Jewish, Islamic, and Middle Eastern Studies

Jewish, Islamic, and Middle Eastern Studies is an academic department, unique in North America, in which Jewish studies, Islamic studies, and Middle Eastern studies are integrated. It is an interdisciplinary department that motivates students to explore the historical experience; the literary, religious, and cultural expression; and the political and material life of Jewish, Islamic, and Middle Eastern civilizations. Whether students favor the study of language, literature, religion, history, or politics, they will find in our courses a way to deepen their appreciation and understanding of these complex and diverse societies and cultures. Students will also be inspired to explore the interaction of Jews and Muslims with neighboring societies and cultures in the Middle East, Europe, North Africa, and other parts of the world.

Our majors and minors have gone on to do many things after graduation. Many have entered professional schools in such fields as law, government, journalism, international affairs, education, the rabbinate or ministry, and communal or social work. Others have gone on to do graduate work in either Jewish, Islamic, or Middle Eastern studies or related disciplines. Still others have combined their interest in Jewish, Islamic, and Middle Eastern Studies with careers in business, medicine, or scientific research. All have found the major to be an intellectually and emotionally rewarding experience and an important component of their overall development.

The goals of the department are as follows:

1. Convey an appreciation for the complexities, depth, diversity, and cultural richness of Jewish and Islamic civilizations in their historical context, from antiquity to the present.
2. Explore the interaction of Jewish, Islamic, and other Middle Eastern societies and cultures with neighboring peoples both within and outside the Middle East.
3. Encourage the mastery of the primary languages and literatures in which Jews and Muslims have expressed their cultures.
4. Prepare students for graduate or professional studies in these or related fields.

Phone: 314-935-8567
Email: scordias@wustl.edu
Website: http://jimes.wustl.edu

Faculty

Chair
Flora Cassen
Associate Professor of Jewish, Islamic, and Middle Eastern Studies and of History
PhD, New York University

Endowed Professor
Hillel J. Kieval (https://jimes.wustl.edu/people/hillel-j-kieval/)
Gloria M. Goldstein Professor of Jewish History and Thought
PhD, Harvard University

Professors
Nancy E. Berg (https://jimes.wustl.edu/people/nancy-e-berg/)
Professor of Hebrew Language and Literature
PhD, University of Pennsylvania

Martin Jacobs (https://jimes.wustl.edu/people/martin-jacobs/)
Professor of Rabbinic Studies
PhD and Habilitation, Free University of Berlin

Erin McGlothlin (https://jimes.wustl.edu/people/erin-mcglotlin/)
Professor of German and Jewish Studies
PhD, University of Virginia

Associate Professors
Pamela Barmash (https://jimes.wustl.edu/people/pamela-barmash/)
Associate Professor of Hebrew Bible and Biblical Hebrew
PhD, Harvard University

Nancy Reynolds (https://jimes.wustl.edu/people/nancy-reynolds/)
Associate Professor of History and of Jewish, Islamic, and Middle Eastern Studies
PhD, Stanford University

Hayrettin Yücesoy (https://jimes.wustl.edu/people/hayrettin-y%C3%BCcesoy/)
Associate Professor of Arabic and Islamic Studies
PhD, University of Chicago

Assistant Professors
Aria Nakissa (https://jimes.wustl.edu/people/aria-nakissa/)
Assistant Professor of Islamic Studies
PhD, Harvard University
Senior Lecturers
Housni Bennis (https://jimes.wustl.edu/people/housni-bennis/)
Senior Lecturer in Arabic
PhD Candidate, Washington University in St. Louis

Younasse Tarbouni (https://jimes.wustl.edu/people/younasse-tarbouni/)
Senior Lecturer in Arabic
PhD, L’École des Hautes Études en Sciences Sociales (EHESS)

Lecturers
Martin Luther Chan
Lecturer of Hebrew
PhD, University of California at Los Angeles

Meera Jain (https://jimes.wustl.edu/people/meera-jain/)
Lecturer of Hindi
MArch, University of Texas at Austin

Sara Jay (https://jimes.wustl.edu/people/sara-jay/)
Lecturer in Jewish, Islamic, and Middle Eastern Studies
PhD, Washington University in St. Louis

Toqeer Shah (https://jimes.wustl.edu/people/toqeer-shah/)
Lecturer of Urdu
MSc, University of Peshawar

Madhavi Verma (https://jimes.wustl.edu/people/madhavi-verma/)
Lecturer in Hindi Languages and Cultures
MA, Patna University

Teaching Fellow
Elai Rettig (https://jimes.wustl.edu/people/elai-rettig/)
Israel Institute Teaching Fellow
PhD, University of Haifa

Postdoctoral Fellow
Rosanne Liebermann
Friedman Postdoctoral Fellow in Jewish Studies
PhD, Johns Hopkins University

Postdoctoral Research Associate
David H. Warren (https://jimes.wustl.edu/people/david-h-warren/)
PhD, University of Manchester

Endowed Professor - Affiliated
John R. Bowen (https://anthropology.wustl.edu/people/john-bowen/)
Dunbar-Van Cleve Professor in Arts & Sciences
PhD, University of Chicago

Professors - Affiliated
Lois Beck (https://anthropology.wustl.edu/people/lois-beck/)
Professor of Sociocultural Anthropology
PhD, University of Chicago

Robert Canfield (https://anthropology.wustl.edu/people/robert-canfield/)
Professor Emeritus of Sociocultural Anthropology
PhD, University of Michigan

Tabea Alexa Linhard (https://rll.wustl.edu/people/tabea-alexa-linhard/)
Professor of Spanish and Comparative Literature
PhD, Duke University

Joseph Schraibman (https://rll.wustl.edu/people/joseph-schraibman/)
Professor of Romance Languages
PhD, University of Illinois at Urbana-Champaign

Associate Professors - Affiliated
Michael Frachetti (https://anthropology.wustl.edu/people/michael-frachetti/)
Associate Professor of Anthropology
PhD, University of Pennsylvania

Seth Graebner (https://rll.wustl.edu/people/seth-graebner/)
Associate Professor of French and International and Area Studies
PhD, Harvard University

Anike Walke (https://history.wustl.edu/people/anika-walke/)
Associate Professor of History
PhD, University of California

Majors
The Major in Jewish, Islamic, and Middle Eastern Studies
Units required: 24 advanced, in addition to prerequisites
Students who wish to major in Jewish, Islamic, and Middle Eastern Studies will select one of two tracks: Comparative Jewish and Islamic Studies or Modern Middle Eastern Studies.

Prerequisites for Both Tracks
- 100- and 200-level language (Arabic or Hebrew), by course work or by placement. (A student who skips the first four semesters of Arabic courses by placement must successfully complete JIMES 307D Advanced Arabic I. A student who skips the first four semesters of Hebrew courses by placement must successfully complete JIMES 320D)
Advanced Modern Hebrew I or JIMES 3841 Introduction to Biblical Hebrew. Students who complete the third-level language course with a grade of B- or better will receive 6 units of back credit. 

• JIMES 210C Introduction to Islamic Civilization and JIMES 208F Introduction to Jewish Civilization: History and Identity. (Students with substantial prior course work may substitute an additional upper-level course with permission of their adviser and the director of undergraduate studies.)

Comparative Jewish and Islamic Studies Track Requirements

• At least 3 credits in 300- or 400-level Islamic studies or Arabic language and literature courses
• At least 3 credits in 300- or 400-level Jewish studies or Hebrew language and literature courses
• 9 credits in 300- or 400-level JIMES courses, distributed as the student wishes

Modern Middle Eastern Studies Track Requirements

• 15 credits in 300- and 400-level JIMES courses, distributed as the student wishes
• 3 to 6 credits in 300- and 400-level courses that are pertinent to the modern Middle East that may be home-based outside of the department (i.e., home-based in Anthropology, History, International and Area Studies, Political Science, Religious Studies, and so on)
• At least 3 credits in 300- and 400-level premodern Middle Eastern studies courses
• 3 credits in the departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their adviser and the director of undergraduate studies.)

Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their adviser and the director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student’s adviser and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major, whether the credits are earned in study abroad or summer programs or via transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Program website (https://jimes.wustl.edu/studyabroad/).

Students must maintain an average of B in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken pass/fail can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade-point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses can be applied to the primary area of study.)

Minors

For information about the minor in Arabic, please visit the Arabic (http://bulletin.wustl.edu/undergrad/artscl/arabic/#minors) page of this Bulletin.

For information about the minor in Hebrew, please visit the Hebrew (http://bulletin.wustl.edu/undergrad/artscl/hebrew/#minors) page of this Bulletin.

For information about the minor in South Asian Languages and Cultures (Hindi), please visit the Hindi (http://bulletin.wustl.edu/undergrad/artscl/hindi/#minors) page of this Bulletin.

The Minor in Jewish, Islamic, and Middle Eastern Studies

Units required: 18

Students who wish to minor in Jewish, Islamic, and Middle Eastern studies will select one of two tracks: Comparative Jewish and Islamic Studies or Modern Middle Eastern Studies.

Comparative Jewish and Islamic Studies Track Requirements

• JIMES 210C Introduction to Islamic Civilization or JIMES 208F Introduction to Jewish Civilization: History and Identity
• At least 3 credits in 300- or 400-level Islamic studies or Arabic language and literature courses
• At least 3 credits in 300- or 400-level Jewish studies or Hebrew language and literature courses
• 9 credits in 300- or 400-level JIMES courses, distributed as the student wishes
Modern Middle Eastern Studies Track Requirements

- JIMES 210C Introduction to Islamic Civilization or JIMES 208F Introduction to Jewish Civilization: History and Identity
- 12 credits in 300- or 400-level modern Middle Eastern studies courses
- At least 3 credits in 300- or 400-level premodern Middle Eastern studies courses

Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their adviser and the director of undergraduate study.

Students must maintain an average of B in all courses for the minor. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken pass/fail can count toward the prerequisites or the minor.

A student may request credit for courses taken outside of the department (other than those that are cross-listed) by seeking the permission of the director of undergraduate studies and the department chair.

Courses

- For Arabic courses, visit the Arabic (http://bulletin.wustl.edu/undergrad/artscl/arabic/#courses) page of this Bulletin.
- For Hebrew courses, visit the Hebrew (http://bulletin.wustl.edu/undergrad/artscl/hebrew/#courses) page of this Bulletin.
- For Hindi courses, visit the Hindi (http://bulletin.wustl.edu/undergrad/artscl/hindi/#courses) page of this Bulletin.


L75 JIMES 106D Beginning Modern Hebrew II
Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. Three class hours a week plus laboratory work. Limit: 15 students per section. Student may not take this class pass/fail or audit.
Same as L74 HBRW 106D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 107D Beginning Arabic I
Introduction to modern Arabic; concentrates on rapidly developing basic skills in reading, writing, speaking, and understanding. Five class hours, including one culture hour, and additional drill or laboratory hours. Students with previous Arabic language background must take a placement examination. Student may not take this class pass/fail or audit.
Same as L49 Arab 107D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 108D Beginning Arabic II
Continuation of Arab 107D. Emphasis on enhancing skills in reading, writing, speaking, and aural comprehension of modern Arabic. Prerequisite: grade of B- or better in Arab 107DQ or placement by examination. Five class hours a week with additional drill or laboratory hours arranged by instructor. Student may not take this class pass/fail or audit.
Same as L49 Arab 108D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 111D Beginning Hindi I
An introduction to the most widely spoken language of South Asia. Along with an understanding of grammar, the course offers practice in all four skills: listening, speaking, reading, and writing. The Hindi (Devanagari) script is used for reading and writing. Note: students with some previous Hindi language background must take a placement examination. Student may not take this class pass/fail or audit.
Same as L73 Hindi 111D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 112D Beginning Hindi II
Continuation of 101D, devoted to the further development of basic skills—listening, speaking, reading, and writing— with a particular emphasis on the acquisition of speaking proficiency. Prerequisite: Hindi 111D, or placement by examination. Student may not take this class pass/fail or audit.
Same as L73 Hindi 112D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 150 First-Year Urdu I
This course covers all five skills—reading, writing, listening, speaking, cultural competency—for beginning students. Starting with the Nastaliq script and simple greetings, we will then cover the basics of Urdu grammar while building vocabulary. The course will be conducted in Urdu. Homework is due by the beginning of class the day it is assigned. All work must be completed to pass the course. Students may not take this course pass/fail or audit.
Same as L73 Hindi 150
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H
L75 JIMES 151D Advanced Beginning Modern Hebrew I
Designed for the student with some background in Hebrew. Emphasis will be on review of grammar, increased fluency and vocabulary enrichment. This course prepares students for HBRW 106D. Limit 15 students. Student may not take this class pass/fail or audit.
Same as L74 HBRW 151D
Credit 3 units. A&S IQ: LCD, LS BU: HUM

L75 JIMES 1550 Temple & Palace in World History: Approaches to Religion and Politics in the Middle East
This course aims to examine the ways in which temple and palace cooperated with and competed against each other in the Middle East from ancient to the present times. As sites of spiritual and political power, temples and palaces have played a major role in human history. They have been a source of cooperation and conflict by inspiring and regulating the spiritual and social lives of people, including how they enacted laws, developed cultures, established institutions, and interacted with each other as individuals, families, and societies. The course will trace how their interactions produced various models of authority, law and social association and how they collectively and separately rationalized social hierarchy and diversity in human societies. Introductory course to the major and minor. Same as L22 History 1550
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 175 Discovering the Other and the Self: Jewish Travel Literature and Autobiographical Writing, 1200-1800
Travel literature usually describes "other" places and peoples--otherness and the unfamiliar are its major themes. At the same time, travel writers reflect on notions of the Self and the home. Autobiography is a representation of one's self. However, the self can only be explored in relation to others. Reading early Jewish travel accounts and autobiographies from the Middle Ages to the 18th century, this class will address questions such as: How did premodern Jews perceive themselves in a world dominated by Christians and Muslims? Where did they locate themselves between East and West? Did Jewish travelers giong from the lands of Christendom to those of Islamic share certain "Western" perceptions of the Islamic world? How did a Jew from Renaissance Italy negotiate between Jewish and Italian identities? Were Egyptian Jews to him distant relatives, or ultimately foreigners, "Orientals"? How did a German Jewish businesswoman view her role within a rapidly changing, yet male-dominated society? All primary sources will be read in translation. In the course of their study, attention will be paid to peculiarities of literary genre and the problem of how to differentiate between fact and fiction. Throughout the semester we will devote time to discussing practical questions such as how to use the Library's catalogue and (electronic) reference sources, as well as techniques for structuring and writing students' essays.
Credit 3 units. A&S: FYS A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 176 First-Year Seminar: A Nation Apart? Jewish Identity in an Age of Nationalism
This course invites you to explore the varieties and limits of Jewish identity in a world in which nations appear to be the driving forces of history. In the "age of nationalism," beginning in the second half of the 18th and continuing to the end of the 20th century, traditional forms of Jewish identity as well as the place of Jews within the social fabric became problematic. Who were the Jews as individuals and as a collective? A nation? A religious group? Neither exactly? And what was their relationship to the emerging, modern nations of Europe to be? Did the process of emancipation resolve the problem? To what extent was antisemitism a response to the dilemma of defining and situating Jews in the new European order? How has the existence of a Jewish nation state in the Middle East affected Jewish identity in other parts of the world? Finally, how has globalization altered the relationship of Jews to the state as well as toward other Jews?
Credit 3 units. A&S: FYS A&S IQ: HUM, SD EN: H

L75 JIMES 1771 First-Year Seminar: The Exodus in the Jewish Experience
This course will investigate how the Exodus has been, and continues to be, a crucial source of identity for both Jews and Judaism. We will explore how the Exodus has functioned as the primary model from which Jews have created historical self-understanding and theological meaning. We will investigate how and why this story continues to be vital to Jews throughout the unfolding of the Jewish experience. How does the Exodus remain pertinent? How has the Exodus been re-imagined multiple times throughout the history of Judaism? Why has the Passover celebration been transformed radically in different Jewish communities? We will analyze many types of expression: historical sources, liturgy, art, commentaries, theology, literature, film, mysticism, and music.
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 179 First-Year Seminar: Midrash: The Imaginative Interpretation of Biblical Texts
The aim of this course is to introduce students to Midrash, the highly fascinating literature of Rabbinic Biblical interpretation. Among the topics to be studied are: How did the classical Rabbis read the Bible? What is the relationship between the plain meaning of the Biblical text and the polyphone interpretations of Midrash? How can numerous, at times even contradictory interpretations of the same verse coexist? What is the function of imaginative narratives, parables, and folklore in Midrash? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader, in turn its creative thinking will prove to be smart, playful, at times even slippery, and yet substantial. Addressing the literary, historical, and cultural context in which Rabbinic Midrash developed, we will get to know a variety of Midrashic collections and styles covering a time span from late antiquity to the Middle Ages. All primary sources will be read in translation. Throughout the semester we will devote time to discussing practical questions such as how to use the Library's catalogue and (electronic) reference sources, as well as techniques for structuring and writing students' essays.
Credit 3 units. A&S: FYS A&S IQ: HUM BU: ETH EN: H

L75 JIMES 180 First-Year Seminar: Jewcy: Jewish Culture in the 21st Century
This course will examine cultural expressions of American Jewish identity within an ethnographic context. We will analyze processes of assimilation, Americanization, and innovation, as well as Jewish contributions to popular American culture and entertainment, from Irving Berlin to Madonna, and the 'The Joys of Yiddish' to 'Jewlicious.com.' Moving from tradition to modernity, pluralism and transdenominationalism and back to tradition (sometimes with a vengeance) we explore challenges to Jewish identity and creative responses through the cultural lens. Course is for first-year, non-transfer students only.
Credit 3 units. A&S: FYS A&S IQ: HUM BU: BA EN: H
L75 JIMES 188 Beginning Coptic I
This course provides an introduction to the Coptic language in the Sahidic (southern) dialect. Coptic was the vernacular language spoken and written in Egypt during the Roman, Byzantine, and Arab periods (until about 1300 CE) and as such is important for studying the history of premodern Egypt. It preserves some of the oldest known translations of the Bible, many apocryphal and "heretical" books that illustrate the wide diversity of ancient Christianity (e.g., the Gospels of Thomas and Mary), as well as sermons, saints' lives, monastic instructions, and liturgical manuals that still constitute the literary culture of the Coptic Orthodox Church today. In addition, a plethora of "magical" papyri illustrate medical and religious practices; personal letters reveal the lives of everyday people; and troves of business documents (e.g., contracts, wills, governmental petitions, receipts) have proved important for understanding Roman and Byzantine economies. Because Roman Egypt was a highly bilingual society, there are even instances of Classical Greek literature translated into Coptic (e.g., selections of Homer and Plato), and these offer a unique witness to how such texts were received by Egyptians. The goal of this course is to cover 15 of the 20 lessons in the grammar book. The remainder will be covered in the second level of this course.
Same as L08 Classics 188
Credit 4 units. A&S IQ: HUM, LCD BU: HUM EN: H

L75 JIMES 200 Internship
For students with at least one course in Jewish and Near Eastern Studies who wish to do an internship. Prerequisite: permission of the director of the program. A "learning agreement" must be submitted and approved prior to beginning internship work.
Credit 3 units.

L75 JIMES 200A Doctors and Terrorists: The Fictions of South Asian America
South Asians have always played an integral role in the culture, history and politics of the United States. However, for complex reasons, their presence has either been concealed, dismissed through dangerous stereotypes, or, just as inaccurately, celebrated for proving the generosity of American liberalism and multiculturalism. Racially misunderstood, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have reached to fiction, music and popular culture to craft deeply intimate and original webs. The main goal of this course-designed as an introduction to Jewish history, culture, and society-will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: 7th century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and the explore the efforts that Jews made to define what it meant to be part of a Jewish collective.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

L75 JIMES 2011 Intermediate Hindi I
Continuing practice in listening, speaking, and grammatical understanding. The Hindi (Devanagari) script will be used for reading and writing. Prerequisite: grade of B- or better in Hindi 112D, or placement by examination. Student may not take this class pass/fail or audit.
Same as L73 Hindi 201
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 2021 Intermediate Hindi II
Continuation of Hindi 201. Prerequisite: grade of B- or better in Hindi 201, or placement by examination. Student may not take this class pass/fail or audit.
Same as L73 Hindi 202
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 203D Intermediate Arabic I
Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. Prerequisite: grade of B- or better in Arab 108DQ or placement by examination. Five class hours a week with additional drill or laboratory hours set by instructor. Student may not take this class pass/fail or audit.
Same as L49 Arab 203D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 208D Intermediate Arabic II
Continuation of Arab 203D. Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. Prerequisite: grade of B- or better in Arab 207D or placement by examination. Five class hours a week with additional drill or laboratory hours arranged by instructor. Student may not take this class pass/fail or audit.
Same as L49 Arab 208D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 208F Introduction to Jewish Civilization: History and Identity
The anthropologist Clifford Geertz once famously invoked Max Weber in writing that "man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs." The main goal of this course-designed as an introduction to Jewish history, culture, and society-will be to investigate the "webs of significance" produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: 7th century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and the explore the efforts that Jews made to define what it meant to be part of a Jewish collective.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, IS EN: H
L75 JIMES 2091 Scriptures and Cultural Traditions
When we think of the word “scripture” in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of “scriptures” within a community, and the status given to different texts treated as “scriptural,” has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qur’an as well as several of the exegtes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be paid to the role of the receiving community in the development of “scripture,” and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority.
Same as L93 IPH 209
Credit 3 units. A&S IQ: HUM, LCD Arch; HUM Art; HUM BU: ETH EN: H

L75 JIMES 210C Introduction to Islamic Civilization
A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.
Credit 3 units. A&S IQ: HUM, LCD Arch; HUM BU: ETH, IS EN: H

L75 JIMES 213D Intermediate Modern Hebrew I
Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills. Prerequisite: grade of B- or better in HBRW 106D or placement by examination. Student may not take this class pass/fail or audit.
Same as L74 HBRW 213D
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 214C Introduction to Comparative Literature
This course permits the close examination of a particular theme or question studied comparatively, that is, with a cross-cultural focus involving at least two national literatures. Topics are often interdisciplinary; they explore questions pertinent to literary study that also engage history, philosophy, and/or the visual arts. Although the majority of works studied are texts, the course frequently pursues comparisons of texts and images (painting, photography, film). Requirements may include frequent short papers, response papers, and/or exams.
Same as L16 Comp Lit 215C
Credit 3 units. A&S IQ: HUM Arch; HUM Art; HUM BU: HUM EN: H

L75 JIMES 214D Intermediate Modern Hebrew II
Intermediate modern Hebrew reading and discussion of modern Hebrew fiction. Development of language skills in special drill sessions. Conducted in Hebrew. Prerequisite: HBRW 213D or equivalent. Student may not take this class pass/fail or audit.
Same as L74 HBRW 214D

L75 JIMES 2157 First-Year Seminar: The Meaning of Pakistan: History, Culture, Art
Pakistan is the second largest Muslim nation and the sixth most populous country in the world. First imagined as an anti-majoritarian and anti-imperial idea, the nation came to be split between East and West Pakistan, with a hostile Indian nation dividing the country. The subsequent emergence of Bangladesh, from within, exposed the complexities of U.S. imperial and Indian power, colonialism, identity, ethnicity, race, nationalism and repression. More recently, the War on Terror has once again exploited the ethnic and cultural conflicts produced by world histories of power and resistance. The events of the past two hundred years have undoubtedly and violently exacerbated the politicization of social and cultural identities. This course situates Pakistan in the context of pre-colonial social formations, British colonialism, internal colonialism, U.S. imperialism, the Cold War, Soviet interests, Indian regional hegemony and then turns to the powerful and diverse struggles launched by its own citizens against these external forces. How did successive empires construct and politicize social identities, and how did people contest and adapt these? How did caste, gender, race and religion shape empire and anti-imperial histories? Our sources will be historical, ethnographic, and literary. We will cover topics such as colonial fantasies, decolonization, the political uses of social categories of tribe, caste, language and gender, the political economy of militarism, terrorism, “development,” activism, diasporic formations, poetry, music and art. The course will deepen our collective understanding of a critical series of developments in world history. Just as crucially, we will build a framework within which to address the stereotypes about Pakistan that dominate popular and media discourses today.
Same as L22 History 2157
Credit 5 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 219 Hindi for Heritage Speakers
This course will focus on reading and writing for students who already speak Hindi. Starting with the Devanagari script, we will then cover the basics of Hindi grammar. After completion of this course, students will be prepared for the Advanced Hindi course. The class will be conducted in Hindi. Student may not take this class pass/fail or audit. Homework is due by the beginning of class the day it is assigned. All work must be completed to pass the course. A grade of B- or better is required for Advanced Hindi.
Same as L73 Hindi 219
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 223 Intermediate Urdu I
This course is a continuation of first-year Beginning Urdu. Those who have not taken the sequence of Urdu courses offered by this department may be able to join this course if they have obtained prior knowledge of the language by some other means (see the instructor for placement). This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts). In general, one fourth of the time will be devoted to reading, one fourth to conversation, one fourth to grammar, and one fourth...
L75 JIMES 232A Intermediate Urdu II
This course is a continuation of Intermediate Urdu I. Those who have not taken the sequence of Urdu courses offered by this department may be able to join this course if they have obtained prior knowledge of the language by some other means (see the instructor for placement exam). This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts) and to introducing a wide range of constructions to develop comprehension skills. Standard text, web-based materials, language lab, audio-video materials, and a course reader prepared by the instructor are used.
Same as L73 Hindi 232A
Credit 3 units. A&S IQ: LCD, LS BU: HUM

L75 JIMES 240 Representations of the Holocaust in Literature and Film
As the Holocaust recedes into the historical past, our knowledge of the event becomes increasingly dominated by literary and cinematic representations of it. This course focuses on such depictions of the Holocaust in literature and film and raises a number of provocative questions: What does it mean to represent the horror of the Holocaust? Can one effectively depict the event in realistic terms, or do unrealistic representations work better? What happens to the history of the Holocaust when it becomes the subject of a fictional text? Who is authorized to speak for the victims? Are representations of perpetrators appropriate? What types of representations will help us to remember the Holocaust in the 21st century? We will grapple with these challenging questions by examining both literary texts by American, European and Israeli authors from a range of genres, including survivor memoirs, fictional narratives, a graphic novel, drama and poetry, and a number of films that depict the Holocaust.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H

L75 JIMES 2400 Jewish Political Thought
This course uses the concepts of political theory to explore the diverse Jewish political tradition. While this tradition includes writing from and about the three historical periods of Jewish self-rule (including the modern state of Israel), most of the Jewish political tradition comes from the understanding of politics as viewed from outsiders to mainstream communities. Additionally, Jewish political thought can be found through a Jewish community's self-understanding based on its interpretation of Jewish text and law by which it bound itself. Because we span over 2,000 years of recorded history, we will not attempt to discern a single "Jewish political thought" but rather look at JPT through the lens of familiar concepts of political theory. The fundamental questions we will explore are the relationship of the Jewish tradition to concepts such as authority, law, consent, sovereignty, and justice. We will ask how the Jewish tradition views government and the relationship between the authority of God and the authority of temporal powers. We will explore these questions through a range of materials that include both primary and secondary literature.

L75 JIMES 250 Zionism
Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct "people," has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different "Zionisms" that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.
Same as L57 RelPol 240
Credit 3 units. A&S IQ: HUM BU: BA EN: H

L75 JIMES 250 Zionism
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Same as L57 RelPol 240
Credit 3 units. A&S IQ: HUM BU: BA EN: H

L75 JIMES 265 Islam in America
In this course, we examine the notion of a religiously plural America and analyze Muslims' place within it. We consider the ways that American Muslims both shape and are shaped by U.S. society as both religious actors with autonomy and as a marginalized outgroup. In our approach to understanding Islam in America, we will use the category of race to explore three major themes: (1) the history of Muslims in the United States; (2) the lived experiences of American Muslims, including how they engage sacred texts and rituals; and (3) the phenomenon of Islamophobia.
Same as L57 RelPol 285
Credit 3 units. A&S IQ: HUM SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L75 JIMES 290 Islamophobia & U.S. Politics
The presence of Muslim minorities in the West is increasingly divisive across the United States and Europe as political leaders appeal to voters' fear of the "other" to promote Islamophobic agendas that reshape immigration and asylum policies and redefine Western identity as Christian. Politicians further exploit the rise of extremist groups like ISIS to justify anti-Muslim rhetoric and to critique multiculturalism, claiming that Islam and the West are inherently antithetical. In this course, we examine the phenomenon of Islamophobia as a form of anti-Muslim racism. We explore how, although the post-9/11 context gave way to an increase in incidents of anti-Muslim violence, contemporary manifestations of Islamophobia are deeply rooted in state level anti-Black racism from the early 20th century. We also analyze public U.S. debates on the boundaries of freedom of speech and freedom of religion.
Same as L57 RelPol 290
Credit 3 units. A&S IQ: HUM LCD Arch: HUM Art: HUM EN: H

L75 JIMES 300 Introduction to the Hebrew Bible/Old Testament
The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall...
study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years.

Same as L23 Re St 300
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

L75 JIMES 301 Third Level Hindi I
This course is designed to help students gain advanced proficiency in the oral and written use of Hindi through reading and discussion of short stories, newspaper articles, and other selected materials. Prerequisite: grade of B- or better in L73-202 or placement by examination. Student may not take this class pass/fail or audit.
Same as L73 Hindi 301
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3012 Biblical Law and the Origins of Western Justice
This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

L75 JIMES 301C Kings, Priests, Prophets, and Rabbis: The Jews in the Ancient World
We will trace Israelite and Jewish history from its beginnings in the biblical period (circa 1200 B.C.E.) through the rise of rabbinic Judaism and Christianity until the birth of Islam (circa 620 CE). We will explore how Israel emerged as a distinct people and why the rise of the imperial powers transformed the political, social, and religious institutions of ancient Israel. We will illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

L75 JIMES 302 Introduction to the History and Culture of Ancient Mesopotamia
This course will introduce students to the first great human civilization, Ancient Mesopotamia. Combining textual evidence and material remains we will survey all major facets of Mesopotamian culture: the environment, political history, and "everyday life" including portraits of several material, social, and economic aspects of society: religion, myth, art, science and medicine. The course will focus on helping the student to understand empathetically the Mesopotamian worldview, to interact with primary materials (in translation), and to evaluate the ideas of historians dedicated to investigating this culture. Since some of the practices of this ancient culture are quite different from our own (e.g. magic, divination, the gods), yet others have made important contributions to world civilization (including the West, e.g. writing and astronomy), the course will also be an important experience in cross-cultural learning.
Credit 3 units. BU: HUM, IS

L75 JIMES 3020 Third Level Hindi II
A continuation of L73-301, this course is designed to further enhance students’ advanced proficiency in the oral and written use of Hindi language. Students are exposed to a variety of readings such as short stories and plays by renowned authors, magazine and newspaper articles, other selected readings and visuals. Students will engage in discussions and debates based on these readings to improve spoken and conversational language skills. Group and project-based learning is encouraged to enhance students’ critical thinking in Hindi. Prerequisite: grade of B- or better in L73-301 or placement by examination. Student may not take this class pass/fail or audit.
Same as L73 Hindi 302
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3050 Third Level Urdu
This course is a continuation of Intermediate Urdu II. It has been designed to help students gain advanced proficiency in the oral and written use of Urdu through reading and discussion of stories from Urdu books, newspaper articles, topics in advanced grammar, and other selected materials. Prerequisite: grade of B- or better in L73 232A or placement by examination.
Same as L73 Hindi 305
Credit 3 units. A&S IQ: LCD, LS EN: H

L75 JIMES 3062 Islam, Culture and Society in West Africa
This course will explore the introduction of Islam into West Africa beginning in the 10th Century and explore its expansion and development in the region, placing emphasis on the 19th century to present day. It will focus on the development of West African Muslim cultural, social, religious, and political life, to understand not only how the religion affected societies, but also how West African local societies shaped Islam. The course also aims to introduce students to a critical understanding of Islamic writing in West Africa. It will also examine the organization of Muslim Sufi orders in West Africa through time and space. The course is organized around a series of lectures, readings, as well as print and visual media. For AFAS majors, this course counts as Area Requirement 4.
Same as L90 AFAS 3062
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S UColl: CD

L75 JIMES 3070 The Writing of the Indian Subcontinent
The Indian Sub-continent has in recent years yielded a number of writers, expatriate of otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select Subcontinental writers. Covering both fiction and non-fiction by several authors including R.K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatje and Romesh Gunesekera, we will discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.
Same as L14 E Lit 307
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
L75 JIMES 3073 The Global War on Terrorism
This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.
Same as L22 History 3073
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 3074 Hinduism & the Hindu Right
We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his “Hindu Nationalist” party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism.
Same as L22 History 3074
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

L75 JIMES 3075 Advanced Arabic II
A continuation of Arabic 307D. Continued integration of language development through reading, writing, speaking, and listening activities centered around advanced authentic material. This semester will prove critical for making the transition from Modern Arabic to Classical Arabic, including Qur’anic Arabic. Continued development of colloquial Arabic. Prerequisite, Arabic 307D or equivalent. Student may not take this class pass/fail or audit.
Same as L49 Arab 308D
Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3076 Hinduism & the Hindu Right
We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his “Hindu Nationalist” party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism.
Same as L22 History 3074
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, IS EN: H

L75 JIMES 3077 Advanced Arabic I
Continuation of Arabic 208D. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to classical and modern standard Arabic in its written and audio-visual forms. Prerequisite: grade of B- or better in Arabic 208D or placement by examination. Three class hours a week with one additional laboratory hour as assigned by instructor. Student may not take this class pass/fail or audit.
Same as L49 Arab 208D
Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3082 From the Temple to the Talmud: The Emergence of Rabbinic Judaism
This course offers a survey of the historical, literary, social, and conceptual development of Rabbinic Judaism from its emergence in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon -- as a constantly developing religious system. Among the topics to be explored are: How did Judaism evolve from a sacrificial cult to a text-based religion? How did the "Rabbis" emerge as a movement after the destruction of the Second Temple and how could they replace the old priestly elite? How did Rabbinic Judaism develop in its two centers of origin, Palestine (the Land of Israel) and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the Rabbis organized and was there diversity within the group? What was the Rabbis' view of women, how did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrashic collections -- a literature that defines the character of Judaism down to our own times. All texts are read in translation.
Same as L23 Re St 3082
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 3101 The Problem of Evil: The Holocaust and Other Horrors
The question of how God can allow evil to occur to the righteous or innocent people has been a perennial dilemma in religion and philosophy. We study the classic statement of the problem in the biblical book of Job, the ancient Near Eastern literature on which Job is based, and traditional Jewish and Christian interpretation of Job. We study the major approaches to the problem of evil in Western philosophical and religious thought.
Same as L23 Re St 3101
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 3110 Sacred Architecture of the Indian Subcontinent
The built structure remains the principal visible record of the evolution of a civilization and its culture. Through this interdisciplinary course on culture, design, religion and society, students will be introduced to and gain a deeper insight into the rich diversity of South Asia through the study of the architecture of its significant sacred places. We will take a journey through Hindu, Jain and Buddhist temples; the Islamic mosque; the Sikh gurdwara; the Zoroastrian fire temple; the Jewish synagogue and the Christian church, tracing the evolution of these places of worship from the Indus Valley civilization to precolonial times. Through visuals, readings, and discussions, students will learn about the different architectural styles and motifs used in sacred buildings and how they came about. We will explore the interrelationships between the design elements through the lens of political, social, religious, regional and technological influences and understand the ways in which evolving design principles reflect these influences over time. At the end of the semester, students will go on a field trip to experience the diverse sacred architecture in the St. Louis region. This course will be of interest
to students of languages and cultures, architecture, archeology, art history, history, preservation, religion, and South Asian culture, among others. No prior knowledge of architecture or the history of this region is required.
Same as L73 Hindi 311
Credit 3 units. A&S IQ: LCD BU: IS EN: H

L75 JIMES 312 Introduction to the History and Cultures of Turkey
Since ancient times, the Anatolian Peninsula, the land surrounded by the Black Sea, the Aegean and the Mediterranean Seas, has been a home and a passageway to a multitude of diverse peoples. This course is intended to offer an overview of Turkey, its history, peoples, cultures, socio-economic, and political structures and institutions within the context of modern and contemporary global trends since the 19th century through the prism of long duree developments and processes. As an introductory and preparatory course, it aims primarily at familiarizing students with scholarly themes, questions, and problems which will aid those who wish to further delve into studying the deep and complex fabric of the Turkish society, culture, and history.
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 3120 South Asian Religious Traditions
In this course we will learn the basic vocabulary (conceptual, ritual, visual) needed to become conversant with the various religious traditions that are important to personal, social, and political life on the Indian subcontinent and beyond. We will first encounter each tradition through narrative, with the support of visual media. We will then explore how contemporary adherents make these traditions meaningful for themselves -- in their everyday lives, in their struggles for social change, and in their political statements and contestations. Students will also become familiar with the analytical categories and methodologies that make up the basic toolkit of the religion scholar. Prior knowledge of India or Pakistan is not required. First year students are welcome to enroll in this course.
Same as L23 Re St 312
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H UColl: CD

L75 JIMES 3122 From Country to Heavy Metal: Ancient Civilizations of the Old World
This course will explore the archaeology of Europe, the Near East, and Central Asia from approximately 10,000 years ago to classical times (ending before Ancient Greece). This prehistoric epoch saw major developments among various civilizations of the Old World, such as the introduction of agriculture, animal domestication, the growth of cities, and technological developments such as pottery, metallurgy, and horse-riding. A major focus will be the trajectory of cultural innovations of regional populations through time, and the complexity of their social, political, and ritual practices. We will also investigate the variation in human adaptive strategies to various environmental and social contexts, from hunter/gatherers to early Neolithic farmers, to the interactions between nomadic populations and larger scale, urban societies in the Bronze and Iron Ages.
Same as L48 Anthro 3122
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

L75 JIMES 313C Islamic History 600-1200
The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.
Same as L22 History 313C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 3149 The Late Ottoman Middle East
This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students will focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.
Same as L22 History 3149
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 314C Islamic History: 1200-1800
An introduction to Islamic politics and societies from the Mongol conquests to the 13th century to the collapse and weakening of the colossal "gunpowder" empires of the Ottomans, Safavids and Mughals in the early 18th century. Broadly speaking, this course covers the Middle Period (1000-1800) of Islamic history, sandwiched between the Early and High Caliphal Periods (600-100) on the one hand and the Modern Period (1800-present) on the other hand. Familiarity with the Early and High Caliphal periods is not assumed. The course will not be a "survey" of this period but a series of "windows" that will allow you to develop both an in-depth understanding of some key features of Islamic societies and a clear appreciation of the challenges (as well as the rewards!) that await historians of the Middle Period. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran and Mughal India.
Same as L22 History 314C
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L75 JIMES 3150 The Middle East in the 20th Century
This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism).
Same as L22 History 3150
L75 JIMES 3171 Religion and Culture in South and Southeast Asia
Although it is now common to differentiate between South and Southeast Asia, historically these regions have often been conceptualized as part of a single geographical area. Known as the "(East) Indies", this area is marked by a rich history of (earlier) Hindu and Buddhist influences, as well as (later) Islamic and Christian influences. The present course will take an in-depth look at the four aforementioned religious traditions, and examine how they have shaped local forms of culture in premodern and modern times. Students will be introduced to host of phenomena in South and Southeast Asian societies, including religious worship, education, law, traditional governance, colonial governance, art, architecture, economic production, kinship, gender, and sexuality. Countries to be studied in the course include India, Pakistan, Sri Lanka, Thailand, Myanmar, Indonesia, Malaysia, the Philippines, and Papua New Guinea. Same as L23 Re St 3171
Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, IS EN: H UColl: CD

L75 JIMES 3192 Modern South Asia
This course will cover the history of the Indian sub-continent in the 19th and 20th centuries. We shall look closely at a number of issues including colonialism in India; anti-colonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history will be emphasized equally. Same as L22 History 3192
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L75 JIMES 3194 Environment and Empire
In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures, and farm lands, rivers and rainfall, animals and humans? We'll ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course will cover examples from Asia to Africa, with a focus on the "jewel in the crown" of the British empire: the Indian subcontinent. We'll learn how the colonized contributed to the science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi. Same as L22 History 3194
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L75 JIMES 3200 An Introduction to Literature and Visual Culture in the Arab World
The course aims to provide a framework within which the literary and image cultures of the Arabic-speaking peoples have developed. This is done through a combination of contextual analysis and close reading of seminal texts and films. Our starting points are foundational sources such as the Quran and classical prose and poetry. From the later period, emphasis will be put on fiction and cinema. Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 3202D Advanced Modern Hebrew I
Improves proficiency in the oral and written use of modern Hebrew through reading and discussion of short stories, Israeli newspaper articles, and other selected materials. Students discuss, in Hebrew, current events and public issues related to contemporary Israeli society. Prerequisite: grade of B- or better in HBRW 214D or placement by examination. Student may not take this class pass/fail or audit. Same as L74 HBRW 320D
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3221 Topics: The Jewish Experience in Italy
This course will examine the social and political history of the Jews of Italy from the period of Italian unification through the end of the Second World War. We will look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric we will study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We will approach these topics wherever possible through primary texts, including essays, memoirs, and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Italian 307D; no prerequisite for students in other majors. Three five-page papers. PLEASE NOTE: THE L75 5221 CROSS-LISTING COURSE IS FOR GRADUATE STUDENTS ONLY. Same as L36 Ital 3221
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L75 JIMES 3222D Third-Level Modern Hebrew II
Designed to develop communicative skills, this course provides opportunities for students to practice the art of speaking and writing correctly, clearly, and effectively. Includes reading and discussion of selected short stories from modern Hebrew literature as well as articles from current Hebrew newspapers. Class discussions deal with literary topics as well as contemporary social and political issues related to life and institutions in Israel. PREREQUISITE: GRADE OF B- OR BETTER IN MHBR 320D OR PLACEMENT BY EXAMINATION. Student may not take this class pass/fail or audit. Same as L74 HBRW 322D
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 3230 Jews & Christians in the Premodern World
In modern times, it is common to think of Judaism and Christianity as two distinct, if historically connected, "religions." Increasingly, however, historians of ancient religions have thought more deeply about the implications of taking Christianity and Judaism in antiquity as more fluid and porous than we tend to think of them. In this upper division course, we will explore the ways in which the boundaries that early Christians attempted to draw between Christianity and Judaism remained unstable and incomplete. While the various efforts to establish early Christian identity led to the production of a variety of hermeneutical representations of the Judaido, these literary representations nevertheless often reflected, to various degrees, engagement with actual historical Jews/Judeans, who shared political, economic, and intellectual worlds with Christians. We will consider how early Christian discourse about Jews and
Judaism informed and was informed by intra-Christian disputes and their negotiations of their relationships with the wider Greco-Roman culture. We will explore how Christian efforts to establish both continuity and difference between Judaism played a role in the construction of ‘orthodoxy’ and ‘heresy,’ as well as the way in which Christians re-appropriated Jewish texts, rituals, and ideas in their efforts to construct a Christian identity. We will also explore how this continued dynamic of difference and continuity continued into the Middle Ages.

Same as L23 Re St 323
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 3241 Hebrew of the Media
Reading and discussion of newspaper articles. Viewing and analysis of television news programs and films. Prepares students to become familiar with the language and typical issues of the Israeli media and to discuss in writing and speech the issues in the news. Prerequisite: HBRW 322 or by Departmental approval.

Same as L74 HBRW 324
Credit 3 units.

L75 JIMES 3250 Introduction to Arabic Literature
A survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts will include pre-Islamic, classical and Sufi poetry, as well as popular tales and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course will interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings will be in English translation.

Same as L49 Arab 325
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 3273 Introduction to Israel Studies
An exploration of Israel in the Jewish experience from antiquity to modernity and in the history and culture of the Middle East. Special attention will be paid to the modern state of Israel and current issues in its politics, economy, and society. L75 5273 is intended for graduate students only.

Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 3292 Topics in Politics: Modern South Asian Politics
This course will focus on the recent political history and development of South Asia. It will begin with a review of the British colonial period and the Independence movement. The remainder of the course will examine different political issues in India, Pakistan, Bangladesh, and Sri Lanka. Topics will include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy. Course website: http://artsci.wustl.edu/~polsci/parikh/asian/

Same as L32 Pol Sci 3292
Credit 3 units. A&S IQ: LCD, SSc Art: SSC BU: IS

L75 JIMES 3293 Religion and Society
We will take a broad and practice-oriented view of 'religion,' including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We will consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity, and other broadly-based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.

Same as L48 Anthro 3293
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

L75 JIMES 331 Topics in Holocaust Studies: Children in the Shadow of the Swastika
This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period—the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children both those they considered “Aryan” and those they designated “enemies” of the German people, such as Jewish children— an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katín, David Grossman and others. Course conducted entirely in English.

OPEN TO FRESHMEN. STUDENTS MUST ENROLL IN BOTH MAIN SECTION AND A DISCUSSION SECTION.

Same as L21 German 331
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

L75 JIMES 334C Crusade, Conflict, and Coexistence: The Jews in Christian Europe
This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world—a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures, and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era.

Same as L22 History 334C
Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS EN: H

L75 JIMES 335C Becoming “Modern”: Emancipation, Antisemitism, and Nationalism in Modern Jewish History
This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be—or to become-modern. To answer this question, we look at two broad trends that took shape toward the end of the eighteenth century—the Enlightenment and the formation of the modern state—and we track changes and developments in Jewish life down to the close of the twentieth century with analyses of the
L75 JIMES 336C History of the Jews in Islamic Lands
This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age. Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Genizah, reflecting social history, the status of women, and other aspects of daily life.
Same as L22 History 336C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM

L75 JIMES 3392 Topics in South Asian Religions
The topic for this course varies. The topic for fall 2017 was Hinduism and the Hindu Right.
Same as L23 Re St 3392
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 340 Israeli Women Writers
Study of selected novels and shorter fiction by women. Attention to the texts as women’s writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation.
Same as L74 HBRW 340
Credit 3 units. A&S IQ: HUM, LCD, SC, SD, WI Art: HUM BU: HUM EN: H

L75 JIMES 3401 Energy Governance in Israel and the Middle East
This course focuses on the energy policy concerns of Israel and its surrounding region. Students gain a deep understanding of the complexities involved in energy policy formulation and its profound impact on the security, economy and foreign policy of the Middle East. The course examines such issues as securing energy markets and suppliers, managing oil revenue, deciding on the country's energy mix for electricity, balancing environmental concerns, using energy resources as a "weapon" in foreign policy, subsidizing renewable energy, dealing with water scarcity, promoting nuclear energy, and the role of energy in armed conflicts. Each lesson focuses on one policy concern or dilemma, reviews the main theories and approaches to it, and uses Israel and its surrounding region as case studies for analysis. Although the course focuses on Israel and the East Mediterranean area, it is widely relevant to students interested in energy policy formulation in the United States, Europe, or elsewhere.
Same as L82 EnSt 340
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA, IS EN: S

L75 JIMES 341 The Jewish People in America
History of the Jews in North America from the colonial era to the present. Close reading of primary sources, with an emphasis on the central issues and tensions in American Jewish life; political, social, and economic transformations; and religious trends.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L75 JIMES 3411 Children and Childhood in World Religions
This course will investigate the roles children play in some of the world's major religious traditions and how these traditions construct their concepts of childhood. From child disciples to child martyrs, from the miraculous childhoods of religious founders to the rites marking childhood's end, and from divine commandments involving fertility to those mandating celibacy, we will explore a wide range of different religions' teachings about children and childhood. We will combine primary and secondary sources including written texts, movies/video, and web-based content in order to learn more about the complex relationships between children and the religious traditions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
Same as L66 ChSt 341
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L75 JIMES 3415 Jewish-Gentle Relations in the United States, 1830-1970
Throughout their history Jews faced non-Jewish majorities, and America was no different. Yet unlike Europe, the United States has been, overall, a very hospitable place for Jews, and many of them came to see their new country as "the Promised Land." The course focuses on the relations between Jews and their non-Jewish neighbors from the beginning of a significant Jewish immigration to the United States in the 1830s. The course ends in the 1970s in order to analyze what most historians interpret as a rightward and inward turn of American Jewry (especially after 1967) and link it to the larger wave of ethnic revival in America. As a whole, the course looks at the interethnic and interreligious dimensions of American Jewish life and relates them to the larger American context. How did American Jews view their fellow countrymen and how did these opinions, in turn, affect Jewish integration into the larger society? How did the gamut of relations with other groups, which ran from animosity to coalition building and amity, change the country’s political and cultural landscape? How did political and class differences within Jewish communities influence the character of interaction with other communities? Can we learn from the Jewish case about more general patterns of majority-minority relations in America?
Credit 3 units. A&S IQ: HUM BU: BA EN: H
L75 JIMES 342 Childhood, Culture, and Religion in Medieval Europe
From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children’s books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.
Same as L66 ChSt 342
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 344 Imagining the Holocaust in Contemporary Jewish Literature
Recent public discourse on the Holocaust has displayed an anxiety that, with the gradual dying out of the survivor generation, the Holocaust too will soon pass into oblivion and one day be forgotten. Accompanying this anxiety about the vanishing eyewitness and the crisis of forgetting is often a parallel skepticism about narratives of the Holocaust that are not rooted in the direct experience of the survivor. Despite an injunction against fictional and imaginative representations of the Holocaust by survivors such as Elie Wiesel, however, the last twenty years have seen a wave of imaginative literature about the Holocaust written by non-survivors. This course will examine recent post-Holocaust literature, both fictional and autobiographical, by contemporary Jewish writers from Europe, Israel and the U.S., including works by Art Spiegelman, David Grossman, Aharon Appelfeld, Nathan Englander, Anne Michaels, Nava Semal, Patrick Modiano, Jurek Becker and others. Central to our inquiry into this literature will be the questions of language, narrative structure, referentiality, artistic representation, intergenerational trauma, vicarious memory and post-Holocaust Jewish identity.
Credit 3 units. Art: HUM BU: HUM

L75 JIMES 345 Mesopotamian Mythology: Stories from Ancient Iraq
In this course we will read, explore, and interpret various ancient myths originating from the fertile crescent, especially ancient Iraq, between the years 2500 and 400 BCE. The Epic of Gilgamesh, the Enuma Elish, myths of the goddess Ishtar as well as various flood and creation accounts will be among those we read. Cultural background information will be examined to situate each myth in its ancient context. Various theories of interpreting myth will also be explored in order to appreciate the power and the many uses of these multivalent stories. Several basic questions will underlie all that we do throughout the semester: What is myth? How should we understand the conceptualization of the category “myth” (in other words, How does myth work?), and Does myth still play a role in our own modern cultures?
Credit 3 units. BU: HUM

L75 JIMES 346 Islamic Law
This course will present a general overview of Islamic law and an introduction to the study of religious legal authority which values consensus. It will then explore the formation of the major schools of law. Next it will debate the notions of ‘jihād’ and ‘taqīd’ and discuss how open and independent legal decisions have been in the Islamic world. It will also trace the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayatollah.
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 349 Yidishkayt: Yiddish Literature in English Translation
This course will trace the emergence, development, flourish, and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late middle ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant-garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the “national” language of Ashkenaz, the course will examine the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed, the tensions between secular trends versus religious tradition, life in the shtetl and in the metropolis, immigration from the old world to the new, and Yiddish literary responses to the Holocaust.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

L75 JIMES 350 Israeli Culture and Society
An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing, or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: HUM, IS EN: H

L75 JIMES 351 Muhammad in History and Literature
This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc. literature. Because of the availability of primary sources in English translation, there will be a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills will be encouraged to engage sources in their original language.
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 352 Iraqi Literature
This course introduces students to major works in Iraqi literature of the 20th and 21st centuries, with a focus on the post-World War II period up to the present day.
Same as L49 Arab 352
The course explores Germany's road to totalitarianism through three different stages seen through its musical contexts: the embodiment of "music libels" against Jews in 19th-century European culture in general and German culture in particular; the association of Jewish culture with the threat of modernism until World War II; and Nazi policies in the 1930s regarding music and their repercussion on musical activities in the different ghettos. The last segment of this class will deal with the challenge of commemorating the Holocaust through music.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

L75 JIMES 3585 Islam, Music, Muslim Media
How do Muslim individuals and communities understand and negotiate the relationship between sound and spirituality? How does Islamic philosophy challenge Western definitions of music? How do music and cultural practices reflect and shape diverse Muslim identities and political struggles? To what extent can we speak of an "Islamic world," musical or otherwise? In this course, we investigate Islamic music and musical practices in the lives and experiences of Muslims throughout the world. We approach our study of Muslim musical practices with the understanding that the social, cultural, and political contexts...
where music is created, disseminated, and consumed inform the sounds of the music and its various—and often conflicting—interpretations and meanings. We will engage with a variety of academic, musical, and media texts to develop interdisciplinary analyses about Islam, music, sound experience, and Muslim subjectivities. Issues of nationalism and transnationalism, class, race and ethnicity, gender and sexualities, colonialism and postcolonialism, history and memory will remain central to our exploration of spirituality and religion in Muslim musical and cultural practices.

Same as L27 Music 3585
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L75 JIMES 359 Travelers, Tricksters, and Storytellers:
Jewish Travel Narratives and Autobiographies
Jewish literature includes a number of highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy business woman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an “other,” against which and through which they define a particular sense of self? To what extent are these texts reliable accounts of their authors’ personal experiences, and where do they serve their own self-fashioning? How do the writers portray Christians, Muslims, and Jews from other cultural backgrounds than their own? How do they construe the role of women in a world dominated by men? How do they reflect on history, geography, and other fields of knowledge that were not covered by the traditional Jewish curriculum; and how do they respond to the challenges and opportunities of early modernity? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation.
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L75 JIMES 3602 Borders, Checkpoints, and the Frontiers of Literature
Borders are some of the most strange, dangerous, and changeable places in the world. They help define not only where we are, but also who we are. This course will read literature from and about border regions around the world: the Mexican-American frontera, the Indian and Pakistani Partition line, the German Iron Curtain, the African colonial borders, and the Israeli-Palestinian divisions. Even if we live far from any international boundary, the notion of the border shapes our thinking about the world. Literature is a place where borders are vividly imagined, marked, and debated in ways that both affect preexisting frontiers and help draw new ones on the ground. We will read all texts in English.
Same as L97 IAS 3602
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L75 JIMES 361 City of Peace: Baghdad in Medieval Times (ca. 762-1250)
The subject of this course is an exploration of the city of Baghdad in medieval times from its foundation in the 8th century to its sack by the Mongols in the 13th. Starting from the background history of its location in Mesopotamia, we will study the reasons of its foundation in that location and examine its topography, city planning and layout, institutions, citizens, neighborhoods, markets, libraries, and workshops to discuss life in the city. Since Baghdad was the seat of the Abbasid caliphate at the time, we will examine its role as the hub of the empire (in politics, administration, economy, and literature), and its links to and rivalries with other provincial cities.
Credit 3 units. A&S IQ: HUM: EN: H

L75 JIMES 362 Approaches to the Qur'an
The place of the Qur'an in Islamic religion and society. Equal emphasis on text: the Qur'an's history, contents, and literary features; and context: the place of the Qur'an in everyday life, its oral recitation, artistic uses, and scholarly interpretation. Knowledge of Arabic not required.
Same as L23 Re St 366
Credit 3 units. A&S IQ: HUM, LCD BU: ETH

L75 JIMES 3622 Topics in Islam
Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H UColl: CD

L75 JIMES 362A Islam, Gender, Sexuality
The return of white nationalism and misogyny to the public sphere since the 2016 election has reinvigorated the trope of the subjugated Muslim woman as backwards and subservient to her male counterparts. Rather than devote our time to dispel stereotypes, in this course, we address the extent to which Western theories of feminism are useful to account for Muslim women's experiences across historical period and geographical region. By examining discourses of gender and sexuality, the ideals of the feminine and masculine in Islamic scriptures and jurisprudence, and subsequent encounters with Western imperialism, we investigate how gender informs social, political, religious, and family life in Islamic cultures. We employ a chronological approach to these topics, from considering the status of women in seventh-century Arabia to the period of Islamic expansion across Asia, North Africa, and the Iberian Peninsula and then to the colonial period and ending with the contemporary post-9/11 and post-2016 U.S. contexts, wherein debates over the status of Muslim women in society emerged with renewed vigor.
Same as L57 RelPol 362
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L75 JIMES 364 Literature and Ethics
Same as L16 Comp Lit 364
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH EN: H
L75 JIMES 366 The Sephardic Experience: 1492 to the Present
This course explores the history and culture of the Sephardic diaspora from the expulsion of Spanish and Portuguese Jewry at the end of the 15th century to the present. We will start with a brief introduction into the history of Iberian Jews prior to 1492, asking how this experience created a distinct subethnic Jewish group: the Sephardim. We will then follow their migratory path to North Africa, Italy, the Ottoman Empire, the Netherlands, and the Americas. The questions we will explore include: in what sense did Jews of Iberian heritage form a transnational community? How did they use their religious, cultural, and linguistic ties to advance their commercial interests? How did they transmit and transform aspects of Spanish culture and create a vibrant Ladino literature? How did the Sephardim interact with Ashkenazi, Greek, North African, and other Jewish, Muslim, and Christian communities? How did Jewish emigres from Spain and Portugal become intermediaries between Christian Europe and the Ottoman Empire? What was the role of Sephardim in Europe's transatlantic expansion? How did conversos (converts to Christianity) return to Judaism and continue to grapple with their ambiguous religious identity? How did Ottoman and North African Jews respond to European cultural trends and colonialism and create their own unique forms of modern culture? How did the Holocaust impact Sephardic Jewry? The course will end with a discussion of the Sephardic experience in America and Israel today.
Credit 3 units. A&S IQ: HUM, LCD Arch; HUM Art; HUM EN: H

L75 JIMES 367 Jewish American Literature: "Roth and Company"
The use by selected 20th-century writers of religious themes and symbols. Close analysis of the literary techniques by which religious concepts and images are developed and differing insights of writers representing a broad spectrum of contemporary attitudes toward religious issues.
Same as L14 E Lit 367
Credit 3 units. A&S IQ: HUM Art; HUM BU: ETH

L75 JIMES 3670 Gurus, Saints, and Scientists: Religion in Modern South Asia
Many long-standing South Asian traditions have been subject to radical reinterpretation, and many new religious movements have arisen, as South Asians have grappled with how to accommodate their traditions of learning and practice to what they have perceived to be the conditions of modern life. In this course we consider some of the factors that have contributed to religious change in South Asia, including British colonialism, sedentarization and globalization, and new discourses of democracy and equality. We consider how new religious organizations were part and parcel with movements for social equality and political recognition; examine the intellectual contributions of major thinkers like Swami Vivekananda, Sayyid Ahmad Khan, and Mohandas Gandhi; and explore how Hindu, Islamic, and other South Asian traditions were recast in the molds of natural science, social science, and world religion.
Same as L23 Re St 3670
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 3681 The U.S. War in Iraq, 2003-2011
This course presents a historical assessment of the United States’ eight year war in Iraq from its inception on March 20, 2003, to the withdrawal of all combat troops on December 15, 2011. Topics to be covered include: the Bush Administration’s decision to make Iraq part of the “War on Terror” and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course will conclude with an assessment of the war’s effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.
Same as L22 History 3681
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L75 JIMES 36CA Heroes and Saints in India: Religion, Myth, History
This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf"Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.
Same as L22 History 36CA
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 370C Islamic Movements: Reform, Revival, Revolt
As a religion and a social/intellectual and political movement, Islam has undergone constant reassessment since its inception 14 centuries ago; thus modern fundamentalist movements are the latest manifestation of long-term trends. An overview of this historical process, concentrating on contemporary Islamic movements and works by seminal thinkers.
Credit 3 units. A&S IQ: HUM, LCD BU: IS

L75 JIMES 373 Topics in Near Eastern Cultures
The topic for this course will change each semester; the specific topic for each semester will be given in Course Listings.
Credit 3 units. A&S IQ: HUM, LCD, SD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 374 Of Dishes, Taste, and Class: History of Food in the Middle East
When the 13th century author Ibn al-Adim from the city of Aleppo, Syria, titled his book on food Reaching the Beloved through the Description of Delicious Foods and Perfumes, he was perhaps not concerned so much with simply how to satisfy hunger. Thinking through the title alone opens a window for us on all sorts of cultural, social, economic, and political questions about food and drink. Our history as humans with food is long and complicated. It extends from seeking basic nutrition to sustain our livelihood to contracting diseases. Food also plays a fundamental role in how humans organize themselves in societies, differentiate socially, culturally, and economically, establish values and norms for religious, cultural, and communal practices, and define identities of race, gender, and class.

Food has been one of the most visible signs of social status in any given society and a vital part of many movements of political and social reform and transformation. Food has been a major question in trans-regional, international, and recently global cooperation and conflict as well. This course will cover
the history of food and drink in the Middle East to help us understand our complex relation with food and look at our lives from perspectives we intuitively feel or by implication know, but rarely critically and explicitly reflect on. This course does not intend to spoil, so to speak, this undeniably one of the most pleasurable human needs and activities, but rather to make you aware of how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be selective in choosing themes, geographic regions, and historical periods to focus on. Course work is geared toward increasing your ability to think about food and drink analytically as a socio-economic and cultural capital, noticeable marker of identity, and indicator of a political position. In a sense we will try to tease out in class why we are what we eat! Please consult the instructor if you have not taken any course in the humanities.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, IS EN: H UColl: CD

L75 JIMES 375W In the Beginning: Creation Myths of the Biblical World
This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity’s eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 375I In the Beginning: Creation Myths of the Biblical World
This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity’s eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 377 History of Slavery in the Middle East
This course examines slavery and its abolition in the Middle East and North Africa from 600 C.E. to the 20th Century. It addresses slavery as a discourse and a question of political economy. We begin with an overview of slavery in late antiquity to contextualize the evolution of this practice after the rise of Islam in the region. We then examine how it was practiced, imagined, and studied under major empires, such as the Umayyads, the Abbasids, the Fatimids, the Mamluks, the Ottomans, and the Safavids. In addition to examining the Qur’anic discourse and early Islamic practices of slavery, to monitor change over time we address various forms of household, field, and military slavery as well as the remarkable phenomenon of “slave dynasties” following a chronological order. We discuss, through primary sources, theoretical, religious, and moral debates and positions on slavery, including religious scriptures, prophetic traditions, religious law, and a plethora of narratives from a range of genres. We highlight a distinct theme each week to focus on until we conclude our discussion with the abolition of slavery in the 19th and 20th centuries. Topics of discussion include various forms of male and female slavery, Qur’anic and prophetic discourse on slavery, legal and moral views on slavery, slavery as represented in religious literature, political, military, and economic structures of slavery, issues of race and gender as well as slave writings to reflect on the experiences of slavery from within. The goal is to enable students to understand the histories of slavery in the Middle East and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. No second language required.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM EN: H

L75 JIMES 3781 Israeli Politics
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L32 Pol Sci 3781
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS

L75 JIMES 3782 Before "the Clinic was Born": Medicine Among European Jews from the Middle Ages to the Modern Period
This course offers a survey of European medical history in general and of the Jewish medical world in particular, from the middle ages to the threshold of modernity.

Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 3810 Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula
Although it is today primarily associated with oil, the Arabian peninsula was for most of its history defined by water: its surrounding seas, its monsoon-driven winds, and its lack of water in its vast and forbidding interior deserts. As home to the major holy cities of Islam and a key source of global oil, the region has played an important role in the Western European and North American imagination. Despite being relatively sparsely populated, the peninsula hosts millions of believers each year on the annual Muslim pilgrimage, and it has been the site of major wars and military occupations by European, American, and other Middle Eastern countries for much of the 20th and 21st centuries. It has been an outpost of the Ottoman Empire, a center of British colonialism and (at Aden) an axis of its global empire, the location of Egypt’s “Vietnam” (its long war in Yemen in the 1960s), the Gulf Wars I and II, and the recent wars in Yemen, to name just a few of the major conflicts. Often depicted as unchanging until caught up by the influx of massive oil wealth, this region is frequently characterized as a place of contradictions: home to some of the world’s largest skyscrapers and also the most inhospitable and largest sand desert in the world, known as “the Empty Quarter”; the location of crucial American allies and the home of al-Qa’eda founder ‘Usama Bin Laden. In this course, we will examine the development of the peninsula historically to understand these contradictory images. We will investigate changes in the following arenas: environment and society; colonial occupation; newly independent states; the demise and development of key economic sectors (pearling; shipping; agriculture; oil; finance; piracy); political regimes;
resources such as water, oil, and date palms; the growth of oil extraction infrastructure and its effects on the political regimes and societies in the region; the emergence of new Gulf cities; Islamic law; women's rights; human rights debates; and religious and ethnic minorities.

Same as L22 History 3810
Credit 3 units. A&S IQ: HUM, LCD BU; HUM, IS EN: H

L75 JIMES 3841 Introduction to Biblical Hebrew
This course will enable students to read the Bible in the original Hebrew. Review of Hebrew grammar. History of the Hebrew language. Intended for students with a foundation in modern Hebrew. Prereq: HBRW 214D or instructor's permission.
Same as L74 HBRW 384
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 385 Topics in Jewish Studies
Consult Course Listings for current topics. Prerequisite: permission of instructor.
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 385D Topics in Biblical Hebrew Texts
The topic covered in this course varies. Recent course topics include: "Jeremiah"; "The Book of Isaiah"; and "Biblical Poetry". Prereq: L74-384 or permission of the instructor.
Same as L74 HBRW 385D
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L75 JIMES 386 Topics in Jewish History
Consult Course Listings for current topics. Prerequisite: permission of instructor.
Credit 3 units. A&S IQ: HUM BU: BA EN: H

L75 JIMES 387 Topics in Jewish Studies: Israel's Foreign Policy
Hebrew works read in English translation. Prerequisite: sophomore standing; previous courses in literature recommended.
Credit 3 units. A&S IQ: LCD BU: IS EN: H

L75 JIMES 387C Topics in Hebrew Literature
Hebrew works read in English translation. Prerequisite: sophomore standing; previous courses in literature recommended.
Same as L74 HBRW 387C
Credit 3 units. Art: HUM

L75 JIMES 388 Religion and Politics in South Asia: Writing-Intensive Seminar
The relationship between religion, community, and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community, and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and post-colonial periods.
Same as L22 History 38C8
Credit 3 units. A&S IQ: HUM, LCD, WI BU: IS EN: H

L75 JIMES 390 Topics in Jewish, Islamic and Middle Eastern Studies
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS

L75 JIMES 3900 Topics in Migration and Identity
The course examines migration movements that are related to the Nazi genocide in Europe. Grounded in a study of the Nazi project to reshape the European geopolitical map, students explore how the mass movement of people is impacted by geopolitics, political violence, and economical considerations. Class materials address the relationship between identity formation and social exclusion, thus opening up a critical investigation of concepts of citizenship, human rights, and their institutional frameworks (states, international organizations etc.) more generally. Students will work with a variety of sources, including primary sources, scholarly analyses, podcasts, literary works, and film to study migrations related to the prehistory, policies, and aftermath of the Nazi regime. The class provides insights into issues of expulsion, refuge, forced migration, settlement projects, ethnic cleansing and others, but also demonstrates the global impact and long-term repercussions of political and genocidal violence. Looking at the Nazi regime through the lens of migration shows that the Nazi genocide is embedded in a history of racism, colonization, and mass violence.
Same as L97 IAS 390
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 3921 Secular & Religious: A Global History
Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that "religion" is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.
Same as L22 History 3921
Credit 3 units. A&S IQ: HUM, LCD, SD BU: HUM, IS EN: H

L75 JIMES 396 Islamic Philosophy, Mysticism, and Theology
How does an individual achieve access to knowledge and access to God? To what extent is such access dependent upon scripture? To what extent is such access dependent upon reason? Are there forms of truth and experience that only reveal themselves through mysticism? Questions of this sort are central to the interrelated disciplines of Islamic philosophy, Islamic theology, and Islamic mysticism (i.e., Sufism). This course examines how these three disciplines have shaped various aspects of social life within premmodern Muslim communities.
Same as L23 Re St 396
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H
L75 JIMES 39SC Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar
What is the connection between the appropriation of other people's resources and the obsession with sex? Why is 'race' essential to the sexual imperatives of imperialism? How has the nexus between 'race,' sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires, and its continuation in our world today.
Same as L22 History 39SC
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM; IS EN: H

L75 JIMES 4001 Capstone Seminar Antisemitism and Islamophobia: A Comparative Perspective
The capstone course for Jewish, Islamic, and Middle Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.
Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 4010 Fourth-Level Modern Hebrew I
Seminar in Israeli culture for advanced students of Hebrew. This semester we will focus on children's literature in Hebrew, from the ways in which it reflects, critiques, and shapes society to its humor and the sheer joy of language. Prerequisite: successful completion of third year Hebrew, placement by exam, or instructor's permission.
Same as L74 HBRW 4010
Credit 3 units. A&S IQ: LCD, LS, WI BU: HUM EN: H

L75 JIMES 401W Seminar in Hebrew Literature (Writing Intensive)
This course is designated as Writing Intensive.
Same as L74 HBRW 401W
Credit 3 units. A&S IQ: HUM, LCD, LS, WI EN: H

L75 JIMES 4020 Jerusalem, the Holy City
An examination of the role that Jerusalem has played in three religious traditions — Judaism, Christianity, and Islam — through a study of archaeology, history, literature, politics, and theology from antiquity to contemporary times. A senior seminar in Jewish, Islamic, and Middle Eastern Studies. During winter break, the class will go to Jerusalem as part of the course. Student portion of travel costs TBA. Students unable to make the trip will receive a reduction to 4 units of course credit. Preference given to seniors majoring in Jewish, Islamic, and Middle Eastern Studies. Others may enroll with instructor's permission.
Credit 5 units. EN: H

L75 JIMES 402D Fourth-Level Modern Hebrew II
Students with advanced proficiency maintain and develop reading, speaking, and writing skills. Class conducted in Hebrew. Readings focus on key works of Hebrew poetry and fiction from earlier in this century and from contemporary Israel; additional reading and discussion of essays and editorials from current Israeli press, viewing of films and current news broadcasts produced in Israel. Prerequisite: HBRW 4010. Same as L74 HBRW 402
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 403 Gender and Sexuality in Judaism
A critical inquiry into the Jewish socio-cultural construction of gender, past and present. Topics will include the nature of the Jewish convenedational community and male circumcision as a sign of membership; the matrilineal principle of ancestry; genital emissions and purity; marriage and divorce; and male and female roles, including leadership roles. Documents by and about Jewish women, their daily lives and their sacral lives, will be among the materials explored. JIMES 208F is recommended.
Credit 3 units.

L75 JIMES 404 Islam Across Cultures
In this seminar we examine the variety of historical and contemporary ways of interpreting and practicing Islam, with special attention to issues of ritual, law and the state, and gender. Cases are drawn from Asia, Europe, Africa, and the Middle East, and students engage in fieldwork or library research projects.
Same as L48 Anthro 4042
Credit 3 units. A&S IQ: LCD, SSC Art: SSC

L75 JIMES 4041 Islam and Politics
Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.)
Same as L48 Anthro 4041
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

L75 JIMES 4042 Competing Ideologies and Nationalisms in the Arab-Israeli Arena
We will trace the roots of modern ideologies and nationalisms in the Middle East and analyze how they have developed in modern times under the influence of both secular and religious ideas. We will examine how international politics have exerted their influence and how Arab and Israeli nationalism have affected one another. Among the topics to be discussed will be Shi'ism, Nasserism, Zionism, and fundamentalism.
Credit 3 units. A&S IQ: SSC BU: IS EN: S

L75 JIMES 405 Diaspora in Jewish and Islamic Experience
Tensions between center and periphery; migration and rest; power and powerlessness; exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture, and the establishment of Muslim societies in all corners of the globe, that lay at the root of this unease. But the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent, tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term “diaspora” — from ancient Greek, meaning dispersion or scattering — has most often been used to describe the Jewish condition in the world. The themes of exile and return, catastrophe and redemption, are already woven into the Hebrew Bible and continued to be central motifs in Rabbinic Judaism in late antiquity and the middle ages. This, despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the twentieth
century. European imperialism, nationalisms of various types, revolution, and war—including the Israeli-Palestinian conflict—have done much to underscore the continuing dilemmas of Diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative, historical perspective on the themes of migration and displacement, center and periphery, home and residence, exile and return, and to give students the opportunity to examine in depth some aspect of the experience of "Diaspora." Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for History. (Students wishing to receive History Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.

Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 4051 Colloquial Arabic
The aim of this course is to introduce the students to colloquial Arabic through their knowledge of Modern Standard Arabic (MSA). We will focus on the main differences between colloquial and MSA so that the students can use the colloquial form for practical purposes in everyday life. Prerequisite: Arab 208D or instructor's permission.

Same as L49 Arab 405
Credit 3 units. A&S IQ: LCD BU: IS EN: H

L75 JIMES 4060 Convivencia or Reconquista? Muslims, Jews, and Christians in Medieval Iberia
Senior Seminar. This seminar will provide an opportunity to explore in some depth various facets of the convivencia ("dwelling together"); coexistence) of Muslims, Jews, and Christians in medieval Iberia. While we will pick up the timeline with the emergence of an Ibero-Islamic society in the 8th century CE, the seminar's historical horizon stretches up to the turn of the 15th to the 16th century, when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about the mid-11th century, Muslims dominated most of the Iberian Peninsula. From roughly the mid-11th through 15th centuries, Christians ruled much and eventually all of Spain and Portugal. Through a process termed, from a Christian perspective, as reconquista ("reconquest"), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion, or migrated from one realm to the other. Interactions between the three ethno-religious communities occurred throughout, some characterized by mutual respect and shared creativity and others by rivalry and strife. The course focuses on these religious and cultural contacts, placing them in various historical and geographic contexts. It will raise questions concerning the ambiguities of religious change and concerning the interplay of persecution and toleration. Methodologically, the seminar emphasizes the study of primary sources, including documentary, historiographical, literary and poietical texts. In the course of their study, attention will be paid to peculiarities of genre, and difficulties involved in formulating historical assessments. In this sense, we will also aim at developing critical reading skills in relation to secondary literature. Seniors in Jewish, Islamic, and Middle Eastern Studies will be given preference in admission. Advanced students in other fields are asked to contact the instructor prior to enrollment.

Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L75 JIMES 407 Fourth-Level Arabic: Modern Literature
Focused reading and discussion of texts written by modern Arab intellectuals. These texts will center on the interrelated topics of modernity, politics, and religion. The course will emphasize: (1) increasing reading speed; (2) increasing depth of reading comprehension; (3) strengthening grammar; (4) building Arabic to English translation skills. Note: Students may not take this class pass/fail or audit.

Same as L49 Arab 407
Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 4070 Judaism and Islam in Comparative Perspective
The historical trajectories of Rabbinic Judaism and Islam are intimately intertwined. Moreover, a strong argument can be made that Rabbinic Judaism and Islam bear some obvious affinities with one another. Nevertheless, the two traditions generally continue to be studied in isolation from one another. The goals of this seminar are (1) to foster better understanding of areas of historical contact and intersections between Jewish and Islamic civilizations and (2) to start the work of developing a common framework for the comparative study of the two traditions. We will examine examples of sustained and meaningful contact such as Muslim-Jewish symbiosis in early Islam as well as interaction on the level of philosophical and theological discourses between medieval Jews and Muslims. We will also attempt to identify instances of affinity between the two traditions through comparative study of their exegetical, messianic, legal, and mystical dimensions. Seniors in Jewish, Islamic, and Middle Eastern Studies will be given preference in admission. This is the capstone course in JIMES. Advanced students from other departments and programs should contact the instructor prior to enrollment.

Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 4081 Fourth-Level Arabic: Classical Literature
This class provides an overview of pre-modern Arabic-Islamic thought (i.e., Islamicate intellectual traditions expressed in the Arabic language). Topics to be covered include Pre-Islamic Poetry, Quran, Hadith, Islamic Law, Sufism, Philosophy, Natural Science, and Social Thought. Students will be introduced to these topics through focused reading and discussion of Classical Arabic texts by key thinkers like al-abari, Ibn ajar, Ibn Qudama, al-Ghazali, Ibn Sina, Ibn Rushd, and Ibn Khaldun. In addition to reading Classical Arabic texts, students will be given select exercises designed to strengthen their grammar, expand their vocabulary, and build their translation

Same as L49 Arab 408
Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

L75 JIMES 409 Beyond Geography: The Meaning of Place in the Near East
This course considers the importance of place in the Middle East with particular reference to Jewish and Islamic traditions. Topics to cover include the creation of holy sites, the concept of sacred space, the practice of pilgrimages, and the tropes of exile and return. Texts will range from analytical essays to novels, memoirs, and films by authors such as Edward Said, Naguib Mahfouz, Taher Ben Jelloun, Elif Shafak, A. B. Yehoshua, Shulamit Hareven, and Hanan Al-Shaykh. Requirements include participation, short assignments, and a seminar paper. This course fulfills the capstone requirement for students majoring
in Jewish, Islamic, and Middle Eastern Studies, but it is open to advanced undergraduates and graduate students. Prerequisites: coursework in JIMES and senior standing or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 412 Islamic Theology
This course explores major themes of early Islamic theology as developed by the Mutazilite, Ash’arite, and Maturidi schools. Some attention is paid to defunct theological systems, the traces of which have remained in the heresiographical literature. Most readings are in primary sources in English translation, though the students are also introduced to some secondary literature on various themes. Some comparative theology with reference to the Judeo-Christian tradition are a regular feature of class discussion. Topics include (but are not limited to): debates over the createdness of the Qur’an; predestination and foreknowledge; God’s attributes; the nature of language; the nature of the human soul; and creation and afterlife.
Same as L23 Re St 412
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L75 JIMES 415 Topics in Judaism
Consult Course Listings for current topics. Prerequisite: permission of instructor.
Credit 3 units.

L75 JIMES 4154 From Decolonization to Globalization: Postcolonial South Asia
Independence from European colonialism was a victory for some people, although for the majority, the experience of nation-building and the Cold War only sanctioned further inequalities. A further set-back arrived in the guise of Globalization. The countries of Bangladesh, India, Pakistan, Nepal and Sri Lanka have grappled differently with the many varieties of 20th-century transnational power. This course studies the histories of decolonization, nation-building and the Cold War for those South Asian countries created since the 1940s and traces the manner by which ordinary people have interrogated the multiple levels of state power unleashed upon them since the formal end of European colonialism.
Same as L22 History 4154
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L75 JIMES 420 Topics in the Israeli Short Story
Various themes in Hebrew belles lettres, e.g., the intertwining of politics and literature, the survival of rabbinic metaphors.
Same as L74 HBRW 420
Credit 3 units. A&S IQ: LCD Art: HUM

L75 JIMES 4213 Sufism and Islamic Brotherhoods in Africa
Muslim societies are prevalent in Africa from the Horn, the North, the East to the West, with smaller conclaves in Central and South Africa. Islam has played a influential role in these diverse societies, particularly through its Sufi form. Even though Sufism originated in the Arabian Peninsula, it has fit well with African beliefs and cultures. This course aims to explore Sufi beliefs, values, and practices in Africa. It intends to reconsider the academic constructions of “African Islam” by exploring education, intellectual life, economics, gender roles, social inequalities, and politics. The goal is to show that Africa is a dynamic part of the Muslim world and not a peripheral one, as it is most often portrayed by the international media or historically, through travelers and colonial accounts. African Muslim brotherhoods have served as political mediators between countries and people (i.e. the role of the Tijaniyya in the diplomatic rivalry between Morocco and Algeria, or its role in reconciliation of clan rivalries in Sudan). In addition, the course will pay attention to hierarchy in particular tariqa. Finally, the course will examine how African Sufi orders have shaped their teachings to fit transnational demands over the 20th and 21st century. We will explore these issues through readings, current media, lectures and special guest speakers.
Same as L90 AFAS 4213
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L75 JIMES 4274 Palestine, Israel, and the Arab-Israeli Conflict
This course examines the history of the Arab-Israeli conflict from the mid-19th century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestinian Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process.
Same as L22 History 4274
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 4357 The Holocaust in the Sephardic World
The course provides students with a comprehensive understanding of the Holocaust, of its impact on the Sephardic world, of present-day debates on the “globalization” of the Holocaust, and of the ways in which these debates influence contemporary conflicts between Jews, Muslims and Christians in Southern Europe and North Africa. We will turn to the history of these conflicts, and study the Sephardic diaspora by focusing on the consequences that the 1492 expulsion had within the Iberian Peninsula, in Europe, and in the Mediterranean world. We will study Sephardic communities in Europe and North Africa and their interactions with Christians and Muslims before World War II. Once we have examined the history of the Holocaust and its impact on the Sephardic world in a more general sense, our readings will focus on the different effects of the Holocaust’s “long reach” into Southeastern Europe, the Balkans, and North Africa, paying close attention to interactions among Jews, local communities, and the Nazi invaders. Finally, we will address the memory of the Sephardic experience of the Holocaust, and the role of Holocaust commemoration in different parts of the world. We will approach these topics through historiographies, memoirs, novels, maps, poetry, and film.
Same as L97 IAS 4357
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM EN: H

L75 JIMES 4397 The Arab & Muslim Americas: Feminist Perspectives
Migratory movements from the Middle East and North Africa into the Americas were precipitated by multiple and intersecting factors. This course will examine the historical and contemporary waves of Arab and Muslim migrants and refugees into the Americas from the nineteenth to the twenty-first century. It will explore how empire, globalization, and war influenced and
continue to influence the flow of people across borders and impact policies and ideas of belonging in receiving nations.

credit 3 units. A&S IQ: LCD, SSC, SC, SD EN: S

L75 JIMES 440 Topics in Rabbinic Texts
The course aims to introduce students to independent reading of selected rabbinic texts in the original language. We will focus on a number of topics representing the range of rabbinic discussion, including legal, narrative, and ethical issues. At the same time, we will study the necessary linguistic tools for understanding rabbinic texts. Prereq: HBRW 385 or HBRW 401 or instructor's permission.

Same as L74 HBRW 440
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 442 Empire and Memory: Approaches to Islamic Historiography (ca. 800-1250)
The subject of this course is an in-depth study of medieval Arabic historiography from the 8th through the 13th centuries, when the Mongols run over the remnants of the Abbasid caliphate, established their own rule over Eurasia, and thereby sparked new questions about the past. After the initial survey of medieval Islamic history as background, we will focus on the development of historiographical writing in its socio-political context and examine one by one the most major historiographical traditions and philosophies from the 8th through the 13th centuries: prophetic traditions, belles-lettres, annals, biographical dictionaries, and genealogical literature.

Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 444 The Mystical Tradition in Judaism
What is Jewish “mysticism”? What is its relationship to the category of “religion”? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic, and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as “mystical”. (All primary texts are read in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakakh) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the “absence of women” from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism.

Same as L23 Re St 444
L75 JIMES 471 Topics in Modern Arabic Literature in Translation
Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.
Same as L49 Arab 471
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 475 Screening the Holocaust
This course surveys the history of Holocaust representation on film, examining a wide range of documentary and fictional works from 1945 to the present day. Discussions will consider a number of key questions, including: What challenges does the Holocaust pose to cinematic representation, and how have filmmakers grappled with them? How have directors worked within and against notions of the Holocaust as unrepresentable, and how have they confronted the challenge of its association with a limited set of highly iconic images? What are the more general ethical and political dimensions of representing the Holocaust onscreen -- its victims as well as its perpetrators, the systematic genocidal violence that characterized it, and the sheer absence of so many dead? We will also probe the changing significance of cinematic representation of the Holocaust, exploring the medium's increasingly moral function for audiences ever further removed from the historical moment of its occurrence. Screenings may include The Last Stage; Distant Journey; Night and Fog; Judgment at Nuremberg; Shoah; Europa, Europa; Schindler's List; Train of Life; The Specialist; Photographer; A Film Unfinished. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidra Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings. Same as L53 Film 475
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 479 Senior Seminar in Religious Studies
The topic for this seminar differs every year. Previous topics include Religion and Violence; Governing Religion; Saints and Society; and Religion and the Secular: Struggles over Modernity. The seminar is offered every spring semester and is required of all Religious Studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous coursework in Religious Studies.
Same as L23 Re St 479
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: ETH EN: H

L75 JIMES 485 Topics in Jewish Studies
Consult Course Listings for current topic. Prerequisite: permission of instructor.
Credit 3 units. EN: H

L75 JIMES 4872 Colonial Cities and the Making of Modernity
Massive urban growth has been a central result of the incorporation of many areas--both central and peripheral--into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course will investigate the character of cities in the colony and then use these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course will be primarily on cities in the Middle East, North Africa, and South Asia.
Same as L22 History 4872
Credit 3 units. A&S IQ: HUM, LCD Art: HUM EN: H

L75 JIMES 4944 Advanced Seminar: The Inquisition in Europe, Asia, and Latin America, 1200-1700
This seminar will study the history of the Inquisition from its beginnings in southern France in the first half of the 13th century up to the investigations undertaken by Dominicans and Franciscans in 17th century Mexico and Peru. Along the way the seminar will focus upon other inquisitions in Europe (especially those made in Italy, Spain, and Germany), and the hunt for heresy in Goa and the Philippines. This course will read inquisitional manuals (books on how to conduct an inquisition), and original inquisitional documents (the records of the trials and interrogations). Consequently, the history of heresy and witchcraft, as understood by people in the past and historians in the present, will be discussed.
Same as L22 History 4941
Credit 3 units. A&S IQ: HUM, LCD Art: HUM

L75 JIMES 497 Guided Readings in Arabic
Prerequisites: senior standing, and permission of instructor and Department Chair.
Same as L49 Arab 497
Credit variable, maximum 5 units.

L75 JIMES 4970 Empire and Messianism in the Middle East
Senior Seminar: This course looks at imperial politics in its relations to monotheistic messianic movements and ideologies in the Islamic Mediterranean from the late antiquity to the 16th century. Messianic beliefs offered political hope, rallied opposition against the existing rule, defined and ordered lived reality for imperial subjects, presented a political leitmotiv for rulers, and advocated a just sociopolitical order to be realized in the immediate or indefinite future. Thus, this course attempts to see how politics became messianic by its very ability to promise a better future. Despite the chronological scope of the course, we will examine only specific ideas, practices, and movements as case studies to study in depth various facets of messianic movements and thought in their geographic and historical context. We will use primary sources, which will be the main methodological focus of the course, and secondary literature. We aim to develop skills in identifying, reading, analyzing, and dealing with primary sources in their variety and critically engaging modern scholarship on the political role of messianism. Students will write a term paper and several reports on preassigned readings, and make regular class presentations. Admission preference will be given to graduating seniors in JIMES, but the course is open to all advanced students provided that they consult the instructor prior to enrolling. Knowledge of a relevant primary source language is highly desired but not required.
Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 4973 Guided Readings in Hebrew
Prerequisites: senior standing, and permission of the instructor and the Department Chair.
Same as L74 HBRW 4973
Credit variable, maximum 5 units.
L75 JIMES 498 Guided Readings in Arabic
Prerequisites: senior standing, and permission of the instructor and the Department Chair.
Credit 3 units.

L75 JIMES 4983 Guided Readings in Hebrew
Prerequisites: senior standing, and permission of the instructor and the Department Chair.
Same as L74 HBRW 4983
Credit variable, maximum 5 units.

L75 JIMES 4984 Guided Readings in Aramaic
Prereq: Permission of the instructor and the Department Chair.
Same as L74 HBRW 4984
Credit variable, maximum 6 units. EN: H

L75 JIMES 4985 Guided Readings in Biblical Hebrew
Prereq: Permission of the instructor and the Department Chair.
Same as L74 HBRW 4985
Credit variable, maximum 6 units. EN: H

L75 JIMES 4986 Guided Readings in Talmudic Aramaic and Rabbinic Texts
Prereq: Instructors Permission.
Credit variable, maximum 6 units.

L75 JIMES 4987 Guided Readings in Akkadian
Prereq: Permission of the instructor and the Department Chair.
Same as L74 HBRW 4982
Credit variable, maximum 6 units. EN: H

L75 JIMES 4989 Grounding the Ecocritical: Guided Readings in Near Eastern Studies
Prerequisite: permission of the instructor.
Credit variable, maximum 6 units.

L75 JIMES 499 Study for Honors in Jewish, Islamic, and Middle Eastern Studies
Prerequisites: senior standing and permission of the chair of the Jewish, Islamic, and Middle Eastern Studies program.
Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 4991 Study for Honors in Jewish, Islamic, and Middle Eastern Studies
Offered in the spring semester in conjunction with L75 499.
Prerequisites: senior standing and permission of the chair of the Jewish, Islamic, and Middle Eastern Studies department.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L75 JIMES 49CA Advanced Seminar: Religion and the Secular: Critical Perspectives from South Asia
A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.
Same as L22 History 49CA
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 49JK Advanced Seminar: Blood & Sacred Bodies: Ritual Murder & Host Desecration Accusations
This seminar follows the history of the Ritual Murder and Host Desecration accusations from the origins in 12th and 13th century Europe to the 20th century. It pays close attention to the social and political functions of the narratives; their symbolic importance in Christianity's salvific drama; attacks on such beliefs from both within and outside the community of the faithful; the suppression and decline of the ritual murder accusation; the integration of Jews into European societies in the 19th century; and the reappearance of the blood libel in the aftermath of emancipation.
Same as L22 History 49JK
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 49NR Advanced Seminar: Egypt and the Arab Spring: Middle Eastern Revolution in Historical Perspective
The uprisings of the "Arab Spring" of 2011 captivated global media and observers. The movements brought down established regimes in Tunisia, Libya, Yemen, and Egypt. The focus of this course will be to understand the historical background and primary contemporary issues that have shaped Egypt's Arab Spring, and to examine the huge popular effort to document Egypt's revolution. Each student will design, research, and write a 25-page paper on a topic of his/her choice related to the Arab Spring.
Same as L22 History 49NR
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 49SC Advanced Seminar: Incredible India?
Sex and sexuality are recurring aspects of India's engagement with "the west". In this advanced seminar we trace the incredible history of India's global sexual engagements, chiefly in its relationship with the United States. Whether it be the Kamasutra, the Taj Mahal, Bhagwan Rajneesh (the "sex guru"), Surrogacy, Transnational Adoption, or Tantra, Indians have frequently traded sex to build cultural power and exceptionalism. And the United States has provided an especially fertile terrain for the expansion of Indian sexual capital. How did this process produce mobility, exclusion and violence? Why did India deploy sex to communicate with, translate, and even control empire? How have seemingly traditional social categories of caste, gender, religion and even language been reshaped by India's global sexual history? Is it possible to interrupt the rise of the globally mobile, normative sexual subject and h/er entanglement with US empire?
Same as L22 History 49SC
Credit 3 units. A&S IQ: HUM, LCD EN: H
L75 JIMES 500 Independent Work in Jewish, Islamic and Middle Eastern Studies
Prerequisites: Senior standing and permission of the chair of the Jewish, Islamic, and Middle Eastern Studies program. Credit variable, maximum 6 units.

L75 JIMES 5001 Introduction to the Hebrew Bible/Old Testament
The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years. Same as L23 Re St 300 Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H

L75 JIMES 5012 Biblical Law and the Origins of Western Justice
This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law. Same as L75 JIMES 3012 Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

L75 JIMES 501C The Jews in the Ancient World
We will trace Israelite and Jewish history from its beginnings in the biblical period (circa 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (circa 620 CE). We will explore how Israel emerged as a distinct people and why the rise of the imperial powers transformed the political, social, and religious institutions of ancient Israel. We will illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created. Same as L75 JIMES 301C Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM

L75 JIMES 501M Historical Methods-Middle Eastern History
This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome. Same as L22 History 301M Credit 3 units. BU: HUM, IS EN: H

L75 JIMES 5061 City of Peace: Baghdad in Medieval Times (ca. 762-1250)
The subject of this course is an exploration of the city of Baghdad in medieval times from its foundation in the 8th century to its sack by the Mongols in the 13th. Starting from the background history of its location in Mesopotamia, we will study the reasons of its foundation in that location and examine its topography, city planning and layout, institutions, citizens, neighborhoods, markets, libraries, and workshops to discuss life in the city. Since Baghdad was the seat of the Abbasid caliphate at the time, we will examine its role as the hub of the empire (in politics, administration, economy, and literature), and its links to and rivalries with other provincial cities. Same as L75 JIMES 361 Credit 3 units. A&S IQ: HUM: H

L75 JIMES 5073 The Global War on Terrorism
This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT. Same as L22 History 3073 Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 507D Advanced Arabic I
Continuation of Arabic 208D. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to classical and modern standard Arabic in its written and audio-visual forms. Prerequisite: grade of B- or better in Arab 208D or placement by examination. Three class hours a week with one additional laboratory hour as assigned by instructor. Student may not take this class pass/fail or audit. Same as L49 Arab 307D Credit 4 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 510 Contemporary Jewish Thought
A study of the representative figures and problems of modern Jewish thought from Spinoza to the present. Other topics include: the impact of the European Enlightenment; Zionism; Buber; Rosenzweig; Kaplan; and Soloveitchik. Prerequisite: JNE 208F or the equivalent. Same as L75 JIMES 310 Credit 3 units. A&S IQ: LCD: HUM BU: HUM BU: ETH

L75 JIMES 5149 The Late Ottoman Middle East
This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students will focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity. Same as L22 History 3149
L75 JIMES 5150 The Middle East in the 20th Century
This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism).
Same as L22 History 3150
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H

L75 JIMES 5171 Religion and Culture in South and Southeast Asia
Although it is now common to differentiate between South and Southeast Asia, historically these regions have often been conceptualized as part of a single geographical area. Known as the "(East) Indies", this area is marked by a rich history of (earlier) Hindu and Buddhist influences, as well as (later) Islamic and Christian influences. The present course will take an in-depth look at the four aforementioned religious traditions, and examine how they have shaped local forms of culture in premodern and modern times. Students will be introduced to host of phenomena in South and Southeast Asian societies, including religious worship, education, law, traditional governance, colonial governance, art, architecture, economic production, kinship, gender, and sexuality. Countries to be studied in the course include India, Pakistan, Sri Lanka, Thailand, Myanmar, Indonesia, Malaysia, the Philippines, and Papua New Guinea.
Same as L23 Re St 3171
Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, IS EN: H

L75 JIMES 520 Third-Level Modern Hebrew I
Improves proficiency in the oral and written use of modern Hebrew through reading and discussion of short stories, Israeli newspaper articles, and other selected materials. Students discuss, in Hebrew, current events and public issues related to contemporary Israeli society. Prerequisite: grade of B- or better in HBRW 214D or placement by examination. Student may not take this class pass/fail or audit.
Same as L74 HBRW 320D
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 521 Topics: The Jewish Experience in Italy
This course will examine the social and political history of the Jews of Italy from the period of Italian unification through the end of the Second World War. We will look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them; second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric we will study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We will approach these topics wherever possible through primary texts, including essays, memoirs, and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Italian 307D; no prerequisite for students in other majors. Three five-page papers. Note: The L75 5221 cross-listing course is for graduate students only.
Same as L36 Ital 3221
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L75 JIMES 522D Third-Level Modern Hebrew II
Designed to develop communicative skills, this course provides opportunities for students to practice the art of speaking and writing correctly, clearly, and effectively. Includes reading and discussion of selected short stories from modern Hebrew literature as well as articles from current Hebrew newspapers. Class discussions deal with literary topics as well as contemporary social and political issues related to life and institutions in Israel. Prerequisite: Grade of B- or better in MHBR 320D or placement by examination. Student may not take this class pass/fail or audit.
Same as L74 HBRW 322D
Credit 3 units. A&S IQ: LCD, LS BU: HUM EN: H

L75 JIMES 5273 Introduction to Israel Studies
An exploration of Israel in the Jewish experience from antiquity to modernity and in the history and culture of the Middle East. Special attention will be paid to the modern state of Israel and current issues in its politics, economy, and society. L75 5273 is intended for graduate students only.
Same as L75 JIMES 3273
Credit 3 units. A&S IQ: HUM BU: IS EN: H

L75 JIMES 5280 Literary Seminar: Contentious Cinema — German Film Culture After Unification
Same as L21 German 528
Credit 3 units. EN: H

L75 JIMES 5312 Norms, Networks, and Repertoires: The Anthropology of Institutions
We live our lives in social institutions: schools, courts, offices, hospitals, churches, and so forth, each one shaped by norms or rules, in which people form networks and draw on their repertoires for social action. Anthropologists and sociologists study institutions through ethnography, the close study of everyday interactions, albeit also incorporating approaches from politics and economics, and largely shaped by the traditions of social pragmatism. We explore the theoretical and empirical dimensions of an ethnographic and pragmatist approach through readings of Goffman, Foucault, and Bourdieu, and of more recent analyses of schools, courthrooms, immigration police, science laboratories, art, and other institutions.
Same as L48 Anthro 5312
Credit 3 units.

L75 JIMES 5314 Islamic History: 1200-1800
An introduction to Islamic politics and societies from the Mongol conquests to the 13th century to the collapse and weakening of the colossal "gunpowder" empires of the Ottomans, Safavids and Mughals in the early 18th century. Broadly speaking, this course covers the Mughal Period (1000-1800) of Islamic history, sandwiched between the Early and High Caliphal Periods (600-100) on the one hand and the Modern Period (1800-present) on the other hand. Familiarity with the Early
and High Caliphal periods is not assumed. The course will not be a "survey" of this period but a series of "windows" that will allow you to develop both an in-depth understanding of some key features of Islamic societies and a clear appreciation of the challenges (as well as the rewards!) that await historians of the Middle Period. Particular attention is given to the Mamluk and Ottoman Middle East, Safavid Iran and Mughal India.

Same as L22 History 314C
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS

L75 JIMES 5334 Crusade, Disputation, and Coexistence: Jews in Christian Europe
This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world—a world that was not known for tolerating dissent. Or was it?
One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures, and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era.

Same as L22 History 334C
Credit 3 units. A&S IQ: HUM, LCD, SC, SD BU: ETH, HUM, IS EN: H

L75 JIMES 535C Becoming "Modern": Emancipation, Antisemitism, and Nationalism in Modern Jewish History
This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be-or to become-modern. To answer this question, we look at two broad trends that took shape toward the end of the eighteenth century—the Enlightenment and the formation of the modern state—and we track changes and developments in Jewish life down to the close of the twentieth century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time—from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish "emancipation," acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.

Same as L22 History 335C
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Art: ETH, HUM, IS EN: H UColl: HUM, HSM

L75 JIMES 536 The History of the Jews in Islamic Lands
This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age. Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Genizah, reflecting social history, the status of women, and other aspects of daily life.

Same as L22 History 336C
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 541 The Jewish People in America
History of the Jews in North America from the colonial era to the present. Close reading of primary sources, with an emphasis on the central issues and tensions in American Jewish life; political, social, and economic transformations; and religious trends.

Same as L75 JIMES 541
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

L75 JIMES 5431 Core Seminar in Comparative and World History: Islam in the Medieval and Early Modern Mediterranean
The Core Seminar in Comparative and World History examines a historical institution, idea, phenomenon, or process across range of cultures and regions. Although the specific case studies will vary from year to year, topics might include: empires, urbanization, revolutions, famines, or evangelism. The seminar will be of interest to students of all historical fields seeking to develop comparative historical models to their own areas of research.

Same as L22 History 5431
Credit 4 units.

L75 JIMES 5442 Core Seminar in World History
The course examines a historical institution, idea, phenomenon, or process across range of cultures and regions. Although the specific case studies will vary from year to year, topics might include: empires, urbanization, revolutions, famines, or evangelism. The seminar will be of interest to students of all historical fields seeking to develop comparative historical models to their own areas of research.

Same as L22 History 5442
Credit 4 units.

L75 JIMES 545 Mesopotamian Mythology: Stories from Ancient Iraq
In this course we will read, explore, and interpret various ancient myths originating from the fertile crescent, especially ancient Iraq, between the years 2500 and 400 BCE. The Epic of Gilgamesh, the Enuma Elish, myths of the goddess Ishtar as well as various flood and creation accounts will be among those we read. Cultural background information will be examined to situate each myth in its ancient context. Various theories of interpreting myth will also be explored in order to appreciate the power and the many uses of these multivalent stories. Several basic questions will underlie all that we do throughout the semester: What is myth? How should we understand the conceptualization of the category "myth" (in other words, How does myth work?), and Does myth still play a role in our own modern cultures?

Same as L75 JIMES 345
Credit 3 units. BU: HUM
L75 JIMES 546 Islamic Law
This course will present a general overview of Islamic law and an introduction to the study of religious legal authority which values consensus. It will then explore the formation of the major schools of law. Next it will debate the notions of 'ijtihad' and 'taqlid' and discuss how open and independent legal decisions have been in the Islamic world. It will also trace the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayotollah.
Same as L75 JIMES 346
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 549 Yidishkayt: Yiddish Literature in English Translation
This course will trace the emergence, development, flourish, and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late middle ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant-garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the "national" language of Ashkenaz, the course will examine the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed, the tensions between secular trends versus religious tradition, life in the shtetl and in the metropolis, immigration from the old world to the new, and Yiddish literary responses to the Holocaust.
Same as L75 JIMES 349
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: IS EN: H

L75 JIMES 550 Israeli Culture and Society
An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing, or permission of instructor.
Same as L75 JIMES 350
Credit 3 units. A&S IQ: HUM, LCD, SD Art: HUM BU: HUM, IS EN: H

L75 JIMES 551 Muhammad in History and Literature
This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc. literature. Because of the availability of primary sources in English translation, there will be a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills will be encouraged to engage sources in their original language.
Same as L75 JIMES 351
Credit 3 units. A&S IQ: HUM, LCD BU: ETH EN: H

L75 JIMES 554 Anthropological and Sociological Study of Muslim Societies
This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between "Islam" and the "West." The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalizazation.
Same as L75 JIMES 354
Credit 3 units. A&S IQ: LCD, SSC, SC, SD BU: IS EN: S UColl: CD

L75 JIMES 556 Research Seminar for M.A. Students in Jewish, Islamic, and Middle Eastern Studies
This course is intended to support graduate students as they write and revise their M.A. papers for defense in the spring. Central to the undertaking is serious editorial response to others' ongoing research and writing, and the refining effort of revision. Each paper will be work-shopped at least once during the semester. Students will develop their peer-review skills while making progress on their own research. Three credits. Permission of instructor.
Credit 3 units.

L75 JIMES 5581 Musica Ebraica: Jewish Identities in Western Music from 1600 to the 21st century
The course explores Western music from the 17th century to the 21st century through the prism of musical works that were written by Jews and for Jews and of musical compositions reflecting their composers' identifying themselves as Jews. Jewish art music from these periods will be examined against the background of musical development in general, the social, political, and religious context of the composers, and written reflections about Jewish music. Examples of Jewish art music will be analyzed through different approaches in order to determine the cultural interrelationships between Jews and non-Jews, Jewish cultural autonomy, and the perception of Jewishness in music.
Same as L75 JIMES 3581
Credit 3 units. A&S IQ: LCD BU: HUM EN: H

L75 JIMES 5582 Music in Jewish Culture and Society
The common term 'Jewish Music' raises numerous questions that emanate from the difficulty to define 'Jewish' identity of any given music. This course will deal with various approaches to the definition of Jewish music, perceived as a cultural and sociological component in the Jewish communities throughout the Diaspora. We will survey the functions in which music is performed in traditional Jewish communities, especially Jewish liturgy, and the substantial vicissitudes in these musics after the European Enlightenment, European colonialism in north-Africa, and in the Mediterranean. We will study the background and the different characteristics of selected Jewish communities.
Ashkenazic, Sephardic, Italian, Yemenite, and others - as well as instrumental music, questions of gender, and the relationship between music and text. A secondary goal of this course will be the study of the bibliography and discography of Jewish music.

Same as L75 JIMES 3582
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 5583 The Soundtrack of Israeli History
This course explores connections between Israeli history, nationality, and culture, and between Israeli art music. Such an encounter between reveals the reflection of, and responses to, local social developments in various historic and constitutive moments in Israeli history such as: the fifth Aliya (wave of immigration) in the 1930s, the statehood years, the waning of nationalistic sentiments in the late 1950s, the aftermath of Israeli wars, the negotiation between Israeli and Jewish identities, and even artistic expressions of postmodernity within the Israel context. These histories will be surveyed through historical studies as well as through their musics and against the background of developments in 20th century music.

Same as L75 JIMES 583
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 559 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies, 1100-1800
Jewish literature includes a number of highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy business woman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an "other," against which and through which they define a particular sense of self? To what extent are these texts reliable accounts of their authors' personal experiences, and where do they serve their own self-fashioning? How do the writers portray Christians, Muslims, and Jews from other cultural backgrounds than their own? How do they construe the role of women in a world dominated by men? How do they reflect on history, geography, and other fields of knowledge that were not covered by the traditional Jewish curriculum; and how do they respond to the challenges and opportunities of early modernity? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation.

Same as L75 JIMES 359
Credit 3 units. A&S IQ: HUM, LCD BU: IS EN: H

L75 JIMES 562 Approaches to the Qur'an
The place of the Qur'an in Islamic religion and society. Equal emphasis on text: the Qur'an's history, contents, and literary features; and context: the place of the Qur'an in everyday life, its oral recitation, artistic uses, and scholarly interpretation. Knowledge of Arabic not required.

Same as L23 Re St 366
Credit 3 units. A&S IQ: HUM, LCD BU: ETH

L75 JIMES 566 The Sephardic Experience: 1492 to the Present
This course explores the history and culture of the Sephardic diaspora from the expulsion of Spanish and Portuguese Jewry at the end of the 15th century to the present. We will start with a brief introduction into the history of Iberian Jews prior to 1492, asking how this experience created a distinct subethnic Jewish group: the Sephardim. We will then follow their migratory path to North Africa, Italy, the Ottoman Empire, the Netherlands, and the Americas. The questions we will explore include: in what sense did Jews of Iberian heritage form a transnational community? How did they use their religious, cultural, and linguistic ties to advance their commercial interests? How did they transmit and transform aspects of Spanish culture and create a vibrant Ladino literature? How did the Sephardim interact with Ashkenazi, Greek, North African, and other Jewish, Muslim, and Christian communities? How did Jewish emigres from Spain and Portugal become intermediaries between Christian Europe and the Ottoman Empire? What was the role of Sephardim in Europe's transatlantic expansion? How did conversos (converts to Christianity) return to Judaism and continue to grapple with their ambiguous religious identity? How did Ottoman and North African Jews respond to European cultural trends and colonialism and create their own unique forms of modern culture? How did the Holocaust impact Sephardic Jewry? The course will end with a discussion of the Sephardic experience in America and Israel today.

Same as L75 JIMES 366
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: IS EN: H

L75 JIMES 56CA Heroes and Saints in India: Religion, Myth, History
This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent’s major thinkers. We will spend time in the company of saints, from the "great-souled" Mahatma Gandhi to the Sufi scholar Ashraf ‘Ali Thanawi, and we will travel alongside the heroes of peasant politics, women’s rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.

Same as L22 History 36CA
Credit 3 units. A&S IQ: HUM, LCD EN: H

L75 JIMES 570 Islamic Movements: Reform, Revival, Revolt
As a religion and a social/intellectual and political movement, Islam has undergone constant reassessment since its inception 14 centuries ago; thus modern fundamentalist movements are the latest manifestation of long-term trends. An overview of this historical process, concentrating on contemporary Islamic movements and works by seminal thinkers.

Same as L75 JIMES 370C
L75 JIMES 573 Topics in Near Eastern Cultures: Freedom in the Middle East
The topic for this course will change each semester; the specific topic will be given in the course listings.
Same as L75 JIMES 373
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

L75 JIMES 577 History of Slavery in the Middle East
This course examines slavery and its abolition in the Middle East and North Africa from 600 C.E. to the 20th Century. It addresses slavery as a discourse and a question of political economy. We begin with an overview of slavery in late antiquity to contextualize the evolution of this practice after the rise of Islam in the region. We then examine how it was practiced, imagined, and studied under major empires, such as the Umayyads, the Abbasids, the Fatimids, the Mamluks, the Ottomans, and the Safavids. In addition to examining the Qur'anic discourse and early Islamic practices of slavery, to monitor change over time we address various forms of household, field, and military slavery as well as the remarkable phenomenon of "slave dynasties" following a chronological order. We discuss, through primary sources, theoretical, religious, and moral debates and positions on slavery, including religious scriptures, prophetic traditions, religious law, and a plethora of narratives from a range of genres. We highlight a distinct theme each week to focus on until we conclude our discussion with the abolition of slavery in the 19th and 20th centuries. Topics of discussion include various forms of male and female slavery, Qur'anic and prophetic discourse on slavery, legal and moral views on slavery, slavery as represented in religious literature, political, military, and economic structures of slavery, issues of race and gender as well as slave writings to reflect on the experiences of slavery from within. The goal is to enable students to understand the histories of slavery in the Middle East and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. No second language required.
Same as L75 JIMES 377
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

L75 JIMES 5782 Before "the Clinic was Born": Medicine Among European Jews from the Middle Ages to the Modern Period
This course offers a survey of European medical history in general and of the Jewish medical world in particular, from the middle ages to the threshold of modernity.
Same as L75 JIMES 3782
Credit 3 units. A&S IQ: HUM EN: H

L75 JIMES 5810 Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula
Although it is today primarily associated with oil, the Arabian peninsula was for most of its history defined by water: its surrounding seas, its monsoon-driven winds, and its lack of water in its vast and forbidding interior deserts. As home to the major holy cities of Islam and a key source of global oil, the region has played an important role in the Western European and North American imagination. Despite being relatively sparsely populated, the peninsula hosts millions of believers each year on the annual Muslim pilgrimage, and it has been

L75 JIMES 585A Topics in Jewish Studies: Jewish Sexual Ethics
Consult Course Listings for current topics. Prerequisite: permission of instructor.
Same as L75 JIMES 381
Credit 3 units. A&S IQ: HUM BU: HUM BU: IS EN: H

L75 JIMES 587 Topics in Jewish Studies
Hebrew works read in English translation. Prerequisite: sophomore standing; previous courses in literature recommended.
Same as L75 JIMES 387
Credit 3 units. A&S IQ: LCD BU: IS EN: H

L75 JIMES 590A Topics in JIMES: Slow Violence and the Environment in the Modern Middle East
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Same as L75 JIMES 390
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: IS EN: S

L75 JIMES 591 Directed Writing: Thesis
Credit variable, maximum 6 units.