History and Society III: The Modern Middle East. (=HIST 25904/35904) 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. *H. Shissler. Spring.*

20601-20602-20603/30601-30602-30603. Islamic Thought and Literature I, II, III. (=SOSC 22000-22100-22200) *May be taken NEHC 20601 and 20602, or 20601 and 20603, or 20601-20602-20603. This sequence meets the general education requirement in civilization studies.* This sequence surveys Islamic civilization from the rise of Islam in the seventh century to modern times. Texts in English.

20601/30601. Islamic Thought and Literature I. (=SOSC 22000) This course covers the period from ca. 600 to 1100, concentrating on the career of the Prophet Muhammad; Qur’an and Hadith; the Caliphate; the development of Islamic legal, theological, philosophical, and mystical discourses; sectarian movements; and Arabic literature. *W. Kadi. Autumn.*

20602/30602. Islamic Thought and Literature II. (=SOSC 22100) This course covers the period from ca. 1100 to 1800. We survey Islamic political, social, and cultural development in the eras of the Crusades, the Mongol invasions, and the “gunpowder empires” (e.g., Ottomans, Safavids, Mughals) through the works of Arabic, Persian, and Turkish literature and the art and architecture of selected regions. *F. Lewis. Winter.*

20603/30603. Islamic Thought and Literature III. (=SOSC 22200) This course covers the period from ca. 1800 to the present, exploring works of Arab intellectuals who interpreted various aspects of Islamic philosophy, political theory, and law in the modern age. We look at diverse interpretations concerning the role of religion in a modern society, at secularized and historicized approaches to religion, and at the critique of both religious establishments and nation-states as articulated by Arab intellectuals. Generally, we discuss secondary literature first and the primary sources later. *O. Bashkin. Spring.*

20710/30710. Iranian Cinema. (=CMST 24801/34801) This course introduces the history of the Iranian cinema. We discuss the major directors and films from the 1960s through the 1990s, situating them in the political and historical context of modern Iranian society. Our focus is on feature films made in Iran, but we also include some documentaries, shorts, and films made outside Iran. In addition to analyzing the films as artistic constructs, we consider larger questions (e.g., how

the political and intellectual history and ideology of modern Iran is reflected in its films, the aesthetics of Iranian cinema, Third World cinema and the economics of the Iranian film industry, the image of women, the system of film censorship). *F. Lewis. Autumn.*

20762/30762. Contemporary Central Asia. (=HIST 25600/35600) *This course is a continuation of NEHC 20761, but it is not a prerequisite.* This survey course covers the period from approximately 1700 AD to the present. We emphasize the genesis of the modern nations of Central Eurasia, including the post-Soviet republics and adjacent areas in the periphery of Central Eurasia. *K. Arik. Winter.*

20766/30766. Shamans and Oral Poets of Central Asia. (=ANTH 25906, EEUR 23500/33500) *NEHC 20765 and 20766 may be taken in sequence or individually.* This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia. *K. Arik. Spring.*

20840/30840. Radical Islamic Pieties: 1200 to 1600. (=HIST 25901/35901) *Some knowledge of primary languages (i.e., Arabic, French, German, Greek, Latin, Persian, Spanish, Turkish) helpful.* This course examines responses to the Mongol destruction of the Abbasid caliphate in 1258 and the background to formation of regional Muslim empires. Topics include the opening of confessional boundaries; Ibn Arabi, Ibn Taymiyya, and Ibn Khaldun; the development of alternative spiritualities, mysticism, and messianism in the fifteenth century; and transconfessionalism, antinomianism, and the articulation of sacral sovereignties in the sixteenth century. Readings in English. *C. Fleischer. Spring*

20952/30952. Introduction to the History of Modern Iraq. This class surveys the modern history of Iraq. We consider the state's changing relationships with the British Empire and reflect on the ways in which colonized Iraqi elites responded to and appropriated the Western civilizing mission. We also focus on disciplinary institutions that emerged during colonial and post-colonial periods, as well as attempts to investigate how they changed over time. In particular, we examine such institutions as the Iraqi educational system, the modern Iraqi army, and the Baath party. *O. Bashkin. Autumn.*

29700. Reading and Research Course. *PQ: Consent of faculty adviser and counselor for undergraduate studies. Students are required to submit the College Reading and Research Course Form. Autumn, Winter, Spring.*

29800. B.A. Paper Seminar. *PQ: Consent of instructor and counselor for undergraduate studies. 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 writing the B.A. paper. *Autumn.*

29999. B.A. Paper Preparation. *PQ: Consent of instructor and counselor for undergraduate studies. Students are required to submit the College Reading and Research Course Form.* In consultation with a faculty research adviser and with consent of the counselor for undergraduate studies, students devote the equivalent

of a one-quarter course to the preparation of the B.A. paper. *Winter.*

Courses: Near Eastern Languages (NELG)

29700. Reading and Research Course: Near Eastern Languages. *PQ: Consent of faculty adviser and counselor for undergraduate studies. Students are required to submit the College Reading and Research Course Form. Autumn, Winter, Spring.*