NEAR EASTERN LANGUAGES AND CIVILIZATIONS (NELC)

* NELC 005a / HUMS 005a, The Ancient Egyptian Empire of the New Kingdom  Nadine Moeller
For most of the duration of the New Kingdom (1550-1069 BCE), the ancient Egyptians were able to establish a vast empire and became one of the key powers within the Near East. This course is an introduction to the history, archaeology and literary sources of one of the most dynamic periods of ancient Egyptian history. We investigate the development of Egyptian foreign policies and military expansion, which affected parts of the Near East and Nubia to the south. We also examine and discuss topics such as ideology, imperial identity, political struggle and motivation for conquest and control of wider regions surrounding the Egyptian state as well as the relationship to other powers and their perspective on Egyptian rulers, as, for example, described in the famous Amarna letters, the world's earliest diplomatic correspondence. Throughout the semester, we consider the different sources that have survived in the archaeological and textual record for understanding Egypt's first empire within its ancient geopolitical context. All primary texts are read in translation.  HU

* NELC 006a / HUMS 006a, Six Pretty Good Journeys  Shawkat Toorawa
Through the lens of travel accounts – by merchants, envoys, scholars, pilgrims and wanderers – this course provides first-year students with an intensive introduction to studying the humanities at Yale. The course is anchored by accounts of trans-continental journeys to six regions: China, Egypt, the Holy Land, the Indian Ocean, the Ottoman Empire, and Russia. Key texts include: The Periplus (Greek, 1st-century), Ibn Fadlan's Mission to the Volga (Arabic, 10th-c.), Benjamin of Tudela's Itinerary (Hebrew, 12th-c.), Abd al-Latīf's Physician on the Nile (Arabic, 12th-c.), Marco Polo's Travels (Franco-Venitian, 13th-c.), Margery Kempe's Autobiography (English, 14th-c.). We also read works by contemporary travelers Emily O’Dell and Tim Mackintosh-Smith. All provide a foundation for us to explore the ways we think about ourselves and the “other,” home, the unfamiliar and wondrous – in short, the diversity of human experience. We make extensive use of Yale’s rich manuscript archives, historical object collections, and art galleries and devote sustained attention to improving students’ academic writing skills. Friday sessions alternate between writing workshops and field trips to Yale collections. Enrollment limited to first-year students. Preregistration required; see under First-Year Freshman Seminar Program.  WR, HU ½ Course cr

NELC 102b / HIST 381b / MMES 102b / SOCY 102b, Introduction to the Middle East  Jonathan Wyrtzen
Introduction to the history, politics, societies, and cultures of the Middle East. Topics and themes include geopolitics, environment, state formation, roles of Judaism/Christianity/Islam, empire&colonialism, nationalism, regional & global wars, Palestine-Israel conflict, US and other Great Power intervention.  HU, SO

NELC 112b / AFST 112b / ARCG 222b / RLST 141b, Egyptian Religion through the Ages  John Darnell
Diachronic approach to topics in Egyptian religion. Religious architecture, evidence for protodynastic cults, foreigners in Egyptian religious celebrations, music and vocal expression in Egyptian religion, Re and Osiris, the Amarna interlude and the Ramesside solar religion, and the goddess of the eye of the sun. Readings in translation.  HU

NELC 115b, The Bible in Its Ancient Near Eastern Setting  Eckart Frahm
History of the Assyrian, Babylonian, and Persian empires of the first millennium B.C.E.; how their rise and fall influenced the politics, religion, and literary traditions of biblical Israel. Topics include the role of prophecy and (divine) law, political and religious justifications of violence, the birth of monothelism, and the historical reliability of the Hebrew Bible.  HU

* NELC 128a / HUMS 128a, From Gilgamesh to Persepolis: Introduction to Near Eastern Literatures  Kathryn Slanski
This lecture course is an introduction to Near Eastern civilization through its rich and diverse literary cultures. We read and discuss ancient works, such as the Epic of Gilgamesh, Genesis, and “The Song of Songs,” medieval works, such as A Thousand and One Nights, selections from the Qur'an, and Shah-nama: The Book of Kings, and modern works of Israeli, Turkish, and Iranian novelists and Palestinian poets. Students complement classroom studies with visits to the Yale Babylonian Collection and the Beinecke Rare Book and Manuscript Library, as well as with film screenings and guest speakers. Students also learn fundamentals of Near Eastern writing systems, and consider questions of tradition, transmission, and translation. All readings are in translation.  WR, HU

* NELC 169a / MMES 170a / PERS 180a, Reading Persian Texts  Farkhondeh Shayeesteh
Students are presented with opportunities to enhance their knowledge of their language, with primary focus on reading skills. The course involves reading, analyzing, and in-class discussion of assigned materials in the target language. Authentic reading excerpts from history, art, philosophy, and literature, as well as art history materials from medieval to modern times are used. This course is taught in Persian. Prerequisite: L4 and instructor permission.  L5

NELC 201b / ENGL 191b / HUMS 206b / LITR 318b / MMES 215b, The Arabian Nights, Then and Now  Robyn Creswell
Exploration of Arabian Nights, a classic of world literature. Topics include antecedents, themes and later prose, and graphic and film adaptations.  HU
A survey of the work of Mohamed Choukri, one of the most prominent Moroccan, if not Arab, writers to have shaped the modern Arabic literary canon. His influence has been instrumental in forming a generation of writers and enthusiastic readers, who fervently cherish his narratives. Students dive deeply into Choukri’s narratives, analyzing them with an eye toward their cultural and political importance. The class looks to Choukri’s amazing life story to reveal the roots of his passion for writing and explores the culture of the time and places about which he writes. Through his narratives, students better understand the political environment within which they were composed and the importance of Choukri’s work to today’s reader regarding current debates over Arab identity. This class surveys the entirety of his work, contextualizing within the sphere of Arabic novelistic tradition. Prerequisite: ARBC 151, L4 or equivalent, or permission from the of instructor. 1.5

This seminar is an introductory class that examines in detail the archaeology of ancient Egypt following the chronological order of Egyptian history and covering almost 4000 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, offer an introduction to new fieldwork methods and approaches used in Egypt as well as a short history of this discipline. HU

This seminar examines in detail the Old Kingdom period, covering about 800 years of this crucial phase of the Egyptian civilization, starting with the late phase of the Early Dynastic state formation period (ca. 2850 BCE) to the First Intermediate period (ca. 2050 BCE), encompassing the 3rd to the 6th Dynasties. All major archaeological sites of this period are investigated through the scope of material culture, art and architecture, using as much as possible information from recent excavations and discoveries in this specific field. This approach includes the study of the large mortuary complexes, from Saqqara to Dahschur, Giza Abu Rawash and Abusir, as well as several settlement sites from the central state capital in the Memphite region, the lower and upper provinces to the Egyptian borders. Several aspects of the connections established by Egypt with its neighboring areas such as Nubia and the Levant and deserted areas at the periphery of the Nile Valley are included to illustrate the extensive exchange network and the complex economy and administrative system established in order to support the major construction projects engaged during this period. Material culture, artistic aspects and typologies (within an overview of reliefs and statuary), craft productions, everyday life activities and burial practices are addressed. This course constitutes the first step of a series of chronological survey courses in Egyptian Archaeology. HU

Egypt was among the first centralized territorial states in the world, and, because Egyptian history offers us 4000 years of institutional development and change, the focus of this course is on the long-term development of the ancient Egyptian state, its institutions, and its culture. The course introduces students to the history and culture of ancient Egypt from the rise of the central state to the early Christian period. General historical trends, the relationship of Egyptian history to other contemporary ancient cultures, and the legacy of Egypt to the “West” are also considered. At the end of the course, students have an understanding of the material culture and the historical development of ancient Egypt, and an appreciation for the relationship of the ancient sources to the construction of ancient Egyptian history. HU 0 Course cr

"The Anthropocene" is the recent and informal designation for the period during which human activity has transformed the Earth. The Anthropocene is now the subject of intense research and debate among environmental historians, archaeologists, botanists, and climate system modelers. The reasons for this are clear: we need to know the history of the Earth's transformation(s) in order to understand present rates of atmospheric, climatic, environmental, demographic, land use, and biodiversity change. What were the magnitudes and rates of these changes, individually or synchronously, over the past 10,000 years? 4000 years? 100 years? Are these rates of change "normal," unusual, benign, unimportant, or “dangerous?” SO

The shaping of society and polity from the rise of Islam to the Mongol conquest of Baghdad in 1258. The origins of Islamic society; conquests and social and political assimilation under the Umayyads and Abbasids; the changing nature of political legitimacy and sovereignty under the caliphate; provincial decentralization and new sources of social and religious power. HU

This course covers the development of the Arabic language from the earliest epigraphic evidence through the formation of the Classical 'Arabiyaa and further, to Middle Arabic and Neo-Arabic. Readings of textual specimens and survey of secondary literature. Prerequisite: ARBC 140 and permission of instructor.

The coincidence of societal collapses throughout history with decadal and century-scale abrupt climate change events. Challenges to anthropological and historical paradigms of cultural adaptation and resilience. Examination of archaeological and historical records and high-resolution sets of paleoclimate proxies. HU, SO
* NELC 490a / MMES 490a / RLST 445a, Introduction to Arabic and Islamic Studies  Frank Griffel
Comprehensive survey of subjects treated in Arabic and Islamic studies, with representative readings from each. Methods and techniques of scholarship in the field; emphasis on acquiring familiarity with bibliographical and other research tools. Enrollment limited to senior majors in Near Eastern Languages and Civilizations, except by permission of instructor.

* NELC 492a and NELC 493b, The Senior Essay  Kathryn Slanski
Preparation of a research paper of at least thirty pages (sixty pages for a two-term essay) under the supervision of a departmental faculty member, in accordance with the following schedule: (1) by the end of the second week of classes of the fall term, students meet with advisers to discuss the topic, approach, sources, and bibliography of the essay. Note: students planning to write the essay in the second term (NELC 493) should also meet with their prospective advisers by this deadline; (2) by the end of the fourth week of classes a prospectus with outline, including an annotated bibliography of materials in one or more Near Eastern languages and of secondary sources, is signed by the adviser and submitted to the director of undergraduate studies. The prospectus should indicate the formal title, scope, and focus of the essay, as well as the proposed research method, including detailed indications of the nature and extent of materials in a Near Eastern language that will be used; (3) at the end of the tenth week of classes (end of February for yearlong essays), a rough draft of the complete essay is submitted to the adviser; (4) two copies of the finished paper must be submitted to the director of undergraduate studies, Rm 314 HGS, by 4 p.m. on the last day of reading period. Failure to comply with the deadline will be penalized by a lower grade. Senior essays will be graded by departmental faculty unless, for exceptional reasons, different arrangements for an outside reader are made in advance with the director of undergraduate studies and the departmental adviser.