NEAR EASTERN LANGUAGES AND CIVILIZATIONS

Arnold Hall, 304 Elm Street, 203.432.2944
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M.A., M.Phil., Ph.D.

Chair
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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, Gaelle Chantrain, Jonas Elbousty, Ozgen Felek, Shiri Goren, Agnete Lassen, Gregory Marouard, Dina Roginsky, Farkhondeh Shayesteh, Klaus Wagensonner, Orit Yeret

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 and must submit scores from the General Test of the GRE. 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 three full years of course work: four yearlong courses or eight term courses per year are considered a full load. 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.

Of the twenty-four required courses for graduate study, at least eighteen 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.

Advanced standing In exceptional cases, upon presenting evidence of successful completion of graduate courses at other universities or at Yale prior to their matriculation in the Ph.D. program, students with significant prior knowledge in their primary fields of study may apply for a waiver of up to eight courses toward the twenty-four required for candidacy. The faculty adviser and the DGS will normally present such applications to the faculty of the department, with a recommendation, no later than the end of the second year.

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. For students who enter with advanced standing, the qualifying examination could be taken at the end of the second 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  Eli Tadmor
Introduction to the language of ancient Babylonia and its cuneiform writing system, with exercises in reading, translation, and composition.

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

AKKD 505b, Historical and Archival Texts from First-Millennium Assyria  Eckart Frahm
Reading and discussion of inscriptions, letters, and documents pertaining to the history of the Assyrian empire. Prerequisite: knowledge of Akkadian.

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  Jonas Elbousty
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  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 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  Muhammad Aziz
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  Muhammad Aziz
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  Kevin Butts
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  Kevin Butts
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 523a, Arabic Prose Narrative  Muhammad Aziz
Close reading of some of Naguib Mahfouz’s novels. Attention to idiomatic expressions, structural patterns, literary analysis, and discussions. Students write a brief report on their weekly reading and discuss the main ideas of the assigned reading. Short midterm paper relevant to Mahfouz (to be discussed with the instructor) and a final paper. Prerequisite: ARBC 503 or permission of the instructor.

ARBC 560a or b, Graduate Arabic Seminar: Reading Arabic Scholarship  Staff
Study and interpretation of classical Arabic texts for advanced students. The focus this term is on Arabic scholarly texts.
ARBC 567b, Modern Arab Writers  Muhammad Aziz
Study of novels and poetry written by modern Arab writers, including Taha Hussein, Zaid Dammaj, Hoda Barakat, Nizar Qabbani, al-Maqilī, and Mostaghanimi. Prerequisite: ARBC 504 or permission of the instructor.

EGYP 500a, Introduction to Classical Hieroglyphic Egyptian I  Gaelle Chantrain
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  Gaelle Chantrain
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  Daniel Bohac
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 528a / ANTH 528a / ARCG 528a, 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 577a, Egyptian Rock Inscriptions  John Darnell

EGYP 579a, Directed Readings: Egyptology  John Darnell

EGYP 591a, Ancient Egyptian Love Poetry  John Darnell
Egyptian love poetry, concentrating on the major documents. Most readings in hieratic, with discussions of the grammar of literary Late Egyptian, its relationship to nonliterary Late Egyptian and late Middle Egyptian. Readings in comparative texts and investigation of iconographic parallels.

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  Shiri Goren
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 504a, Advanced Modern Hebrew: Daily Life in Israel  Orit Yeret
An examination of major controversies in Israeli society. Readings include newspaper editorials and academic articles as well as documentary and historical material. Advanced grammatical structures are introduced and practiced.

HEBR 505b, 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 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 511a, Elementary Biblical Hebrew  Rebecca Kamholz
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, Intermediate Biblical Hebrew  Rebecca Kamholz
A two-term review and continuation of instruction in grammar and vocabulary, supplemented by readings from the Bible. Prerequisite: HEBR 510 or equivalent.

HEBR 519a / J DST 835a, 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.

HEBR 578b / J DST 674b, Languages in Dialogue: Hebrew and Arabic  Dina Roginsky
Hebrew and Arabic are closely related as sister Semitic languages. They have a great degree of grammatical, morphological, and lexical similarity. Historically, Hebrew and Arabic have been in cultural contact, especially in medieval Spain, the Middle East, and North Africa – as evidenced by the Judeo-Arabic languages. In modern Israel, Arabic is the native tongue of about 20 percent of the population, yet lack of communication exists today between Hebrew speakers and Arabic speakers for mainly political reasons. This advanced Hebrew class explores cultural and linguistic contacts between the two languages and relationships between the communities, including both Jewish and non-Jewish Arabic speakers and Hebrew speakers. Additionally, students benefit from regular meetings with a parallel Arabic class that discusses similar topics. The shared meetings enable Hebrew learners and Arabic learners to participate together in one class, to promote social interaction based on mutual respect, and to focus on cultural and linguistic aspects of the material.

MESO 509a, Mesopotamian Humorous Texts  Eckart Frahm
Study and interpretation of humorous cuneiform texts, including “The Poor Man of Nippur” and “The Doctor from Isin.”

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

MESO 533a, Advanced Sumerian  Benjamin Foster

MESO 559b, Directed Readings: Assyriology  Staff

MESO 579a, Mari: Introduction to the City and Its Texts
This course introduces students to the archaeology, art, and texts of Mari as well as modern scholarship on the city and its remains. We focus especially on the range of texts that were found in the Mari archives and that work together to bring to life different facets of life in the palace and the Mari kingdom during the reign of the so-called Amorite rulers of the late-nineteenth and early eighteenth centuries BCE. Students are graded on assignments, a final presentation, and class participation. Prerequisites: knowledge of Akkadian and ability to read French.

NELC 505a, History of Mesopotamia: The Early Periods  Benjamin Foster
Survey of developments in Mesopotamian history from the earliest times until 2500 BCE, with consideration of early settlement, village life, developing urbanism; and evidence for social structure, technology, production, and trade, culminating in the “Uruk Phenomenon” and its aftermath.

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 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 588a / ANTH 773a / ARCG 773a, Climate Change, Societal Collapse, and Resilience  Harvey Weiss
Collapse documented in the archaeological and early historical records of the Old and New Worlds, including Mesopotamia, Mesoamerica, the Andes, and Europe. Analysis of politicoeconomic vulnerabilities, resiliencies, and adaptations in the face of abrupt climate change, anthropogenic environmental degradation, resource depletion, “barbarian” incursions, or class conflict.

NELC 663b, Zoroastrianism  Kayla Dang
Surveys the history of Zoroastrianism, one of the world’s oldest continuous religious traditions, from its origins in the first millennia BCE to the present day. Readings in primary sources in English translation and secondary readings in modern scholarship.

NELC 668b / CLSS 829b / HIST 507b / LING 668b, Historical Sociolinguistics of the Ancient World  Kevin van Bladel
Social history and linguistic history can illuminate each other. This seminar confers the methods and models needed to write new and meaningful social history on the basis of linguistic phenomena known through traditional philology. Students learn to diagnose general
historical social conditions on the basis of linguistic phenomena occurring in ancient texts. Prerequisite: working knowledge of at least one ancient language.

NELC 683b / CLSS 872b / HIST 513b / MDVL 513b / RLST 619b, Law and History, Law in History: Premodern Civilizations through the Lens of Legal Historiography  Maria Doerfler and Travis Zadeh
This seminar invites students into a comparative exploration of the intersection of law, history, and historiography in the ancient and premodern world. Sessions explore these links across a variety of linguistic and geographic settings, including those of ancient and medieval India, China, Persia, Greece, and Rome, as well as in different political, religious, literary, and archaeological contexts. The seminar constructs the category of law expansively to encompass civic, religious, and hybrid forms of legislation. In the process, we seek to explore, inter alia, questions of the relevance of history for the study of law, history’s deployment in the context of legal writings, and law’s concomitant relevance for historiography; the use of theoretical models, including those forged in modern and postmodern contexts, for the study of law and legal historiography; and the implications of discourses about law and history in premodernity for contemporary, post-secular societies.

NELC 684b / CPLT 960b / FREN 658b / MDVL 658b / SPAN 658b, Law and the Science of the Soul: Iberian and Mediterranean Connections  Jesus Velasco
This seminar suggests a research project to investigate the affinity between the legal discipline and the science of the soul, or, if you wish, between the science of the soul and the body of law. The point of departure for our framing argument—the existence of this affinity—is that at different moments in history, the legal science (in the form of legal scholarship, religious law, or even legislation) has toiled to appropriate cognitive processes (the external senses, for instance) and post-sensorial operations (imagination, fantasy, memory, etc.). However, this appropriation has become, at different moments in history, so naturalized, so dissolved, so automatized, that it has become invisible for us, and that, because of this invisibility, the affinity can continue doing a political work that is not always evident to us readers, citizens, and clients of the law. In this seminar we read Iberian and Mediterranean primary sources from different confessions, in different languages, and within different legal and political backgrounds—from pre-Socratic thinkers to al-Ghazali, from Averroes and Maimonides to Alfonso X, from Parisian theologians to Spinoza, etc. Likewise, we read theoretical work that allow us to conceptualize the kind of research we are doing.

NELC 702b / RLST 752b, Mishnah Seminar: Tactrace Megillah  Steven Fraade
Study of rabbinc texts treating rules for the public recitation and translation of the Scroll of Esther on the holiday of Purim and of other sacred scriptures and translations throughout the year, with special attention to the relation between law and ritual and the narrativity of both. EMWAR area of concentration designations: STHJ, Rabjud, ScrInterp. Prerequisite: reading fluency in ancient Hebrew.

NELC 703b / JDST 721b / RLST 751b, Introduction to Judaism in the Ancient World: From Temple to Talmud  Steven Fraade
The emergence of classical Judaism in its historical setting. Jews and Hellenization; varieties of early Judaism; apocalyptic and postapocalyptic responses to suffering and catastrophe; worship and atonement without sacrificial cult; interpretations of scriptures; law and life; the rabbi; the synagogue; faith in reason; Sabbath and festivals; history and its redemption.

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 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.

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 506a, Manichaean Middle Persian and Parthian  Kevin van Bladel
Introduction to reading Middle Persian and Parthian, two different but closely related ancient Iranian languages, in the distinctive script employed by Manichaean scribes. Includes extensive study of the Manichaean religion through original texts and secondary readings.

PERS 506b, Persian Culture and Media  Farkhondeh Shayesteh
Advanced study of Persian grammar, vocabulary, and culture through the use of authentic Persian media. Examination of daily media reports on cultural, political, historical, and sporting events in Iran, Afghanistan, Tajikistan, and other Persian-speaking regions. Designed for nonnative speakers. Prerequisite: PERS 140 or permission of instructor.

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 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 522b, Elementary Syriac II  Christopher Mezger
A two-term introduction to the Syriac language. The first term is devoted to acquiring the essentials of Syriac grammar and vocabulary. The second focuses on reading and analyzing Syriac texts from various genres and time periods.

SMTC 546b / RLST 834b, Northwest Semitic Inscriptions: Phoenician and Punic Epigraphy  Jimmy Daccache
This course completes the introduction of Phoenician epigraphy. It is designed to study the Phoenician and Punic inscriptions found in the western Mediterranean basin. The chronological span stretches from the eighth century BCE to the Roman period. The study of inscriptions—examined from photographs and drawings—follows a chronological order: Phoenician inscriptions from the eighth and seventh centuries BCE (Italy, Iberian Peninsula); Punic and Late Punic inscriptions between the sixth century BCE and the first century CE (Italy, Iberian Peninsula, North Africa [Carthage, Maktar, etc.]). At the end of the term, students have a firm grasp of the Phoenician language and script and its evolution toward Punic and Late Punic. Prerequisite: RLST 832.