NEAR EASTERN LANGUAGES AND CIVILIZATIONS

Humanities Quadrangle, 203.432.2944
http://nelc.yale.edu
M.A., M.Phil., Ph.D.

Chair
Shawkat Toorawa

Director of Graduate Studies
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Professors John Darnell, Benjamin Foster, Eckart Frahm, Dimitri Gutas (Emeritus), Bentley Layton (Emeritus), Nadine Moeller, Shawkat Toorawa, Kevin van Bladel, Harvey Weiss

Senior Lecturer Kathryn Slanski

Lecturers and Lectors Sarab al-Ani, Muhammad Aziz, Jonas Elbousty, Ozgen Felek, Shiri Goren, Agnete Lassen, Gregory Marouard, Randa Muhammed, Dina Roginsky, Farkhondeh Shayesteh, Klaus Wagensonner, M. Ezgi Yalçın, Orit Yeret, Lingxin Zhang

FIELDS OF STUDY
Fields include Arabic Humanities, Assyriology, the Classical Near East, and Egyptology.

SPECIAL ADMISSIONS REQUIREMENTS
Applicants should state their specific field of study and intended specialization. Evidence of reading knowledge of both French and German is required of all Ph.D. students. Proficiency in one of these languages is normally a prerequisite for admission and is demonstrated by passing a departmental examination upon registration at Yale. Proficiency in the second language must be achieved before admission to the second year of study. Ph.D. students admitted with only one of the two required languages or who fail the departmental examination are expected to enroll in an appropriate course given by the French or German department at Yale (or the equivalent elsewhere, with the approval of the director of graduate studies [DGS]). Completion of such a course with a grade of A or B will be accepted as fulfilling the proficiency requirement in either language; exceptions, for instance, for native speakers of French or German, may be made by the department upon recommendation of the DGS. For students in the M.A. program, evidence of reading knowledge of either French or German is sufficient.

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE
Course Work
The department normally requires that students take a minimum of twenty to twenty-three courses over three years. The minimum number depends on the area of specialization as follows: Arabic Humanities and Egyptology, twenty courses; Assyriology and Classical Near East, twenty-three courses. For all students, this normally means five semesters of full course load (four courses per semester).
followed by a sixth semester of reduced course load in preparation for the qualifying examinations. Normal progress in course work is considered to be consistent achievement of grades of High Pass or better, and at least four term courses or two yearlong courses with Honors per year. Students entering the program with an M.A. may ask that up to three graduate courses they took before arrival at Yale be counted toward the course requirement. If the request is approved by their adviser and the DGS, they can meet the requirement within two and a half years.

Of the required courses for graduate study, at least three quarters should be taken within the department, usually within the student’s primary field of study. Courses taken outside of the department should be clearly related to the student's primary field or constitute a coherent second field. For students who take no courses outside of the department, minimum competence in a second field within NELC is required, defined as follows: at least two terms of a Near Eastern language, to be evaluated either by examination or a course grade of High Pass or better, or at least two terms of nonlanguage courses outside the area of specialization.

Committees

While doing course work, students are mentored by a faculty adviser from their field and by the DGS. Students writing dissertations may, if they so wish, be mentored by a committee headed by a primary adviser from NELC (not necessarily the faculty adviser from the course work years) and staffed with one, two, or more additional members, from either inside or outside the department, depending on the student's specific needs. Committees are to be approved by the DGS. Interested students are encouraged to seek out suitable and willing faculty to serve on their advisory committees.

Special Language and Course Requirements

Course work should be planned to meet two departmental general standards: core languages for the primary fields of study, and minimum competence in a secondary field. The core languages in each of the major fields of study are as follows: Arabic Humanities: Arabic and one other Near Eastern language, typically Hebrew, Persian, or Turkish. Assyriology: Sumerian and Akkadian. Classical Near East: Arabic and at least two of the following: Armenian, Aramaic (Babylonian or Syriac), Coptic, Greek, Hebrew, Middle Persian, New Persian, or Sanskrit. Egyptology: Egyptian and at least four terms of Demotic or Coptic.

Minimum competence in a secondary field of study is defined as follows: at least two terms of a Near Eastern language to be evaluated either by examination or with a course grade of High Pass or better, or at least two terms of nonlanguage courses outside the area of specialization. A minimum grade of High Pass in these courses will be considered successful fulfillment of this requirement.

In Arabic Humanities, the minimum competence can be extended to an interdisciplinary course of study in a minor field. Minors may include six to eight term courses in such departments and programs as Comparative Literature, French, History, History of Science and Medicine, Italian Studies, Judaic Studies, Linguistics, Medieval Studies, Philosophy, Religious Studies, Spanish and Portuguese, or others as applicable.
Students in all four fields of the department will be expected to declare their choice of a secondary language or area, or a minor field, by their third term of study.

Training in Teaching

NELC students normally acquire four terms of teaching experience, between their second and fourth years in residence. Teaching Fellow assignments will be made by the DGS in consultation with the relevant faculty and will, whenever possible, take student preferences into account.

Examinations and the Dissertation

The qualifying examination is normally taken at the end of the third year of study or no later than the beginning of the fourth year of study. Students meeting the course requirement after five semesters may take the qualifying examination at the end of the fall term of their third year. Qualifying examinations normally include three written and one oral examination, including language, literature, history, and other topics to be determined by the DGS in consultation with the student and the relevant faculty. Qualifying examinations may be based in part on reading lists of primary core texts and secondary literature compiled in advance by the student and the relevant faculty. Primary texts and secondary literature from course work may also be topics of the examination. For language examinations, unseen texts may also be included. In the case of the program in Arabic Humanities, for students electing to do a minor, the written portion will consist of two language examinations and one subject in the minor field, and the oral will consist of two subjects in Arabic studies and one in the minor field. Written examinations are set by the individual faculty members responsible for particular areas of study, but the oral portion may be conducted by the full staff of the department. The dissertation proposal is normally submitted one month after completing the qualifying examination.

In their final term of course work, students may, with the permission of the DGS and the relevant faculty, enroll in a Directed Readings course related to the general field of the prospective dissertation topic. Course work should include preparation of a comprehensive, annotated bibliography for the prospective topic and exploration of selected aspects of the topic in a research paper. Students availing themselves of this option may present some of their work at the NELC Roundtable.

The dissertation prospectus may comprise up to thirty pages, excluding the bibliography. A two-page summary of the prospectus will normally be circulated among and voted upon by the faculty, though the full prospectus will be available for consideration.

Successful completion of the comprehensive examination and submission of an acceptable prospectus will qualify the student for admission to candidacy for the Ph.D. degree. After completion of the dissertation, the candidate may receive a final examination concerned primarily with the defense of the thesis.

ARCHAIA GRADUATE QUALIFICATION

Students can participate in the Yale Program for the Study of Ancient and Premodern Cultures and Societies (Archaia) and receive a graduate qualification by fulfilling the
necessary requirements. For further information, see Archaia, under Non-Degree-Granting Programs, Councils, and Research Institutes.

MASTER’S DEGREES

M.Phil. See Degree Requirements under Policies and Regulations.

Terminal Master’s Degree Program The Department of Near Eastern Languages and Civilizations occasionally admits students to pursue a terminal M.A. degree. No financial aid is available. Students enrolled in the M.A. program must complete a minimum of twelve term courses, with an average of High Pass and at least two grades of Honors.

Students in the Ph.D. program who leave the program prior to completion of the doctoral degree may be eligible to receive the terminal M.A. degree upon completion of a minimum of twelve courses, with an average of High Pass and at least two grades of Honors. Automatic petition for the M.A. degree is not available to students in Near Eastern Languages and Civilizations.

COURSES

AKKD 500a, Elementary Akkadian I  Eckart Frahm
Introduction to the language of ancient Babylonia and its cuneiform writing system, with exercises in reading, translation, and composition.

AKKD 501b, Elementary Akkadian II  Kathryn Slanski
Introduction to the language of ancient Babylonia and its cuneiform writing system, with exercises in reading, translation, and composition.

AKKD 502a, Intermediate Akkadian  Eckart Frahm
Close reading of selected Akkadian texts; introduction to Akkadian dialects, cuneiform epigraphy, and research techniques of Assyriology.

AKKD 506b, Selected Mesopotamian Texts: Bilingual  Eckart Frahm
Study and interpretation of Sumero-Akkadian royal inscriptions and religious texts. Prerequisite: knowledge of Akkadian and Sumerian.

ARBC 500a, Elementary Modern Standard Arabic I  Staff
A two-term course for students who have no previous background in Arabic. Students learn the Arabic alphabet, basic vocabulary and expression, and basic grammatical structures and concepts, and concentrate on developing listening and speaking skills. The course aims at developing the following skills: reading to extract the gist of written Modern Standard Arabic texts; speaking with increased ease, good pronunciation, sound grammatical forms, and correct usage; writing to respond to simple daily life issues; forming and recognizing grammatically correct Modern Standard Arabic.

ARBC 501b, Elementary Modern Standard Arabic II  Staff
A two-term course for students who have no previous background in Arabic. Students learn the Arabic alphabet, basic vocabulary and expression, and basic grammatical structures and concepts, and concentrate on developing listening and speaking skills. The course aims at developing the following skills: reading to extract the gist of written Modern Standard Arabic texts; speaking with increased ease, good pronunciation, sound grammatical forms, and correct usage; writing to respond to simple daily life issues; forming and recognizing grammatically correct Modern Standard Arabic.
ARBC 502a, Intermediate Modern Standard Arabic I  Jonas Elbousty
A two-term course for students with previous background in Arabic. It is designed to improve proficiency in aural and written comprehension as well as in speaking and writing skills. The course aims to develop the following skills: reading to extract the gist as well as key details of written Modern Standard Arabic texts on a variety of academic, social, cultural, economic, and political topics; speaking with greater fluency and enhanced engagement in conversations on a variety of topics; mastering writing, easily forming and recognizing grammatically correct Arabic sentences. Prerequisite: ARBC 501 or successful completion of a placement test.

ARBC 503b, Intermediate Modern Standard Arabic II  Sarab Al Ani
A two-term course for students with previous background in Arabic. It is designed to improve proficiency in aural and written comprehension as well as in speaking and writing skills. The course aims to develop the following skills: reading to extract the gist as well as key details of written Modern Standard Arabic texts on a variety of academic, social, cultural, economic, and political topics; speaking with greater fluency and enhanced engagement in conversations on a variety of topics; mastering writing, easily forming and recognizing grammatically correct Arabic sentences. Prerequisite: ARBC 501 or successful completion of a placement test.

ARBC 504a, Advanced Modern Standard Arabic I  Sarab Al Ani
Focus on improving the listening, writing, and speaking skills of students who already have a substantial background in the study of modern standard Arabic. Prerequisite: ARBC 503 or permission of the instructor.

ARBC 505b, Advanced Modern Standard Arabic II  Randa Muhammed
Focus on improving the listening, writing, and speaking skills of students who already have a substantial background in the study of modern standard Arabic. Prerequisite: ARBC 503 or permission of the instructor.

ARBC 509a, Intermediate Classical Arabic I  Shawkat Toorawa
Introduction to classical Arabic, with emphasis on grammar to improve analytical reading skills. Readings include Qur’anic passages, literary material in both poetry and prose, biographical entries, and religious texts. Prerequisite: ARBC 501 or permission of the instructor. May be taken concurrently with ARBC 502 or ARBC 504.

ARBC 510b, Intermediate Classical Arabic II  Shawkat Toorawa
Introduction to classical Arabic, with emphasis on analytical reading skills, grammar, and prose composition. Readings from the Qur’an, Islamic theology, and literature and history of the Middle East, as well as Jewish and Christian religious texts in Arabic.

ARBC 511a, Advanced Classical Arabic I  Shawkat Toorawa
An advanced course on Arabic grammar and morphology through a close reading of the grammar manual of Ibn Malik (The Alfiyyah), in addition to advanced training in sentence structure through i’rab.

ARBC 512b, Advanced Classical Arabic II  Shawkat Toorawa
An advanced course on Arabic grammar and morphology through a close reading of the grammar manual of Ibn Malik (The Alfiyyah), in addition to advanced training in sentence structure through i’rab.
ARBC 560b, Graduate Arabic Seminar: Tafsir  Shawkat Toorawa  
Study and interpretation of classical Arabic texts for advanced students. The focus this term is on Arabic scholarly texts.

ARBC 561a, Arabic Seminar I: Early Adab  Kevin van Bladel  
Study and interpretation of classical Arabic texts for advanced students. The focus is on Arabic scholarly texts.

ARBC 580b, Introduction to Women’s Arabic Literature  Randa Muhammed  
This course introduces students to modern Arabic literature written by women. In class, we read and examine different literary genres including memoir, poetry, short story letters, and long- and short-form journalism. Selected texts touch on themes of love, politics, identity, society, and social and gender roles. Readings and class discussions are conducted in Arabic, and students also explore and analyze the linguistic features of the texts we study. Prerequisite: ARBC 151 or equivalent, or with permission of the instructor.

ARBC 598a / NELC 614a, Tracing the Image of the Arab "Other"  Jonas Elbousty  
This course places the modern Arabic novel in conversation with the west in an effort to uncover both dominant narratives regarding Arab identity, as well as counter narratives that present a challenge to these dominant narratives. We study the tradition of modern Arabic literature, looking specifically to the ways in which the image of the “other” is presented in Arabic narratives as well as the ways in which the image of the Arab is constructed through the others’ literature. Prerequisite: ARBC 151.

EGYP 500a, Introduction to Classical Hieroglyphic Egyptian I  Lingxin Zhang  
A two-term introduction to the language of ancient pharaonic Egypt (Middle Egyptian) and its hieroglyphic writing system, with short historical, literary, and religious texts. Grammatical analysis with exercises in reading, translation, and composition.

EGYP 501b, Introduction to Classical Hieroglyphic Egyptian II  Lingxin Zhang  
A two-term introduction to the language of ancient pharaonic Egypt (Middle Egyptian) and its hieroglyphic writing system, with short historical, literary, and religious texts. Grammatical analysis with exercises in reading, translation, and composition.

EGYP 512b / RLST 658b, Egyptian Monastic Literature in Coptic  Stephen Davis  
Readings in the early Egyptian classics of Christian ascetism in Sahidic Coptic, including the Desert Fathers and Shenoute. Prerequisite: EGYP 510b or equivalent.

EGYP 514a / RLST 653a, Gnostic Texts in Coptic  Ramona Teepe  
The course reads selected portions of important texts from the Nag Hammadi collection, including the Apocryphon of John, the Gospel of Thomas, the Gospel of Truth, Thunder, the Treatise on Resurrection, the Tripartite Tractate, as well as other noncanonical texts preserved in Coptic, including the Gospel of Mary and the Gospel of Judas. Prerequisite: EGYP 510 or equivalent.

EGYP 528b / ANTH 528b / ARCG 528b, Magic and Ritual in Ancient Egypt and the Near East  John Darnell  
Introduction to ancient Egyptian and Near East magic and rituals with an overview on the use of magic and discussion of the different rituals and festivals.
EGYP 533a, Intermediate Egyptian I: Literary Texts  John Darnell
Close reading of Middle Egyptian literary texts; introduction to the hieratic (cursive) Egyptian script. Readings include the Middle Kingdom stories of “Sinuhe” and the “Eloquent Peasant” and excerpts from wisdom literature. Prerequisite: EGYP 501.

EGYP 541b, Intermediate Egyptian II: Historical Texts  Lingxin Zhang
Close reading of Middle Egyptian historical texts in original hieroglyphic and hieratic script. Initial survey of ancient Egyptian historiography and grammatical forms peculiar to this genre of text. Prerequisite: EGYP 501.

EGYP 544a, Ancient Egyptian Scientific Texts  Lingxin Zhang
In this course, students read ancient Egyptian scientific texts dated between 2000 BCE to 1000 BCE. Specifically, we look at ancient Egyptian treatises on medicine, mathematics, geography, as well as relevant onomastica (word-lists). We accompany our investigation of the primary sources with discussions about relevant material cultures and methodology for studying sciences through ancient texts. Prerequisite: At least one L3 course in hieroglyphic Egyptian.

EGYP 558a, Ancient Egyptian Texts of the First and Second Intermediate Periods  John Darnell
Close readings of ancient Egyptian hieroglyphic and hieratic texts of the First and Second Intermediate Periods. The material includes autobiographical texts, letters, religious texts, and documentary and historical texts. It addresses questions of political and social change, causes and nature of internal and external warfare, the development of self-presentation for both royal and nonroyal people, and changes in ancient Egyptian religion. Prerequisite: completion of of L1 and L2 Beginning Ancient Egyptian. Ideally, students will have taken at least one term of L3 and L4 Intermediate Egyptian, although some who have not may be admitted.

EGYP 578b, The Egyptian Netherworld Books  John Darnell
Study of the Underworld texts from the royal tombs of the New Kingdom. Readings from the Amduat, the Book of Gates, the Book of Caverns, the Book of the Creation of the Solar Disk, the Book of the Day and the Night, the cryptographic Books of the Solar-Osirian Unity, the Book of the Heavenly Cow, and the Book of Nut. Discussions of the significance of these texts for understanding Egyptian religion and the possible contributions of these compositions to the Hermetica and Christian Gnosticism. Prerequisites: EGYP 102 and EGYP 103 or equivalents.

HEBR 500a, Elementary Modern Hebrew I  Dina Roginsky
A two-term introduction to the language of contemporary Israel, both spoken and written. Fundamentals of grammar; extensive practice in speaking, reading, writing, and comprehension under the guidance of a native speaker. No previous knowledge required. Successful completion of the fall term required to enroll in the spring term.

HEBR 501b, Elementary Modern Hebrew II  Orit Yeret
A two-term introduction to the language of contemporary Israel, both spoken and written. Fundamentals of grammar; extensive practice in speaking, reading, writing, and comprehension under the guidance of a native speaker. No previous knowledge required. Successful completion of the fall term required to enroll in the spring term.
HEBR 502a, Intermediate Modern Hebrew I  Orit Yeret
A two-term review and continuation of grammatical study leading to a deeper comprehension of style and usage. Focus on selected readings, writing, comprehension, and speaking skills. Prerequisite: HEBR 501 or equivalent.

HEBR 503b, Intermediate Modern Hebrew II  Orit Yeret
A two-term review and continuation of grammatical study leading to a deeper comprehension of style and usage. Focus on selected readings, writing, comprehension, and speaking skills. Prerequisite: HEBR 502 or equivalent.

HEBR 505a, Contemporary Israeli Society in Film  Shiri Goren
Examination of major themes in Israeli society through film, with emphasis on language study. Topics include migration, gender and sexuality, Jewish/Israeli identity, and private and collective memory. Readings in Hebrew and English provide a sociohistorical background and basis for class discussion. Conducted in Hebrew. Prerequisite: HEBR 502, placement test, or permission of the instructor.

HEBR 506b, Dynamics of Israeli Culture  Shiri Goren
The course explores contemporary controversies of Israeli society by examining recent cultural production such as novelistic writing, films, poetry, newspaper articles, new media, advertisement, and television shows. Discussions include migration and the construction of the Sabra character; ethnicity and race: the emergence of Mizrahi voice; women in Israeli society; private and collective memory; minority discourse: Druze, Russian Jews; Israeli masculinity and queer culture. Conducted in Hebrew. Prerequisite: HEBR 502 or permission of the instructor.

HEBR 509b, Reading Academic Texts in Modern Hebrew  Dina Roginsky
The course addresses the linguistic needs of English-speaking students who would like to be able to read with ease and accuracy contemporary Hebrew-language scholarship in the fields of Judaic studies, religious studies, history, political science, sociology, Near Eastern studies, and other related fields. Particularly, this course confronts reading comprehension problems through straightforward exposition of the grammar supported by examples from scholarly texts. Conducted in Hebrew. Prerequisite: two years of modern or biblical Hebrew, or permission of the instructor.

HEBR 510a, Conversational Hebrew: Israeli Media  Shiri Goren
An advanced Hebrew course for students interested in practicing and enhancing conversational skills. The course aims to improve the four language skills while stressing listening comprehension and various forms of discussions including practical situations, online interactions, and content analysis. Prerequisite: HEBR 502 or permission of the instructor.

HEBR 511a, Elementary Biblical Hebrew I  Staff
A two-term introduction to Biblical Hebrew. Intensive instruction in grammar and vocabulary, supplemented by readings from the Bible. No prior knowledge of Hebrew required.

HEBR 512b, Elementary Biblical Hebrew II  Staff
A two-term review and continuation of instruction in grammar and vocabulary, supplemented by readings from the Bible. Prerequisite: HEBR 510 or equivalent.
HEBR 516a, Israeli Popular Music  Dina Roginsky
Changes in the development of popular music in Israel explored as representations of changing Israeli society and culture. The interaction of music and cultural identity; the role of modern popular music in representing, shaping, challenging, and criticizing social conventions; songs of commemoration and heroism; popular representation of the Holocaust; Mizrahi and Arab music; feminism, sexuality, and gender; class and musical consumption; criticism, protest, and globalization. Prerequisite: HEBR 502 or equivalent.

HEBR 519b / JDST 835b, Israel in Ideology and Practice  Dina Roginsky
An advanced Hebrew class that focuses on changing ideology and politics in Israel. Topics include right- and left-wing political discourse, elections, state-religion dynamics, the Jewish-Arab divide, and demographic changes. Materials include newspapers, publications, online resources, speeches of different political and religious groups, and contemporary and archival footage. Also, this course draws comparisons to American political and ideological discourse. Prerequisite: HEBR 502 or equivalent.

MESO 530a, Beginning Sumerian I  Klaus Wagensonner
A two-term introduction to the Sumerian language.

NELC 509a, The Age of Akhenaton  Nadine Moeller and John Darnell
Study of the period of the Egyptian pharaoh Akhenaton (reigned 1353–1336 BCE), often termed the Amarna Revolution, from historical, literary, religious, artistic, and archaeological perspectives. Consideration of the wider Egyptian, ancient Near Eastern, African, and Mediterranean contexts. Examination of the international diplomacy, solar theology, and artistic developments of the period. Reading of primary source material in translation.

NELC 518b, Assyria: The First Near Eastern Empire (Seminar)  Eckart Frahm
Survey of the history and culture of ancient Assyria, with a focus on its imperial phase in the first millennium B.C.E. Assyria's aggressive foreign policy; the role of the military; Assyrian royal ideology, religion, literature, art, and court life; Assyria's impact on the Bible; Assyria's image in classical sources. Readings from primary sources in translation.

NELC 529a, Seals and Sealing in the Ancient Near East  Agnete Lassen
The course investigates seals and seal use in Mesopotamia and surrounding areas from the Uruk period to the end of the Achaemenid empire. The teaching takes the form of a research seminar with active student participation and is based on the extensive glyptic material in the Yale Babylonian Collection.

NELC 537b / ANTH 692b / ARCG 692b, Imaging Ancient Worlds  Klaus Wagensonner and Agnete Lassen
The interpretation of epigraphic and archaeological material within the broader context of landscape, by means of creating a virtual model to reconstruct the sensory experiences of the ancient peoples who created the sites. Use of new technologies in computer graphics, including 3-D imaging, to support current research in archaeology and anthropology.

NELC 556a / CPLT 654a, Classics: The Arabic-Islamic World  Shawkat Toorawa
Arabic-Islamic civilization has produced numerous works that would make it onto almost anyone's list of wondrous books. In this course, we read a selection of (or from) those books and study the literary and intellectual cultures that produced them in an
attempt to deepen and nuance our understanding of Islamic civilization. Readings include the Qur'an, classical Arabic poetry, Jahiz's epistles, the Maqamat of Hariri, al-Ghazali, the Shahnameh, Leyli ve Mejnun, the Conference of the Birds, the Hang Tuah Epic, Aisha al-Bauniyyah's Sufi poetry, and much else besides. All readings in translation.

NELC 557b, Israeli Narratives  Shiri Goren
Close reading of major Israeli novels in translation with attention to how their themes and forms relate to the Israeli condition. Focus on topics and theories of war and peace, migration, nationalism, and gender. Authors include Oz, Yehoshua, Grossman, Matalon, Castel-Bloom, Shalev, and Kashua.

NELC 568a / ARCG 655a, Egyptian Archaeology in the Digital Age: Recording, Mapping & Imaging  Gregory Marouard
Over the past decade the field of archaeology and the methodology in recording practices have seen major transformations with the development of new digital resources for mapping, recording spatial data, and modeling features with user-friendly, affordable digital tools, often available as open-source software, to produce rapid and extremely accurate results. Egyptian archaeology became relatively early a leading field in the use of such equipment and software for recording archaeological and architectural remains, epigraphic data, and cultural heritage. The aim of this course is to provide students a comprehensive understanding and training of these digital recording systems and methods in archaeology taking advantage of the most recent technologies. This course includes theoretical overviews of those highly multidisciplinary activities as well as practical training in the use of modern mapping tools for topography, photography, photogrammetry, digital drawing and RTI, post-processing and immersive virtual reality. This course includes lectures and seminars by guest speakers with extensive experience and practice of several techniques in Egypt, workshop sessions, and some lab activities. Students are engaged in the use of real archaeological data coming from excavation sites in Egypt and are able to practice in person some of the methods seen in class on physical structures on Yale campus. Permission from the instructor to confirm that the student has a general background in Archeology or Ancient Near East or Egyptology is required.

NELC 570b / ANTH 514b / ARCG 515b / CLSS 878b / CPLT 671b / HIST 515b / JDST 657b / RLST 672b, Corrupting Seas: Premodern Maritime Ecologies (Archaia Seminar)  Noel Lenski and Hussein Fancy
Uses the theoretical framework of "corrupting seas" developed by Horden and Purcell as a hermeneutic to investigate the cultural, economic, political, and religious environments of the archaic, ancient and medieval Mediterranean, and similar maritime ecologies. Landscape and natural ecologies play an important but not exclusive role in mapping how diversity and connectivity combined to constitute complex and dynamic environments in the Mediterranean, Indian Ocean, Caribbean, and South China Sea. The course is connected with Archaia's Ancient Societies Workshop, which runs its own series of events through the academic year. Students must attend the ASW events in the spring (fall events are optional).

NELC 571a, Introduction to the Field of Near Eastern Languages & Civilizations  Kevin van Bladel
This half-credit course is a concise introduction to the field of Near Eastern Languages & Civilizations and its cognates (Middle Eastern Studies, etc.), focusing on the history
and constitution of institutional bases for the study of the Near East, the development of the terms by which it is defined, subfields like Assyriology, Egyptology, and Arabic studies, the debate over Orientalism and its aftermath, the conflation of the Near East with religions and nations, the development of Area Studies, the place of NELC knowledge in higher education and scholarship generally, the public face of Near Eastern studies, and how careers in NELC are made. ½ Course cr

NELC 614a / ARBC 598a, Tracing the Image of the Arab "Other" Jonas Elbousty This course places the modern Arabic novel in conversation with the west in an effort to uncover both dominant narratives regarding Arab identity, as well as counter narratives that present a challenge to these dominant narratives. We study the tradition of modern Arabic literature, looking specifically to the ways in which the image of the “other” is presented in Arabic narratives as well as the ways in which the image of the Arab is constructed through the others’ literature. Prerequisite: ARBC 151.

NELC 619b / HIST 568b / RLST 608b, Approaches to the Study of Christianity in Late Antiquity Maria Doerfler This proseminar addresses key methodological and historiographical issues in the periodization and commodification of late antiquity as a field of inquiry, focusing especially on Christianity from the rise of Constantine (313) to the Council of Chalcedon (451). Part One of the course focuses on theories and methods that have marked the study of late ancient Christianity in recent decades, including the analysis of discourse, sexuality and gender, bodies and ritual practice, and hybridity and ethnic identities. Part Two focuses on a series of case studies, including the rise of Constantine, North African ecclesiastical resistance, the role of bishops and councils, barbarians and Roman borders, monasticism, pilgrimage, and the cult of the saints. The course concludes with a consideration of early Christian archaeology. The course is designed for EMWAR students with a primary or secondary area of concentration in Early Christianity, Late Ancient Christianity, Christianity and Judaism in the Hellenistic East, and West Asian Religions of the Sasanian and Early Islamic Eras. The course also provides important historical context for students concentrating in New Testament and in Scriptures and their Interpretation in Antiquity. Students interested in completing a seminar-based exam in connection with the course are encouraged to speak with the instructor. Prerequisites: EMWAR area of concentration designations: EarXty, LateXty, XtyJudEast, WAR.

NELC 627a / ARCG 645a, Archaeology of Ancient Egypt: An Introduction Gregory Marouard This seminar examines in detail the archaeology of ancient Egypt following the chronological order of Egyptian history and covering almost 4,000 years, from the late Neolithic period to the end of the Greco-Roman period. The aim is not only to give a comprehensive overview of major sites and discoveries but also to use as much as possible information from recent excavations, discuss problems and priorities concerning this field, and offer an introduction to new fieldwork methods and approaches used in Egypt as well as a short history of this discipline.

NELC 635a / CPLT 601a, The Education of Princes: Medieval Advice Literature of Rulership and Counsel Shawkat Toorawa In this course we read “mirrors for princes,” a type of political writing by courtiers and advisors. The genre flourished in the courts of medieval Europe and the Islamic world. We learn about the ethical and moral considerations that guided (or were

NELC 636a / ARCG 635a, *The Archaeology of the Second Intermediate Period in Ancient Egypt, ca. 1700-1550 BCE*  Nadine Moeller

The Second Intermediate Period in Egypt poses many challenges concerning its chronology and historical narrative. Over the past decade many new archaeological discoveries have offered new pieces to the puzzle for understanding this complex period of political fragmentation that only lasted for about 250 years. In this course we examine questions about ethnic identity of the foreign Hyksos occupation the Eastern Nile Delta, take a closer look at the recently excavated royal tombs at the site of Abydos in addition to evaluating the rise of the state at Kerma in Nubia. This is also an excellent occasion to revisit Egypt’s relation to the neighboring regions and the Eastern Mediterranean. Within Egypt proper, the relationship and chronological overlap of Dynasty 13 in the Memphite region to the increasingly important kings based at Thebes forming the 16th and 17th Dynasties are investigated as well. This an advanced seminar for graduate students in the Egyptology program and students in the Archaeological Studies program who have some background in ancient Egyptian history/archaeology. Ability to do readings in French and German is required. Instructor permission only.

NELC 669a / MDVL 679a, *Near Eastern Manuscript Research*  Kevin van Bladel

Introduction to research using manuscripts in Near Eastern languages. Topics include codicology, palaeography, manuscript history, textual criticism and edition, and a variety of other matters specific to Near Eastern manuscripts. Prerequisites: reading ability in one premodern Near Eastern language and permission of the instructor.

NELC 688b / ANTH 647b / ARCG 654b, *The Ancient State: Genesis and Crisis from Mesopotamia to Mexico*  Harvey Weiss

Ancient states were societies with surplus agricultural production, classes, specialization of labor, political hierarchies, monumental public architecture, and, frequently, irrigation agriculture, cities, and writing. Pristine state societies, the earliest civilizations, arose independently from simple egalitarian hunting and gathering societies in six areas of the world. How and why these earliest states arose are among the great questions of post-Enlightenment social science. This course explains (1) why this is a problem, to this day, (2) the dynamic environmental forces that drove early state formation, and (3) the unresolved fundamental questions of ancient state genesis and crisis—lawlike regularities or a chance coincidence of heterogenous forces?

OTTM 561a, *Ottoman Text Reading I*  Ozgen Felek

An introduction to Ottoman Turkish. Students develop skills that will enable them to read basic Ottoman Turkish texts and pursue independent work in Ottoman studies. We read and analyze excerpts from original Ottoman texts, such as chronicles, heroic narratives, advice books, physiognomy texts, travel accounts, and hagiographical
stories. The principles of Turkish grammar, syntax, and textual criticism are covered as well.

OTTM 562b, Ottoman Text Reading II  Ozgen Felek
A continuation of Ottoman reading series. Students will develop skills that will enable them to read basic Ottoman Turkish texts and pursue independent work in Ottoman studies. We read and analyze excerpts from original Ottoman texts, such as chronicles, heroic narratives, advice books, physiognomy texts, travel accounts, and hagiographical stories. The principles of Turkish grammar, syntax, and textual criticism are reviewed as well.

OTTM 610a, Introduction to Ottoman Turkish I  Ozgen Felek
Ottoman Turkish is the Turkish language written in the Arabic alphabet during the Ottoman Empire (1299–1923), which ruled for almost seven hundred years from North Africa to the Balkans, and the early years of the Turkish Republic established in 1923. Knowledge of Ottoman Turkish thus gives students an important advantage over experts on just one geographical and cultural area of the Muslim world. Students develop skills that will enable them to read Ottoman Turkish texts and pursue independent work in Ottoman studies. We read and analyze excerpts from original Ottoman texts, such as chronicles, heroic narratives, advice books, physiognomy texts, travel accounts, and hagiographical stories. The principles of Turkish grammar, syntax, and textual criticism are reviewed as well.

OTTM 620b, Introduction to Ottoman Turkish II  Ozgen Felek
Ottoman Turkish is the Turkish language written in the Arabic alphabet during the Ottoman Empire (1299–1923), which ruled for almost seven hundred years from North Africa to the Balkans, and the early years of the Turkish Republic established in 1923. Knowledge of Ottoman Turkish thus gives students an important advantage over experts on just one geographical and cultural area of the Muslim world. Students develop skills that will enable them to read Ottoman Turkish texts and pursue independent work in Ottoman studies. We work on building vocabulary, developing competence in Ottoman Turkish, and improving reading skills. Since culture is an integral part of the language, various cultural expressions are introduced through a variety of historical and literary Ottoman texts from the fourteenth to the nineteenth century. We use Korkut Bu#day’s *The Routledge Introduction to Literary Ottoman* for grammar and reading passages. In addition, we read excerpts from Ottoman texts from different genres.

PERS 500a, Elementary Persian I  Farkhondeh Shayesteh
A two-term introduction to modern Persian with emphasis on all four language skills: reading, writing, listening, and speaking. The objective is to allow students to develop the foundational knowledge necessary for further language study. Designed for nonnative speakers.

PERS 501b, Elementary Persian II  Farkhondeh Shayesteh
A two-term introduction to modern Persian with emphasis on all four language skills: reading, writing, listening, and speaking. The objective is to allow students to
develop the foundational knowledge necessary for further language study. Designed for nonnative speakers.

**PERS 502a, Intermediate Persian I**  Farkhondeh Shayesteh  
This two-term course is a continuation of PERS 501 with emphasis on expanding vocabulary and understanding of more complex grammatical forms and syntax. Designed for nonnative speakers. Prerequisite: PERS 501 or permission of the instructor.

**PERS 503b, Intermediate Persian II**  Farkhondeh Shayesteh  
This two-term course is a continuation of PERS 501 with emphasis on expanding vocabulary and understanding of more complex grammatical forms and syntax. Designed for nonnative speakers. Prerequisite: PERS 501 or permission of the instructor.

**PERS 562a, Cinema of Iran, Past and Present**  Farkhondeh Shayesteh  
A thematic survey of Iranian cinema, past and present. Prominent Iranian directors such as Kiarostami, Beyzai, Panahi, Baniyemad, and Farhadi are explored through discussion and in-class viewing of clips from assigned films. Students enhance their awareness of Persian culture through Iranian films while advancing their language skills. 

**SMTC 513a / RLST 838a, Elementary Syriac I**  Jimmy Daccache  
Syriac was an Aramaic dialect that developed its own written tradition in the northern Levantine city of Edessa in classical antiquity. It became (and remains to this day) the liturgical language of Eastern Christianity in its various manifestations. This course provides students with a basic working knowledge of the language, namely, the three principal scripts (Estrangela, Ser#o, and “Nestorian”), verbal morphology, and the fundamental rules of syntax. Extracts of several Syriac texts are studied for purposes of application. At the end of the course, students are able to read, translate, and analyze simple texts.

**SMTC 514b / RLST 839b, Elementary Syriac II**  Jimmy Daccache  
Syriac was an Aramaic dialect that developed its own written tradition in the northern Levantine city of Edessa in classical antiquity. This course provides students with a basic working knowledge of the language, namely, the three principal scripts (Estrangela, Ser#o, and “Nestorian”), verbal morphology, and the fundamental rules of syntax. The course completes the introduction to the Syriac language. Extracts of several Syriac texts are studied for purposes of application. At the end of the course, students are able to read, translate, and analyze simple texts. Prerequisite: RLST 838/SMTC 513.

**SMTC 520a / RLST 840a, Introductory Ugaritic I**  Jimmy Daccache  
The Ugaritic texts from the Bronze Age found at Ras Shamra-Ugarit on the Mediterranean coast of Syria provide the earliest well-attested example of the use of alphabet writing. The Ugaritic corpus comprises more than 2,000 texts of several genres (myths, rituals, incantations, “scientific” manuals, letters, administrative documents, and others), written in a “cuneiform” script. This course prepares students to read and analyze Ugaritic texts, seeking also to foster a basic appreciation of the nature and diversity of Ugaritic literature.
SMTC 521b / RLST 841b, Introductory Ugaritic II  Jimmy Daccache
The Ugaritic texts from the Bronze Age found at Ras Shamra-Ugarit on the Mediterranean coast of Syria provide the earliest well-attested example of the use of alphabet writing. The Ugaritic corpus comprises more than 2,000 texts of several genres (myths, rituals, incantations, “scientific” manuals, letters, administrative documents, and others), written in a “cuneiform” script. This course completes the introduction to Ugaritic language. Students have the opportunity to improve their knowledge of Ugaritic literature by reading and analyzing texts in the major genres of Ugaritic literature, with special emphasis on mythological texts. Prerequisite: RLST 840/SMTC 520.

SMTC 545a / RLST 835a, Northwest Semitic Inscriptions: Aramaic  Jimmy Daccache
This two-term course is designed to familiarize students with Aramaic epigraphy from the first millennium BCE. The Aramaic grammar is illustrated through early monumental inscriptions on stones from Anatolia and the abundant papyri of the Persian period from Egypt.