NEAR EASTERN LANGUAGES AND CIVILIZATIONS

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

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Lecturers and Lectors Ozgen Felek, Agnete Lassen, Gregory Marouard, Jane Mikkelson, Klaus Wagensonner, M. Ezgi Yalcin

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
Coursework
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**  Parker Zane
Introduction to the language of ancient Babylonia and its cuneiform writing system, with exercises in reading, translation, and composition.

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

**AKKD 503b, Advanced Akkadian: Akkadian Literary Texts**  Eckart Frahm
This course focuses on the Babylonian *Erra Epic*.

**AKKD 505a, 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.

**AKKD 552b / NELC 552b, Advanced Akkadian: Women in Ancient Mesopotamia**  Eckart Frahm
Study and interpretation of historical inscriptions, letters, legal treatises, and religious and literary texts related to the life of women in ancient Mesopotamia.

**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**  Randa Muhammed

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**  Randa Muhammed

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**  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 509a, Beginning Classical Arabic I**  Staff

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, Beginning Classical Arabic II**  Staff

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, Intermediate Classical Arabic I**  Staff

A course on Arabic grammar and morphology that builds on the skills acquired in ARBC 146/510, with emphasis on vocabulary, grammar, and reading skills and strategies. Readings drawn from a variety of genres, such as biography, history, hadith, and poetry. ARBC 146/510 or permission from instructor.
ARBC 512b, Intermediate Classical Arabic II  
**Staff**
A continuation of Intermediate Classical Arabic grammar and morphology that builds on the skills acquired in ARBC 156/511, with emphasis on vocabulary, grammar, and reading skills and strategies. Readings drawn from a variety of genres, such as biography, history, hadith, and poetry. ARBC 156/511 or permission from instructor.

ARBC 520a, Egyptian Arabic  
**Randa Muhammed**

ARBC 522a, Modern Standard Arabic for Heritage Learners I  
**Sarab Al Ani**
This course is designed for students who have been exposed to Arabic—either at home or by living in an Arabic speaking country—but who have little or no formal training in the language. The main purpose of the course is to build on the language knowledge students bring to the classroom to improve their skills and performance in the three modes of communication (interpersonal, presentational, and interpretive) to fulfill various needs. Particular attention is paid to building, controlling, and mastering language structures. Effective study strategies are used in this course to strengthen writing skills in MSA. Various assignments and tasks are designed to improve the learner's understanding of several issues related to culture in various Arabic speaking countries. Prerequisite: Students must take the placement test or have permission of the instructor.

ARBC 542b, Modern Standard Arabic for Heritage Learners II  
**Sarab Al Ani**
Continuation of ARBC 122, MSA for Heritage Learners I. This course is designed for students who have been exposed to Arabic—either at home or by living in an Arabic-speaking country—but who have little or no formal training in the language. The main purpose of the course is to build on the language knowledge students bring to the classroom to improve their skills and performance in the three modes of communication (Interpersonal, Presentational, and Interpretive) in MSA to fulfill various needs. Particular attention is paid to building, controlling, and mastering language structures. Effective study strategies are used in this course to strengthen writing skills. Various assignments and tasks are designed to improve the learner's understanding of several issues related to culture in various Arabic speaking countries. Prerequisite: ARBC 122, successful completion of placement test, or instructor permission.

ARBC 560a, Graduate Arabic Seminar: Rihlah  
**Shawkat Toorawa**
Study and interpretation of classical Arabic texts for graduate students. The focus this term is on Arabic prose texts.

ARBC 561b, Graduate Arabic Seminar: Scientific Writing  
**Kevin van Bladel**
Study and interpretation of classical Arabic texts for graduate students.

ARBC 567a, 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-Maqalih, and Mostaghanimi. Prerequisite: ARBC 504 or permission of the instructor.

EGYP 500a, Introduction to Classical Hieroglyphic Egyptian I  
**Vincent Morel**
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  Mike Tritsch
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 510a, Elementary Biblical Coptic I  David Baldi
The native Egyptian language in the Roman and Byzantine periods. Thorough grounding in grammar and vocabulary of the Sahidic dialect as a basis for reading biblical, monastic, and Gnostic texts. Credit only on completion of EGYP 520.

EGYP 520b, Elementary Biblical Coptic II  Camille Angelo
Continuation of EGYP 510. Prerequisite: EGYP 510.

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 540a, Ancient Egyptian Epistolography  John Darnell
Readings (in hieroglyphic and hieratic scripts) of Egyptian letters, from the Old Kingdom through the Third Intermediate Period, including the Letters to the Dead, Kahun Letters, and Late Ramesside Letters.

EGYP 541b, Intermediate Egyptian II: Historical Texts  Vincent Morel
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 546b, Old Egyptian: Texts from the Age of the Pyramids  Vincent Morel
This course provides an overview of Old Kingdom (c. 2650–2150 BCE) Egypt’s language and material, textual, and religious culture. Students with a solid foundation in Middle Egyptian delve into the grammar of Old Egyptian using primary sources, such as administrative documents, tomb texts (including ideal and event autobiographies, Reden und Rufe, and appeals to the living), and Pyramid Texts. Lectures cover the unique aspects of Old Kingdom society and culture, and workshops allow students to develop their epigraphy and hieratic knowledge. Prerequisite: Intermediate Egyptian I (EGYP 131/533) or three semesters of Classical Hieroglyphic Egyptian (or permission of the instructor) to enroll in this course. This is considered an L-4 course.

EGYP 590a, Egyptian Coffin Texts  John Darnell
Readings of the religious texts of Middle Kingdom coffins. Focus on creation accounts, the Shu texts, spells of transformation, and the Book of the Two Ways. Readings in both normalized hieroglyphic transcription and original cursive hieroglyphic writing. Study of coffin panels in the collection of the Yale Art Gallery. Prerequisite: EGYP 501.

EGYP 599a, Directed Readings: Egyptology  John Darnell

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 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 513a, Intermediate Biblical Hebrew I  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 514b, Intermediate Biblical Hebrew II  Staff
Continuation of HEBR 513.

HEBR 524a / JDST 671a, Creative Writing in Hebrew  Orit Yeret
An advanced language course with focus on creative writing and self-expression. Students develop knowledge of modern Hebrew, while elevating writing skills based on special interests, and in various genres, including short prose, poetry, dramatic writing, and journalism. Students engage with diverse authentic materials, with emphasis on Israeli literature, culture, and society.

HEBR 578a / JDST 674a, 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, Arabic and Hebrew have been in cultural contact in various places and in different aspects. This advanced Hebrew language class explores linguistic similarities between the two languages as well as cultural comparisons of the communities, built on mutual respect. Students benefit from a section in which they gain a basic exposure to Arabic, based on its linguistic similarity to Hebrew. Conducted in Hebrew. Prerequisite: HEBR 503, or placement test, or permission of the instructor.
NELC 501a, Beginning Sumerian I  Klaus Wagensonner
Introduction to Sumerian language.

NELC 502b, Beginning Sumerian II  Klaus Wagensonner
Continuation of Beginning Sumerian I.

NELC 503a, Advanced Sumerian I  Benjamin Foster
Advanced Sumerian course.

NELC 521a, History of Mesopotamia: Third Millennium  Benjamin Foster
This course studies the history of the third millennium in Mesopotamia.

NELC 525a, Ancient Mesopotamia: The First Half of History  Eckart Frahm
An introduction to the history and culture of the peoples and societies of ancient Iraq, from 3500 BCE to 75 CE, with a focus on Sumer, Babylonia, and Assyria. Students explore the origins of core features of Mesopotamian civilization, many still with us, from writing, literature, law, science, and organized religion to urbanism, long-distance trade, and empire. In addition to secondary sources, readings (all in English) include the Epic of Gilgamesh, the Babylonian Epic of Creation, liver omens from the world’s first universal library, cuneiform letters and legal documents, as well as the world’s earliest cookbooks, housed in the Yale Babylonian Collection.

NELC 552b / AKKD 552b, Advanced Akkadian: Women in Ancient Mesopotamia  Eckart Frahm
Study and interpretation of historical inscriptions, letters, legal treatises, and religious and literary texts related to the life of women in ancient Mesopotamia.

NELC 576b, Syllabic Sumerian  Klaus Wagensonner
The course deals with Sumerian orthography from different periods and places. The main aim is to look at texts which are written in an orthography different from the mainstream orthography found, e.g., at Nippur. Thus (literary) texts are dealt with, which originate from peripheral sites such as Me-Turan or Susa, and which are often written syllabically. The understanding of such texts without knowledge of versions written in normal orthography is often hampered. The syllabic spellings of Sumerian words in such texts invite comparisons to paratextual remarks such as pronunciation glosses added to literary and lexical texts. A second vantage point is the rich liturgical literature (e.g., lamentations), which is composed in the so-called Emesal register. Apart from Sumerian love songs, the course mainly draws from the corpus of the lamentation singer. A brief glance at the Early Dynastic UD.GAL.NUN orthography will round out the course.

NELC 585b, Imaging Ancient Worlds in Museum Collections  Agnete Lassen and Klaus Wagensonner
What is digitization of cultural heritage? What are its merits, challenges, and best practices? The course highlights the documentation and interpretation of archaeological artifacts, in particular artifacts from Western Asia. The primary goal of the course is the use of new technologies in computer graphics, including 3D imaging, to support current research in archaeology and anthropology. The course does put particular emphasis on the best practices of digitizing artifacts in collections. The prime study subjects are the artifacts housed in the Yale Babylonian Collection. Students engage directly with the artifacts while practicing the various imaging techniques.
NELC 617a, Medieval Arabic Travel Narratives  Shawkat Toorawa
We read a selection of medieval Arabic travel accounts—including 'Abd al-Latif al-Baghdadi, Buzurg ibn Shahriyar, al-Gharnati, Ibn Fadlan, Ibn Jubayr, al-Mas'udi, and Sirat Ja'far al-Hajib—and from the body of scholarship on medieval travel. Knowledge of Arabic desirable but not required.

NELC 618a / CPLT 660a, Writing Muslims  Shawkat Toorawa
We read and enjoy the works of Leila Aboulela, Nadia Davids, Aisha Gawad, Abdulrazak Gurnah, Manzu Islam, Sorayya Khan, Laila Lalami, Hisham Matar and others, and such films as My Beautiful Laundrette, Surviving Sabu, and Ae Fond Kiss, paying special attention to articulations of displacement, faith, history, identity, and memory. We try to develop an understanding of how the “diasporic” or “expatriate” Muslim writes herself, her world, and her condition. All material in English. Prerequisite: Undergraduates need instructor’s permission to register for this course.

NELC 680a / RLST 680a, Post-Classical Islamic Thought  Frank Griffel
Whereas the classical period of Islamic theology and philosophy, with prominent movements such as Mu'tazilism, Ash'arism, falsafa, etc., has attracted the bulk of the attention of intellectual historians who work on Islam, research on the period after that has recently caught up and has become one of the most fertile subfields in Islamic studies. This graduate seminar aims to introduce students into the most recent developments in the study of Islam's post-classical period, which begins in the twelfth century in response to the conflict between Avicenna (d. 1037) and al-Ghazali (d. 1111). In this seminar we read Arabic texts by philosophical, theological, and scientific authors who were active after 1120, among them Abu l-Barakat al-Baghdadi (d. c. 1165), al-Suhrawardi (d. c. 1192), Fakhr al-Din al-Razi (d. 1210), Athir al-Din al-Abhari (d. 1265), Qutb al-Din al-Shirazi (d. 1311), or Shams al-Din al-Samarqandi (d. 1322). The reading of primary literature happens hand in hand with the discussion of secondary works on those texts. Class sessions are usually divided into a discussion of secondary literature and a reading of Arabic sources. Prerequisites: reading knowledge of classical Arabic and permission by the instructor.

NELC 731a / ANTH 788a / ARCG 788a, Origins of Ancient Egypt: Archaeology of the Neolithic, Predynastic, and Early Dynastic Periods  Gregory Marouard
This seminar is a graduate-level course that examines, from an archaeological and material culture perspective, the origins of the Egyptian civilization from the late Neolithic period (ca. 5500 BC) to the beginning of the Early Dynastic period (ca. 2900-2800 BC). After a progressive change of the Northeastern Africa climate in the course of the sixth millennium BC, the late Neolithic populations regroup within the Nile valley and rapidly settle in several parts of this natural corridor and major axis of communication between the African continent and the Middle East. Strongly influenced by the Saharan or the Levantine Neolithic, two early Egyptian sedentary communities will arise in Lower and Upper Egypt with very distinctive material cultures and burial practices, marking the gradual development of a complex society from which emerge important societal markers such as social differentiation, craft specialization, long-distance exchange networks, emergence of writing, administration and centralization, that will slowly lead to the development of local elites and early forms of kingship controlling proto-kingdoms. From those societies and the consecutive assimilation of both into a single cultural identity, around 3200 BC, some of the main characteristics of the subsequent Egyptian civilization will emerge from
this crucial phase of state formation. Most of the major archaeological sites of this period are investigated through the scope of material culture; art; funerary traditions; and the study of large settlement and cemetery complexes using, as much as possible, information from recent excavations and discoveries. This course includes in particular the study of the first Neolithic settlements (Fayum, Merimde, al-Omari, Badari), the Lower Egyptian cultures (Buto, Maadi, Helwan and the Eastern Delta), the various phases of the Naqada cultures (at Hierakonpolis, Naqada and Ballas, Abydos), and the rise of the state (specifically in Abydos and Memphis areas). This course is suitable for graduate students (M.A. and Ph.D. programs) in the fields of Egyptology, archaeology, anthropology, and ancient history. With instructor and residential college dean approval, undergraduate students with a specialty in Egyptology or archaeology can register. No background in Egyptology is required, and no Egyptian language is taught. This course is the first in a series of chronological survey courses in Egyptian Archaeology.

NELC 744a / ARCG 642a, Ancient Egyptian Materials and Techniques: Their Histories and Socioeconomic Implications  Gregory Marouard
This seminar investigates in detail ancient Egyptian materials, techniques, and industries through the scope of archaeology, history, and socioeconomical, textual, and iconographic data. When possible, ethnoarchaeological and experimental approaches of the antique chaîne-opératoire are discussed in order to illustrate skills and professions that have now completely disappeared. This class is organized according to various themes within a diachronical approach, from the fourth millennium BCE to the Roman period. Copper and precious metals, construction stones, hard stones and gems, glass and faience production, imported wood or ivory—we explore multiple categories of materials; where and how they were collected or exchanged; the way these products were transported, transformed, refined, or assembled; and the complex organization of the work involved and administration that was required in order to satisfy the tastes of Egyptian elites or their desires to worship their gods. Some other vernacular savoir-faire linked to everyday life and death is explored, through food production and mummification practices. The aim is not only to give an overview of the history of techniques for this early civilization but also, beyond how things were made, to acquire a more critical view of ancient Egyptian culture through material culture and the strong economic and sociological implications linked to objects and constructions#rather than the usual focus on Egyptian temples and tombs.

NELC 805a / JDST 670a / PERS 505a, Middle Persian  Kevin van Bladel
This one-term course covers the grammar of Middle Persian, focusing on royal and private inscriptions and the Zoroastrian priestly book tradition. Permission of the instructor required.

NELC 806a or b / PERS 506a or b, 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.

NELC 841a, Introduction to Classical Persian  Jane Mikkelson
This course provides a concise and complete overview of classical Persian grammar. Designed for advanced undergraduates who intend to use classical Persian as a research
language, and presuming no prior knowledge of Persian, the class borrows its method from a recent textbook by E.E. Armand and N.I. Chalisova in which classical Persian is taught from the very first unit through close engagement with premodern primary sources. The class also introduces students to major works of the classical Persian canon and acquaints them with key resources (reference grammars, dictionaries, encyclopedias, bibliographies) that allow them to read and engage with classical Persian texts in their own research.

**NELC 842b, Classical Persian Prose** Jane Mikkelson
This course acquaints students with works of classical Persian prose drawn from a wide range of eras, geographies, and genres. We read selections from theory and philosophy (Ne#āmī #Arū#ī’s *Four Discourses*, Ebn Sinā’s *Book of Knowledge*), didactic literature (Sa#dī’s *Golestān*, Rūmī’s *Discourses*), history (Abū'l-Fa#l’s *History of Akbar*), autobiography (Mīr Taqī Mīr’s *Remembrances*), and examples of *enshā#* (letters and state documents). An essential objective of the course is to introduce students to some of the ways in which the premodern Persian tradition thinks about itself. To that end, primary readings are supplemented with short extracts from works by medieval and early modern theorists, critics, philosophers, and literary historians; these texts supply concepts and skills that are indispensable for reading, appreciating, and researching Persian literature. Achieving a fine-grained view of the tradition from within illuminates our discussions as we consider the highly flexible functions of premodern Persian prose. Our texts consistently blur hard divisions between history and propaganda, between ethics and aesthetics, and between acts of imagination and acts of state. Ornate and rule-bound, yet with ample scope for experimentation and caniness and boldness of vision, Persian prose emerges as a complex, multiform tradition that is anything but prosaic. Prerequisite: Reading knowledge of Persian (at least 1 term).

**OTTM 530b, Reading and Research in Ottoman History and Literature** Ozgen Felek
This is a text reading course. The course aims to introduce students to a variety of historical and literary Ottoman texts and documents from the fourteenth to nineteenth centuries. We read and analyze excerpts from original Ottoman texts, such as the chronicles, heroic narratives, advice books, physiognomy texts, travel accounts, and hagiographical stories. The students participating in the course develop skills that enable them to read Ottoman Turkish texts and pursue independent work in Ottoman studies. Prerequisite: knowledge of modern Turkish is required.

**OTTM 566a, Ottoman Paleography and Diplomatics** Ozgen Felek
The Ottoman Empire, which stretched from North Africa to the Balkans, developed a highly complicated bureaucratic system, bequeathing an enormous amount of documents mainly written in Turkish with Arabic script. This course is a survey of the historical documents of the Ottoman Empire from the fifteenth to the twentieth century. It aims to introduce students to the various types of Ottoman documents and diplomatics as well as their features and characteristics. By reading handwritten samples, students develop skills that enable them to understand the morphology and functions of these documents, such as *emr-i #erîf*, *berât*, *hatt-i hümâyun*, *telhîs*, *irâde-i #erîf*, *mektub*, *kâ’ime*, *hulasa*, *arzu#âl*, *mahzar*, *mazbata*, *hiuccet*, *i’lâm*, *fetvâ*, *vakfiye*, and *tezkires*. This helps them pursue independent work in Ottoman studies. Prerequisite: knowledge of Modern Turkish or permission of the instructor.
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 502b, 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 505a / JDST 670a / NELC 805a, Middle Persian  Kevin van Bladel
This one-term course covers the grammar of Middle Persian, focusing on royal and private inscriptions and the Zoroastrian priestly book tradition. Permission of the instructor required.

PERS 506a or b / NELC 806a or b, 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 580a, Reading Persian Texts  Farkhondeh Shayesteh
Students are presented with opportunities to enhance their knowledge of Persian 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: PERS 503, L4 and/or instructor permission.

PERS 859a, Directed Readings: Persian  Kevin van Bladel

SMTC 523a / RLST 848a, Intermediate Syriac I  Jimmy Daccache
This two-term course is designed to enhance students’ knowledge of the Syriac language by reading a selection of texts, sampling the major genres of classical Syriac literature. By the end of the year, students are familiar with non-vocalized texts and are capable of confronting specific grammatical or lexical problems. Prerequisite: RLST 839/SMTC 514 or knowledge of Syriac.

SMTC 524b / RLST 868b, Intermediate Syriac II  Jimmy Daccache
The goal of this course is to enable students to gain proficiency in the Syriac language at a higher level. We continue readings in the major genres of classical Syriac literature, with special emphasis on texts from the ninth century onward. By the end of the term, students will have mastered complex grammatical structures. Prerequisite: RLST 848/SMTC 523 or knowledge of Syriac.
SMTC 547a / RLST 837a, Northwest Semitic Inscriptions: Official Aramaic  Jimmy Daccache
Official Aramaic is the lingua franca of the Persian Empire during the sixth and fourth centuries BCE. This course is designed to familiarize students with texts from Achaemenid Egypt (the abundant papyri of Elephantine and Hermopolis), Bactria, Anatolia, and Mesopotamia. The Aramaic grammar is illustrated through the texts. Prerequisite: RLST 835, or some knowledge of Aramaic or a related Semitic language.

SMTC 553a / RLST 874a, Advanced Syriac I  Jimmy Daccache
This course is designed for graduate students who are proficient in Syriac and is organized topically. Topics vary each term and are listed in the syllabus on Canvas.