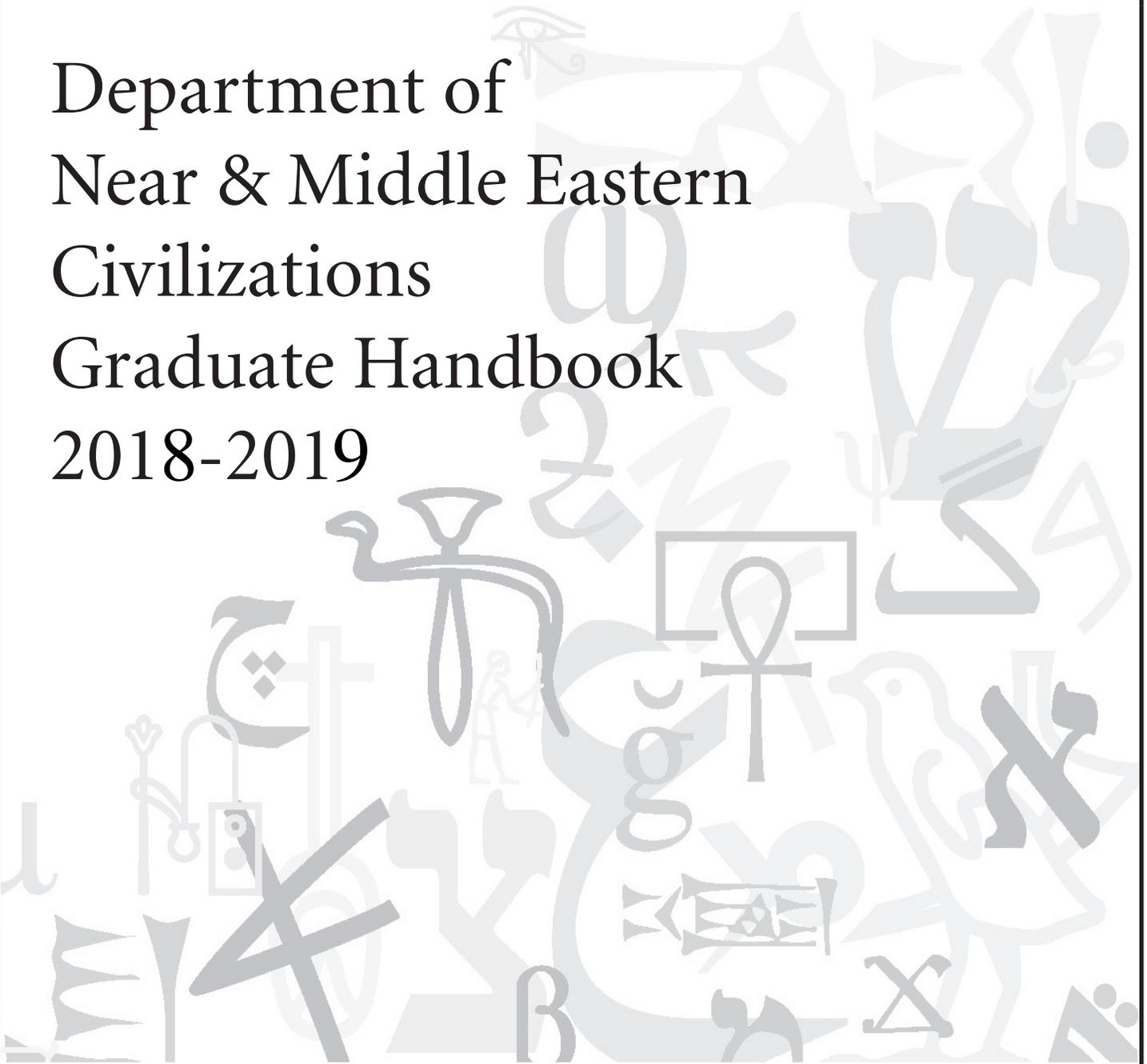




UNIVERSITY OF TORONTO

Department of
Near & Middle Eastern
Civilizations
Graduate Handbook
2018-2019



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INTRODUCTION

About the Department

The Department of Near and Middle Eastern Civilizations (NMC) came into existence on July 1, 1996 as a result of the merger of the formerly separate departments of Near Eastern Studies (NES) and Middle East and Islamic Studies (MEI). These departments, under various designations, have existed in the University of Toronto for over 150 years. Near East is generally understood to refer to the region at the eastern end of the Mediterranean and beyond, from ancient times up to the advent of Islam in the seventh century CE. Middle East refers to a much broader geographical area whose predominant Islamic culture in mediaeval and modern times has stretched to North Africa and Spain in the west and to Central Asia, India, and South Asia in the east.

The Department of Near and Middle Eastern Civilizations is concerned with the interdisciplinary study of the civilizations and cultures of the Near and Middle East from neolithic times until present, including their languages and literatures (Akkadian [Assyro-Babylonian], Arabic, Aramaic and its closely-related dialect Syriac, ancient Egyptian, Hebrew [biblical, rabbinic, mediaeval and modern], Persian and Turkish), archaeology, history, art, material culture and religion. The Department's programs are conceived in the broad tradition of the humanities and provide an opportunity to study non-western complex societies and civilizations. An understanding of these societies will reveal the ultimate roots and historical development of western civilizations.

As it happens, several world religions originated in this geographical region. The Department offers courses on the origins and earliest phases of Judaism, on mediaeval and modern Jewish culture and thought, even though such pursuits sometimes lead to Europe and other places beyond the Middle East. Although the Department deals with eastern (Syriac) Christianity, the study of Christianity as a religion falls within the purview of the Department of the Study of Religion. Courses are offered on the study of Islam as a religion and the development of Islamic thought, and their role in the creation of Islamic civilizations in NMC. We also offer courses in Zoroastrianism.

Degrees

The Department offers programs leading to the degrees of Master of Arts and Doctor of Philosophy in the study of Near and Middle Eastern Civilizations. The Department also participates in the following collaborative programs: Jewish Studies, Women and Gender Studies, and Sexual Diversity Studies, Diaspora and

Transnational Studies. Upon successful completion of the requirements of the collaborative program, students receive the M.A. or Ph.D. degree in their departmental area with the notation "Completed Collaborative Program in Jewish/Women and Gender/Sexual Diversity/Diaspora and Transnational Studies" on their transcripts.

Research Resources

University of Toronto Libraries (UTL)

The University of Toronto library system is fully computerized. With over eight million volumes, it is the largest research library in Canada and one of the ten largest in North America, and for the study of Near and Middle Eastern Civilizations, the libraries' books, journals, government documents, microfilms, electronic resources, and other resources are an extremely rich resource. The main collection is housed in Robarts Library, the University's centrally located research library, and in the colleges attached to the University. Study space is provided in many of the libraries, and a limited number of carrels, desks, and book lockers are available.

The Fisher Rare Book Library's manuscript holdings include a small collection of Graeco-Egyptian papyrus fragments, about 1176 Arabic manuscripts plus a few in Turkish and Persian, and an eighteenth-century Tikkun scroll. The Friedberg Collection of Hebraic books and manuscripts contains the most complete mediaeval manuscript of the Zohar in existence and important geonic manuscripts, and the Fisher Library now holds 21 Hebrew incunabula. The Library of the Royal Ontario Museum supplements the holdings of the Central Library in Near Eastern and Islamic archaeology and art history. The libraries of the theological colleges federated with the university are strong in fields related to the development of Christianity such as Septuagint studies and patristics. Library users also have access to a wide range of dissertations and other less-used material through UTL's membership in the Center for Research Libraries (their catalogue is available online).

Departmental Resource Centre

The Department houses a small collection of reference works for the field in its Resource Centre on the second floor of Bancroft Hall. Microfilm readers are also available for graduate students and faculty.

Royal Inscriptions of Mesopotamia (RIM) Archives

The RIM Archives are located on the fourth floor of Bancroft Hall. The Archives constitute a quite complete collection of academic journals and monographs, collected in connection with the RIM Project, for the study of the Ancient Near East in general and ancient Mesopotamia/Assyriology in particular. The collection is a rich research resource open to faculty and graduate students in the Department.

Computer Room Facilities

The Department provides computers for student use, including access to the on-line catalogue of the University library, in the Computer Room on the third floor of Bancroft Hall. Students in the Department may also use the computing facilities provided by Computing in the Humanities and Social Sciences (CHASS), located on the 1st floor of Robarts Library. A computer in the resource room on the second floor has access to the Bar Ilan Responsa Project with a disc available from Anna Sousa. The Department maintains computing laboratories, which provide access to various computer applications, including word-processing, the Internet, electronic mail, and electronic publishing. CHASS also offers tutorials and hands-on computer training sessions. Most of their services are offered free of charge. For further information, please visit the CHASS [website](#).

Life in the Department and University

Orientation

Both the School of Graduate Studies (SGS) and the Department hold Graduate Student Orientations. The SGS Orientation will be held on September 13, 2018 from 8:45 am to 4 pm. The Department and the NMC Graduate Student Association will hold their orientation followed by a reception on September 15

Student Services

Common Rooms

Graduate student life in the Department, outside of class and library, is focused on the Graduate Student Common Rooms housed in an older house attached to and accessed from the second and third floors of Bancroft Hall. The Common Rooms provide study space and other facilities for Graduate Students.

NMC Seminar Room

The departmental Seminar Room (200B), located on the second floor of Bancroft Hall, is used for many departmental seminars, lectures, and other gatherings.

NMCGSA

All graduate students in the Department are members of the Near and Middle Eastern Civilizations Graduate Students' Association (NMCGSA). The Association is run by elected student officers and offers various services and social occasions for students. For more information please visit the NMCGSA [website](#). The NMCGSA organizes an Annual Symposium normally held in the spring, which attracts participants from other nearby universities and internationally. The Symposium provides graduate students with an opportunity to present their work in the setting of an academic conference and to engage in discussions with student and faculty colleagues regarding their research interests. The Symposium is one of the highlights of the academic year in the Department and is well attended by all members of the Department. The NMCGSA has to date published the proceedings of the past three symposia.

GSU, Athletic Centre, Hart House, Koffler Student Centre

Students are members of the Graduate Student Union of the University, of the Athletic Centre, and Hart House. The University's Koffler Student Centre offers a wide range of services to students. Graduate students are eligible to participate in intramural sports and some varsity teams. These services are included in the student fees.

Housing Service

The service maintains lists of off-campus accommodations located in the downtown area and also acts as the admissions office for the married student apartment complex, which is primarily for full-time students. Information about housing for students moving to Toronto can be obtained from the University of Toronto Housing Service, Koffler Student Centre, 214 College Street, Toronto, Ontario M5T 2Z9, (416) 978-8045, Website: <http://www.housing.utoronto.ca>.

Graduate House

Situated on the northeast corner of Harbord Street and Spadina Avenue, the residence is a ten-minute walk to any point on the campus. Graduate House is comprised entirely of apartment style suites that accommodate 3 to 4 occupants per suite. The allocation of recruitment spaces to our department is 1 space. This space is allocated at the discretion of the Department to Masters and Ph.D. students. Recruitment spaces guarantee the recipients residency for up to twelve months, ending not later than August 30. Further information may be obtained from the Graduate House [website](#).

English Language and Writing Support

The Office of English Language and Writing Support (ELWS) provides professional development to graduate students who wish to improve their oral and written communication skills. Housed in 63 St. George Street as part of the School of Graduate Studies, ELWS offers individual consultations and a range of workshops and non-credit courses for both native and non-native speakers of English. Through a diverse range of courses including (but not limited to) Academic Writing for Non-Native Speakers of English, Writing SSHRC Proposals, Becoming a Better Editor of Your Own Work, and Oral Presentation Skills, the program teaches graduate students to express their ideas precisely, edit their work effectively, and present their research confidently. Students wishing to learn more about ELWS's offerings should visit their [website](#). Individual consultations can be booked by calling (416) 946-7485. For further information, contact Tina Nair, Administrative Assistant, ELWS, School of Graduate Studies, Room 304, 63 St. George St., Toronto, ON, M5S 2Z9, Tel: (416) 946-7485, E-mail: english.sgs@utoronto.ca

Centre for International Experience (CIE)

The Centre for International Experience provides services for international and Canadian students. For further information you may contact the Centre, 33 St. George Street, Toronto, ON, M5S 2E3, Tel: (416) 978-2564, E-mail: cie.information@utoronto.ca, Website: <http://www.cie.utoronto.ca>.

Graduate Program Administrative Organization

The Chair

The Chair of the Department of Near and Middle Eastern Civilizations is responsible for the overall operation of the Department and is accountable with regard to its graduate program to the Dean of the School of Graduate Studies.

Graduate Coordinator

The Graduate Coordinator of the Department, with the help of the Graduate Administrator, assists the Chair by administering the Department's academic programs on a day-to-day basis. The Coordinator, Prof. Walid Saleh, is responsible for the academic aspects of the program chairs, the Graduate Affairs Committee of the Department, and also sits on the Graduate Education Council and various committees at the School of Graduate Studies. Any issue of academic concern on the part of the students, including major and minor requirements, fields, language requirements, supervisors/advisors, general examinations, supervision committee, and concerns about courses should be brought to the Graduate Coordinator.

Graduate Administrator

The Graduate Administrator, Ms. Anna Sousa, handles most administrative matters and is concerned with the daily operation of the Graduate Program in the Department. She is the first contact person for information concerning all aspects of the Graduate Program and has the solution to most administrative issues at her fingertips.

Graduate Affairs Committee

The Graduate Affairs Committee is concerned with Departmental policies affecting the Graduate Program, academic issues, admissions to the graduate program, and student funding recommendations and decisions. Issues of an academic or administrative nature affecting the entire graduate program are brought to Departmental faculty meetings for discussion and approval. The Committee is composed of six or seven faculty members representing the Department's areas of concern and meets several times a year as needed. Both the Chair and Graduate Coordinator of the Department are members of the Committee *ex officio*. The members normally serve one-year terms, which may be renewed. Although there are no student representatives on the Committee, students are invited to present their views on issues of concern and to discuss them with members of the Graduate Affairs Committee at scheduled meetings.

Other Departmental Structures

The role of Academic Advisors, Thesis Supervisors, and Thesis Advisory Committees is discussed below.

Faculty of Arts & Science, U of T External Review

The Graduate Program of the Department of Near and Middle Eastern Civilizations undergoes a Review every 5 years. The Review ensures the maintenance of a high standard of graduate education in this Department.

FACULTY PROFILES

* full year leave/sabbatical

** on leave first term

*** on leave second term

MEMBERS

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ADMISSION TO GRADUATE PROGRAMS IN NEAR AND MIDDLE EASTERN CIVILIZATIONS

Applicants are accepted under the general regulations of the School of Graduate Studies, provided that they also satisfy the Departmental requirements for the relevant degree program(s) listed below. Applications are considered with respect to undergraduate preparation for study in the field, academic promise, areas of interest, available instruction, and supervisory capacity within the Department. Upon acceptance students will be assigned an academic advisor with whom they should consult regarding their program of study.

Applicants for admission to all programs in the Department must have prior background in ancient Near Eastern and/or Islamic civilizations, at least five full year courses, ten half courses or a combination thereof. Applicants for admission to the Middle Eastern and Islamic programs are expected to have adequate reading knowledge of at least one of the primary source languages: Arabic, Persian, and/or Turkish. Applicants for admission to some programs in ancient Near Eastern studies such as Hebrew Bible and Judaic studies are required to have prior training in a primary source language: Hebrew or Aramaic (two-three years at the MA level and three-four years at the PhD level for biblical studies and at least three or more at the MA level and four or more years at the PhD for Rabbinics/Hebrew and Judaic Studies. Students are expected to continue their language training during their MA studies unless they are fluent readers of the source languages. Students choosing a concentration in Islamic Art and Material Culture must have a reading knowledge of French or German at the time of admission.

Master of Arts Degree Program

Minimum Admission Requirements

- A four-year bachelor's degree in a relevant program from a recognized university with an average of at least B+, or equivalent, in the final year.
- Two letters of reference.
- Statement of academic intent.
- Applicants whose primary language is not English, and who graduated from a university where the language of instruction and examination is not English are required to meet the School of Graduate Studies English-language facility requirements.

Program Requirements

- Depending on the amount of undergraduate preparation, students may be enrolled in either a two-year program or a one-year program. Students can also complete the MA through a coursework option or course work combined with a thesis.
- The MA program may be taken on a part-time basis.
- Students choosing a concentration in Islamic Art and Material Culture are required to successfully complete at least 6.0 FCEs in art and Near and Middle Eastern Civilizations (a minimum of 2.0 FCEs in each). This is normally a two-year program.
- Students concentrating on Biblical Studies must have a minimum of two-three years of Hebrew.
- Students concentrating on Rabbinics must have at least three years of Hebrew.
- Students are required to receive approval from their academic advisor and the graduate coordinator concerning course choice. All students are required to meet with the graduate coordinator to fill out the Programme Memorandum at the very beginning of the school year.

One-Year Thesis Option

- a thesis (1.0 FCE) under the guidance of a supervisor on a topic approved by the supervisor; and
- 2.0 FCEs

Two-Year Thesis Option

- a thesis (1.0 FCE) under the guidance of a supervisor on a topic approved by the supervisor; and
- 5.0 FCEs.

Please follow the instructions and deadline for “Producing Your Thesis” carefully (<http://www.sgs.utoronto.ca/currentstudents/Pages/Producing-Your-Thesis.aspx>)

Program Length

- 3 sessions full-time 1-year option (typical registration sequence: F/W/S);
6 sessions full-time 2-year program (typical registration sequence: F/W/S/F/W/S);
- 9 sessions part-time 1-year option;
18 sessions part-time 2-year program.

Time Limit

- 3 years full-time;
- 6 years part-time

Doctor of Philosophy Degree Program

Minimum Admission Requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Near and Middle Eastern Civilizations' additional admission requirements stated below.

- Admission via one of two routes:
 1. MA degree in a relevant program from a recognized university with at least an A- average or equivalent in courses taken for the MA program.
 2. Direct entry from a bachelor's degree for exceptionally qualified applicants, at the discretion of the department. Please note that direct entry is very rare.
- Ability to conduct independent research.
- Fluency in primary source language(s) relevant to the applicant's research.
- Two letters of reference.
- Statement of academic intent.
- Curriculum Vitae/Resume
- Writing sample of no more than 12 double-spaced pages including footnotes.
- Applicants whose primary language is not English, and who graduated from a university where the language of instruction and examination was not English, are required to successfully complete one of the English tests listed on the department website.

Program Requirements

Program of study is determined in consultation with the academic advisor/supervisor and graduate coordinator and includes written and oral general examinations. Each year of the PhD program the student is obligated to consult with their advisor and graduate coordinator to see that appropriate coursework is done for a coherent Major (3 FCEs), a coherent First Minor (2 FCEs), a coherent Second Minor (1 FCE) and that the language requirements are completed on schedule. Course work and all language requirements are to be completed by the end of the second year. The student, in consultation with the supervisor, examining committee (if it has already been established) will prepare a short draft proposal of 2-4 pages with bibliography by May of second year. The short draft proposal will direct some of the preparation for the comprehensive examinations which will take place by the **end of the first term of the third year**. A final proposal of at least ten pages plus bibliography is to be approved by

supervisory committee within one-two months of the completion of the comprehensive exams.

All students in all areas and fields in NMC must demonstrate competence in at least one source language and two languages of scholarship. The source languages in our department are normally Akkadian, Sumerian, Egyptian, Hebrew, Pahlavi, Aramaic, Syriac, Arabic, Persian, Ottoman Turkish, and Turkish. In some cases other languages such as Greek or Latin may be substituted with the permission of the supervisor and the graduate coordinator. The Academic Advisor may require additional source languages depending on the field of thesis research.

All students in all areas and fields in NMC must demonstrate reading comprehension in two pertinent modern languages of scholarship (typically French and German). They will be chosen following discussion with the student's supervisor and with approval of the graduate coordinator. One language of modern scholarship requirement must be completed by the end of the first year of studies and the second language requirement must be completed by the end of the second year. Please note that the language requirements are in addition to the course requirements and do not count as part of the six FCEs. If a student's source language is at the same time a modern language (Modern Hebrew, Arabic, Persian, or Turkish), two additional modern languages are required as languages of scholarship. [Those few students who were grandfathered in when the old system in which the source language could also be one of the languages of scholarship are under the old rule: if they fail the test in the source language twice, they are terminated from the program.] Possible combinations of the source language and language of scholarship belonging to the same family are restricted to Biblical/Rabbinic Hebrew and Modern Hebrew or Pahlavi and Modern Persian. Language requirements can be completed by achieving a mark of 70% in a two hour departmentally administered language examination in which the student is given a 500 word selection from a journal article or book broadly connected to the student's area of research in the relevant language to translate into good English. A dictionary is allowed during the examination. These examinations are given in October, January and April. Other examination times may be arranged. Students who take the German (GER 6000H) and/or French (FSL 6000H) reading courses for doctoral students and achieve a mark of 70% and above are considered to have completed the language requirement. These courses have limited enrollment and students are encouraged to register early. It should be noted that extra language study beyond the doctoral reading course is encouraged. Completion of the Hebrew exemption exam (*petor*) at an Israeli university constitutes completion of the requirement.

- Students are required to be registered on campus for the period during which coursework requirements are being fulfilled, and in no case for less than two academic years.
- Students are required to receive approval from their academic advisor and the graduate coordinator concerning course choice. All students are required to meet with the graduate coordinator to fill out the Programme Memorandum at the very beginning of the school year.
- The minimum course requirement will normally be 6.0 graduate full-course equivalents (FCEs). Students who have previously completed a two-year MA in the department may apply for a course reduction that will be granted at the discretion of the department. The reduction should normally be 1.0 FCE, but may be up to 3.0 FCEs in cases of students who also have an exceptional preparation in their field of study at the BA level and MA level.

Program Length

4 years full-time; 5 years direct-entry

Time Limit

6 years full-time; 7 years direct-entry

Application Procedures

Application materials and instructions for admission are available on the website of the School of Graduate Studies at U of T: <https://apply.sgs.utoronto.ca/>. Should the applicant not have access to the web, please contact the Graduate Administrator at (416) 978-3181, or you may e-mail Anna Sousa at anna.sousa@utoronto.ca. The Department admits students only in September.

Application Materials Required by the Department of Near & Middle Eastern Civilizations

- **Applicant summary sheet** — the student must complete the School of Graduate Studies on-line application.
- **Transcripts** — Applicants are asked to scan and upload their transcripts from all post-secondary institutions attended. Transcripts should meet the following criteria:
 - Applicants are expected to scan an official copy of their transcript. Student web service printouts will only be accepted if they are from Canadian universities.
 - Do not upload a document that is password protected.

- If your transcript is double-sided (i.e. courses and grades printed on both sides of the page), please be sure to scan the front and back of each page.
- The transcript should include course codes/level, titles, grades, session in which courses were completed and class averages if available. Your transcript legend (or grade scale) must be included, and scanned copies must include the name of the institution.
- Transcripts that are in a language other than English or French MUST be accompanied by an official English translation (provided by the university, or by a certified translator) – transcripts without an English translation will not be accepted.

Note: The file size of each scanned transcript must not exceed 4 megabytes (MB). Scanned documents must be clearly legible and print on standard CDN/U.S. 8 1/2" x 11" paper. The file must be in .PDF format.

Image files, such as those in .jpg or .bmp formats, must be converted to .PDF before uploading. Please scan your transcript in grayscale at the lowest dots per inch (dpi) setting that results in a legible document. We recommend 72 dpi whenever possible. University of Toronto students may submit a screen capture of their academic history from Acorn in place of a transcript.

Official mailed copies of transcripts are not required unless you accept an offer of admission to the program. If admitted, the department will request that you arrange to have official copies of transcripts sent directly to us from the issuing university (with the exception of U of T students) as a condition of admission prior to being allowed to register.

- **Two supporting letters of reference.** These can be submitted in one of two ways by December 13, 2018:
 1. **Electronic submission by faculty member** — this requires the applicant to have paid the application fee by December 10. Please note that instructions will be sent to the named referee via email only after the application fee has been paid. The deadline to upload the reference letter is December 13, 2018.
 2. **Hard copy submission** — the student can collect the reference letter(s) in sealed envelopes with referee's signature across the back seal, and submit in one package with any other supporting documentation (such as transcripts).
- **A statement of intent** — Your statement of intent should describe your academic interests in your plans and should be one or two pages. The statement outlines the applicant's academic and vocational goals; educational, professional or other background which prepares the applicant

to undertake the proposed program of study; language facility; what the applicant expects from the Department; and any other relevant information that might help the Admissions Committee when considering the application. It should be signed and dated.

- **Writing Sample** — The writing sample should comprise no more than 12 double-spaced pages including footnotes. (For Ph.D. Students)
- **Curriculum Vitae/Resume** — For Ph.D. Students
- **Demonstrated Facility in English.** If your primary language is not English and you graduated from a non-Canadian university where the language of instruction and examination was not English, you must submit [acceptable English language facility test scores](#). Minimum scores must be achieved by the application deadline.

TOEFL is the most commonly submitted test and scores are reported electronically by the testing agency to the university at your request (to report your score use 0982 for the university code). Other test scores can be mailed directly to Admissions, School of Graduate Studies by the testing agency.

Applications with missing test scores, or scores which do not meet the minimum requirements will not be assessed.

This requirement should be met at the time you submit your application.

Application Deadline: December 10, 2018

Conditional Admissions

If you are newly admitted to one of our programs and have been admitted with conditions, please ensure that the conditions are satisfied on or before August 31, 2018. The conditions were outlined in your letter of offer. Normally, the mailing of a final transcript to the department is all that is required to clear the conditions.

U of T Health Insurance Plan (UHIP)

UHIP is a **compulsory** health insurance plan for all international students, exchange students, new permanent residents, and returning Canadians who are not covered by the Ontario Health Insurance Plan - OHIP (<http://www.health.gov.on.ca>). Please note that since the plan is compulsory, students are advised **not to purchase another health insurance plan** to cover them while in Canada. UHIP is also compulsory for all eligible dependents, including a partner, spouse and/or children. Please refer to the Centre for International Experience's [website](#) for more details regarding enrolment,

coverage, and accessing services and/or email the UHIP Office at uhip.information@utoronto.ca or call 416-978-0290.

Payment of Fees

Please refer to the following page: <http://www.fees.utoronto.ca/home.htm>

Deferred Payment

Students who have been awarded a University of Toronto Fellowship or an external award (OGS, SSHRC) may temporarily defer payment of fees. For further information on deferring payment you may refer to this [website](#).

Fellowships and Scholarship Installments

Once students have registered (by either paying their fees or applying for a Request for Fees Arrangement), the 1st installment of the award will be issued to students either by mail in the form of a cheque (default), or may be deposited directly into their bank account. Students who wish to have the installment deposited into their personal bank account, should visit the ROSI or ACORN [website](#) to do so.

Registration and Enrolment

Pay or defer fees. When your fees have been paid or deferred you are considered registered with the School of Graduate Studies, University of Toronto. **Prior to choosing and enrolling into courses, you must meet with your advisor and the graduate coordinator to go over your choice of courses and to discuss your program. You can enroll for courses by using the Student Web Service (ROSI) or ACORN.**

Part-time Studies

The Department makes it possible for students who wish or need to pursue graduate study at the M.A. level on a part-time basis to do so, although no special provisions are made for part-time study. There is no difference in program requirements for part-time students. The delivery of a part-time program differs from the equivalent full-time program only in the number of courses taken per year, which may be less than the normal course load of three full-year courses or the equivalent. A part-time program therefore takes longer to complete than the full-time program. For further information regarding part-time studies, see the School of Graduate Studies 2018-2019 Handbook.

Student TCard

All new students will be required to have the photo-ID card. It provides access to other resources like the campus libraries, the Athletic Centre, Hart House, the Housing Service and can be used for other services like photocopying and

network printing. To obtain a TCard, students must take their letter of admission or fees invoice to 130 St George Street, Room 2054, second floor, Robarts Library. To avoid long line-ups in September students may wish to get their TCard during the summer. For additional information and TCard office hours visit their [website](#).

Course Schedules and Enrolment

Many course times and locations have already been set and are listed in this *Handbook*. Please see the Graduate Administrator if no time and location are listed. Course enrolment forms can be accessed [here](#).

Web Access to Student Information

Student information may be accessed on-line on the Repository of Student Information (ROSI) or ACORN. Students may view their academic history and account information as well as order transcripts, change their addresses, phone numbers and e-mail addresses using ACORN

Commencement of Classes

In the academic year, all graduate courses will begin during the week of September 10, 2018.

FIELDS OF STUDY

The Department of Near and Middle Eastern Civilizations offers graduate programs leading to the Master of Arts and Doctor of Philosophy in two fields:

1. Ancient Near Eastern Studies
2. Middle Eastern and Islamic Studies

Courses are offered and faculty conduct research in the following areas:

Egyptology, including archaeology, language, history and religion; Mesopotamia and the Near East including archaeology and Assyriology; Syro-Palestinian Archaeology; Hebrew & Judaic Studies including Biblical and Rabbinic Hebrew, Talmudic and Rabbinic literature, history and religion; modern Hebrew literature, Aramaic (Biblical, Targumic, and Jewish Eastern and Western dialects), Syriac Studies, including language, history and religion; Arabic Studies; Islamic Studies; History of the Islamic World & the Modern Middle East; Islamic Art; Persian Studies; and Turkish Studies, including Ottoman language and history.

COLLABORATIVE PROGRAMS

Jewish Studies Collaborative Doctoral Program

The Collaborative Program in Jewish Studies offers both broad and intensive exposure to the constituent fields within Jewish Studies. Because of Jewish civilization's vast chronological and geographical range, as well as its constant interaction and cross-fertilization with other cultures, graduate work within Jewish Studies demands intensive exposure to a wide variety of languages, textual traditions, and scholarly disciplines.

The collaborative program involves the graduate master's and doctoral programs listed above. Upon successful completion of the master's requirements of the home department and the program, students receive the designation "Completed Collaborative Program in Jewish Studies" on their transcript. Upon successful completion of the doctoral requirements of the home department and the program, students receive, in addition to the doctoral degree in their home department, the notation "Completed Collaborative Program in Jewish Studies." Please note that the required Jewish Studies Core Methods Seminar and the Core Research Colloquium are in addition to the three or six FCEs required for the MA or PhD program in NMC. Some funding is available for both MA and PhD students in the Collaborative Program in Jewish Studies.

Graduate Program Requirements for M.A.

- CJS1000H: Completion of the core methods seminar in Jewish Studies.
- This seminar will introduce students to the different disciplines, methods, and approaches within Jewish Studies. One half-course in Jewish Studies taken within the student's home department or in another department (may count towards the course requirements of the student's home department).
- A comprehensive exam in Jewish Studies, supervised by a faculty member chosen from Jewish Studies and in consultation with the graduate chair from the student's home department, in which the student will be asked to show knowledge of areas of Jewish Studies relevant to his or her disciplinary focus.
- If the student's home program requires a major research paper or thesis, the focus of the paper must pertain to Jewish Studies and the topic must be approved by the Director of the Collaborative Master's Program.

Graduate Program Requirements for Ph.D.

- CJS2000H: Core Research colloquium in Jewish Studies that runs biweekly throughout the year.
- Two half-courses, one within and one outside of the student's home department, taught by a member of the CJS faculty (may count towards the course requirements of the student's home department).
- Paper presentation in the Graduate Student Conference before completion of the program.
- A doctoral dissertation that deals substantively with topics in Jewish Studies and is supervised or co-supervised by a CJS graduate faculty member.
- A program of study should be planned in consultation with the Director of the Jewish Studies Collaborative Doctoral Program, Professor Anna Shternshis (phone: 416-978-8131; e-mail: cjs.director@utoronto.ca, as well as with the Coordinator of Graduate Studies of the student's home graduate unit.
Website: <http://cjs.utoronto.ca/graduate/graduate-admission>

Graduate Collaborative Program in Women & Gender Studies (CWGS)

Graduate units from the humanities, social sciences, and life sciences participate in the Graduate Collaborative Program in Women and Gender Studies (CWGS) at the University of Toronto. The collaborating units contribute courses and provide facilities and supervision for graduate research. This program, offered at the master's and doctoral levels, is administered by the Women and Gender Studies Institute. CWGS provides a formal educational opportunity for

qualification in the field of women's studies through the pursuit of original interdisciplinary research in Women and Gender Studies and advanced feminist scholarship. It provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. CWGS contributes to the development of an integrated research community in women's studies at the University of Toronto. Applicants to the program are expected to meet the admission and degree requirements of both the home department and CWGS.

Normally, both Master's and PhD applicants to CWGS should have at least one course (and preferably more) in Women's Studies, Feminist Studies, and/or Gender Studies. This course may be in Women's Studies/Gender Studies, or it may be a course on gender and women in another discipline. In exceptional cases, extensive work or activist experience, which also requires academic knowledge of research on women and/or gender, will also be considered.

In order to qualify for admission to Women and Gender Studies, applicants must be offered admission to the Department of Near and Middle Eastern Civilizations. Applicants may apply concurrently to the CWGS and are encouraged to do so in the interest of expediency. Please note that applicants cannot be admitted to CWGS until they have been officially admitted to the Department of NMC.

The collaborative requirements can be met concurrently with, or in addition to, home unit requirements. Upon successful completion of the requirements, students receive the M.A. or Ph.D. degree in their departmental area with the notation "Completed Collaborative Program in Women's Studies" on their transcripts. For further information, please contact the Graduate Coordinator of the Department, Professor Walid Saleh or Professor Robert Diaz, Graduate Coordinator of the Graduate Collaborative Program in Women and Gender Studies, Room 2036, 40 Willcocks Street, University of Toronto, Toronto, Ontario, M5S 1C6; Tel: (416) 978-3668, Fax: (416) 946-5561, E-mail: wgsi.gradcoordinator@utoronto.ca, Website: <http://www.wgsi.utoronto.ca>.

A program of study should be planned in consultation with the Graduate Collaborative Program Coordinator as well as the Coordinator of Graduate Studies of the student's home graduate unit. Courses are selected from an established list of core courses approved by CWGS for the Collaborative Program. Each year these are available on the Women and Gender Studies Institute's [website](#). For further information regarding the Collaborative Program in Women and Gender Studies Institute see the SGS 2018-2019 calendar online [website](#). For further information regarding admission to the Department of Near and Middle Eastern Civilizations, please see p. 16 of this Handbook.

Graduate Collaborative Program in Sexual Diversity Studies

The Department of Near and Middle Eastern Civilizations participates in the M.A. and Ph.D. Graduate Collaborative Program with the Bonham Centre for Sexual Diversity Studies. For the M.A. and Ph.D. Programs students must take the core course offered by SDS (SDS1000H). This requirement must be supplemented by at least another half-course in the area of sexuality. Course selections must be approved by the director of the Collaborative Program. Doctoral students who have completed the Collaborative Program at the Master's level will not be required to take SDS1000H a second time, so that they will be required to take only another half-course in the area of sexuality. Students must pursue a dissertation topic related to sexual diversity, and include on the thesis committee at least one faculty member associated with SDS. The director of the Collaborative Program must approve the topic as compatible with the requirements of the program. Doctoral students are expected to participate in a variety of other activities programmed by the Bonham Centre, including a monthly colloquium series, and in an annual one-day student conference envisaged for the Centre, and regular "brown-bag" talks. The Collaborative Program director is responsible for certifying the completion of the Collaborative Program requirements. The home graduate unit, in this case the NMC Department, is solely responsible for the approval of the student's home degree requirements. Upon the completion of requirements of the home program and the Collaborative Program, student transcripts will indicate that they have completed all the requirements for the "Collaborative Program in Sexual Diversity Studies." Detailed information on the Program and its requirements can be found on the Web Site of the Bonham Centre for Sexual Diversity Studies. Please note that the required SDS1000H is in addition to the three or six FCEs required for the MA or PhD program in NMC.

Graduate Collaborative Program in Diaspora and Transnational Studies

The Department of Near and Middle Eastern Civilizations participates in the M.A. and Ph.D. Graduate Collaborative Program with Diaspora and Transnational Studies. Diaspora in contemporary thought involves the shifting relations between homelands and host nations from the perspective of those who have moved, whether voluntarily or not. Diaspora emphasizes the inescapable lived translocal experiences of many migrant communities that exceed the

boundaries of the nation-state. Questions of nostalgia, of the dynamics of co-ethnic identification, of the politics of homeland and host nation, and of the inter-generational shifts in responses to all these are central to studies of diaspora. Transnationalism, on the other hand, focuses on flows and counterflows and the multi-striated connections to which they give rise. It encompasses in its ambit not just the movement of people but also concepts of citizenship and multinational governance, the resources of information technology, and the realities of the global marketplace, among others. Taken together, the two concepts of diaspora and transnationalism enable our understanding of the complex realities of vast movements of people, goods, ideas, images, technologies, and finance in the world today. This collaborative program is designed to bring together both social science and humanities perspectives to augment our existing tri-campus undergraduate program and to contribute to increased research collaboration between participants in the program. At the MA level there is a required seminar in Comparative Research Methods in Diaspora and Transnational Studies (DTS). As part of the Research Methods Seminar, students are required to submit an ethnographic, archival, or documentary paper on a diasporic community in Toronto or elsewhere. A half course, (DTS 2000H) is required but with the approval of the Program Director, a student may substitute a course from their home department for the DTS topics course. The same requirements hold for doctoral students but one cannot participate in both the M.A. and the Ph.D. Program. Please note that the required DTS 2000H is in addition to the three or six FCEs required for the MA or PhD program in NMC. A major paper or MA thesis or PhD thesis must be on a topic in Diaspora and Transnational Studies.

NMC PROGRAM REQUIREMENTS

Please note that all students are strongly advised to read the *School of Graduate Studies 2018-2019 Handbook* carefully with respect to the Department but also with regard to general policies, procedures, requirements, and the Code of Academic Conduct.

Academic Advisor

Upon admission to the Department all students will be assigned an Academic Advisor in a field related to the student's stated area of interest. The role of the Advisor will be to counsel the student with regard to his/her selection of courses and language requirements, keeping in mind the student's academic goals, program requirements, and other academic concerns. This should occur in the early phases of his/her graduate program. Eventually, the advisor will be replaced by the Thesis Supervisor (see below), who will be chosen in consultation with the Graduate Coordinator when the thesis topic has been selected. Students are required to meet with the graduate coordinator at the start of the school year.

Master of Arts Program

The requirement for admission to this degree is a four-year B.A. in a relevant program from a recognized university with an average of at least B+ or equivalent in the final year. All applicants must have some prior background in Ancient Near Eastern and/or Islamic Middle Eastern Civilizations. Applicants for admission to the Middle Eastern and Islamic programs are expected to have adequate reading knowledge of at least one of the primary source languages: Arabic, Persian, and/or Turkish. Applicants for admission to some programs in Ancient Near Eastern Studies such as Hebrew Bible and Rabbinics/Hebrew and Judaic Studies are required to have prior training in a primary source language: Hebrew or Aramaic (two-three years at the MA level and three-four years at the PhD level for biblical studies and in Rabbinics/Hebrew and Judaic Studies at least three or more at the MA level and four or more years at the PhD level).

Courses

- The one-year M.A. program normally requires at least three full-year graduate courses, or the equivalent, selected in consultation with the Academic Advisor.

- The two-year M.A. program normally requires at least six full graduate courses, or the equivalent.
- If a student intends to go on to the Ph.D. program, it is especially important that courses should be chosen in consultation with the Academic Advisor and Graduate Coordinator. Please read the section on course registration.

M.A. Thesis Option

It is offered to students in the one-year and the two-year M.A. programs. The thesis option allows students to conduct a substantial research project beyond the format of a term paper. It is important for those who intend to apply to an institution where the M.A. thesis is a requirement. Students who choose this option must complete a thesis that will be credited as 1 FCE. The thesis must be on a topic that is agreed on with a faculty member who is willing to act as supervisor for the student and can meet deadlines in order for the student to graduate within the usual timeframe of the one-year or the two-year M.A. program. For students in the two-year M.A. program the thesis must be researched and written in the second year of the program. The thesis must be at least 50 pages. The thesis is read and approved by an Examination Committee composed of the student's supervisor and at least one other reader. When the thesis option is selected, the requirement of 6 FCEs for the two-year M.A. program is fulfilled as follows: 5 FCE's in the student's chosen field of studies (including courses that can be taken outside the NMC Department), and 1 FCE for the thesis. The requirement for the one-year M.A. program is fulfilled as follows: 2 FCE's in the student's chosen field of studies and 1 FCE for the thesis.

Languages of Modern Scholarship

There are no requirements for previous training in *languages of modern scholarship* for admission to the Master of Arts program in Near and Middle Eastern Civilizations. However, students continuing on to the Ph.D. program will be required to demonstrate a reading knowledge of *two languages of modern scholarship*, in addition to English, by the time of their General Examinations. Therefore, students intending to go on to the Ph.D. level are strongly encouraged to begin acquiring immediately, if they have not already done so, at least one pertinent language of modern scholarship, (typically French or German).

Languages of Primary Sources

Applicants for admission to the M.A degree in Middle Eastern and Islamic programs must have adequate reading knowledge of at least one of the languages of primary sources (Arabic, Persian, Turkish). Applicants to some Ancient Near Eastern programs, may be required to have previous training in a primary source language. Applicants to Hebrew Bible and Second Temple must have at least two years of Hebrew and applicants to Rabbinics at least three

years of Hebrew. Students intending to go on to the Ph.D. level should continue their study of the *primary source language(s)* during their M.A. program.

Doctor of Philosophy Program

Before being considered for admission to the Ph.D. program, applicants shall normally have obtained an M.A. degree in a relevant program from a recognized university with at least an A- average or the equivalent in the courses taken for the M.A. program, and must also satisfy the Department of their ability to do independent research. In addition, candidates must have sufficient relevant background in Near and Middle Eastern Civilizations, and training in the appropriate primary source languages. The Department, at its discretion, may offer direct entry from a bachelor's degree to the Ph.D. program to exceptionally qualified students. Program requirements for doctoral candidates, while following the general guidelines and program stages outlined below, may differ on an individual basis with regard to details. The determining factor in an individual's program is the training (course work, languages) that is considered essential preparation for him/her to be able to carry out research in a particular area.

Residency

Candidates for the degree are required to be registered "on campus" for the period during which course work requirements are being fulfilled, and in no case for less than two academic years.

Ph.D. Program Memorandum

In consultation with the Academic Advisor, the student who intends to go on to the Ph.D. level will fill out a Program Memorandum regarding his/her intended studies. The Program Memorandum will serve as a guide for both Advisor and student to ensure the timely completion of program requirements. The Program Memorandum records the decisions about the student's program and covers the pre-thesis components of the doctoral program. The Program Memorandum should be brought with the student when meeting with the graduate coordinator at the beginning of the school year. These components are listed in the order in which decisions about them are normally made.

All requirements, including the doctoral thesis, must be completed within six years of first enrolment. An extension may be possible in exceptional circumstances. Please note, however, that funding opportunities drastically diminish after year 5 of the program. A copy of the Program Memorandum should be filed with the Graduate Coordinator. The student and Advisor should

keep a copy for reference as well. Changes in a student's program may be recorded in a revised memorandum at any time. Program Memorandum forms may be obtained from the Graduate Administrator.

Course Work

The minimum requirements for the Ph.D. degree will normally be six full graduate courses, or equivalent. The candidate's program of study, consisting of a Major (three full-year courses in an area of concentration), a First Minor (two full-year courses in an area of concentration) and Second Minor (one full-year course, or equivalent in an area of concentration) will be determined in consultation with the Department. In approved circumstances (determined by the requirements of the student's area of study and dissertation topic) and in consultation with the Academic Advisor and Graduate Coordinator, up to three of these courses may be supplied from an M.A. program or its equivalent. Students may take some courses outside of NMC with the permission of the supervisor and graduate coordinator. There is a minimum requirement of at least three FCEs in NMC.

Languages of Modern Scholarship

Students are required to demonstrate reading comprehension in two languages of modern scholarship (typically French and German), the first by the end of their first year in residence, and the second by the end of their second year of residence. A language other than French or German may be substituted with approval of the Academic Advisor and the Graduate Coordinator. In addition to the languages of modern scholarship, the department requires competence in a source language relevant to the student's program. The choice of languages must be approved by the department. Students are strongly encouraged to adhere to the Timetable for fulfilling language requirements given below (see Timeline, p. 31).

Proficiency Exams in Languages of Modern Scholarship

- The Department will administer two-hour language proficiency exams three times only during the academic year.
- In 2018-2019 the proficiency exams in French and German will be offered on: October 26, 2018; January 25, 2018; and April 26, 2019
- A student who fails to achieve a grade of 70% on a language proficiency exam may retake the exam no earlier than the next scheduled exam date. The two-hour exam will consist of texts which are directly related to the student's field of interest and which the student would be expected to use in the normal course of his/her research. The student should be able to translate into good English a passage of at least 450-500 words within the two-hour period. The student should demonstrate that he/she has correctly understood the text. The minimum passing grade is 70%.

Students may also take the French and German reading proficiency courses outside of our Department. The following courses would fulfill the language requirements:

- FSL6000H – Open only to PhD graduate students who need to fulfill their graduate language requirements. For further information, visit: <http://french.utoronto.ca/courses/154>.
- GER6000H – Open to graduate students at U of T who need to fulfill their language requirement. For further information, visit: <http://german.utoronto.ca/graduate/index.html>.

Languages of Primary Sources

Students seeking admission to the Ph.D. program shall have already gained facility in one of the primary source languages. The Academic Advisor may deem that additional languages are required, depending on the field of thesis research.

Proficiency Exams in Primary Source Languages

A candidate for the Ph.D. degree will either take a separate minor area examination in a primary source language or be examined in it in the context of a major area examination taken as one of the General Examinations. In this examination the student shall demonstrate facility in using primary resources for research purposes.

Timetable for Language Requirements (Languages of Modern Scholarship and Primary Sources)

Candidates for the Ph.D. degree may not proceed to their General Examinations unless and until they have satisfied their language requirements. Therefore, the Department requires students in the Ph.D. stream to adhere to the timetable below:

Ph.D. Year 1	Exam: First language of modern scholarship passed by end of year 1 or earlier
Ph.D. Year 2	Exam: Second language of modern scholarship passed by end of year 2 or earlier
Ph.D. Year 2 - December	General Examinations, including examination in a primary source language as one of the examinations or part of an examination.

Ancient Near East Studies

Students are expected to demonstrate the ability to read two pertinent languages of scholarship, typically French and German. However, other languages, such as Latin, Arabic, and Modern Hebrew, may be substituted for one of these with the agreement of the supervisor and graduate coordinator.

Middle Eastern and Islamic Studies

Students in this area are not normally admitted to the program unless they have already gained facility in one of the languages of research (e.g. Arabic, Persian, or Turkish). Students in this area are required to demonstrate evidence of ability to read two pertinent languages of scholarship, typically French and German, prior to taking their General Exams, and will be examined in a research language (e.g. Arabic, Persian, Hebrew or Turkish) at the time of their general exams.

General Examinations

The requirements should be met by the end of the first term of the third year.

How to Organize the General Examinations

The student should discuss the configuration of his/her examinations first with his/her Advisor and then with the Graduate Coordinator.

The areas examined correspond to the major (two examinations), first minor, and second minor areas of concentration. Thus the student will write at least four examinations. The Program Memorandum (see p. 27) form should be helpful in determining the areas to be examined.

The primary source language exam may also be given as part of the General Examinations.

- In consultation with the Advisor and the Graduate Coordinator the student should set up an examination schedule.
- The written examinations are normally scheduled every other day.
- The oral examination should follow the written examinations by a week or so and be scheduled at a time convenient to the student, the examiners, and the Graduate Coordinator, all of whom must be present.
- The Advisor should coordinate the examinations with the other examiners.
- The Advisor must notify the Graduate Administrator, in writing or by email, of the examination schedule, including dates and titles of exams. The Graduate Administrator will reserve an examination room.
- The student may wish to discuss the nature of the examination (e.g., length, closed or open book or aids allowed, anticipated number of questions, location) with the examiner in each field.

- If the student passes the General Examinations, he or she will be expected to present his/her thesis proposal within two months of the General Examinations to the committee. It should be noted that a short (1-3 page) revision should be submitted to the committee at the end of the second year to aid in setting bibliography for the General Examination. Written copies of the proposal, even if in preliminary form, must be distributed to all examiners and to the Graduate Coordinator at least two weeks in advance of the proposed committee meeting. Please see guidelines for thesis proposal contents below.

Protocols for the General Examinations:

- *The General Examinations* comprise both the written exams and the oral exam.
- *Typically the Major Exams* are 4-8 hours long spread over two days.
- *The Minor Exams* are typically four hours long.
- All exams must be handed in before 5 pm when the Graduate Office closes unless other arrangements have been made.
- *The Oral exam* is based on material covered by or closely related to the written exams and is normally scheduled one week or so after the final written exam.
- *Location-* The General Examinations, both written and oral, take place at The Department of Near and Middle Eastern Civilizations in a room assigned by the Graduate Administrator.
- *Exam Questions* are provided to the student on paper, and the student writes responses directly into a file on the computer or into an exam book, if by hand.
- *Answers-* At the exam's conclusion, the administrator copies the answers to a key, if exams are written on the computer. The answers are emailed to all examiners, and a printed copy of the answers is given to the student. If written by hand, photocopies of the original are made and distributed.
- *Material Covered-* The written examinations cover material based on courses the student has taken in relation to his/her Major and Minor fields (see Program Memorandum form), and the material from the reading lists that have been agreed on by the student and the members of his/her examining committee. The oral examination questions are normally based on the student's written answers, but questions may extend to other matters contained in the reading lists agreed upon or questions not selected from the written exams.
- ***Examining Professors: the examining committee should be constituted from professors who have taught the students at least one course. Any professor***

who has not taught the student will not be allowed to take part in the exams. The Chair can give exemption from this rule. No professor can administer more than one part of the exam, unless with the approval of the Graduate Coordinator/Chair.

- *Interim Grade for Written Exam*- Once the written portions are successfully completed, the oral exam proceeds as scheduled.
- *Final Grade*- Following the Oral exam, professors are asked to confer and record a final letter grade on the grade sheet, as well as a pass/fail decision. A grade of CR appears on the transcript, when a student is successful. (Please see the *Policies* for contingencies should a student be unsuccessful.

Examiners:

- **Examination Papers:** Please provide the General Examination questions for the written portion of the exam to the Graduate Administrator at least one day before the date on which the exam is to be written. The questions can be submitted via email to anna.sousa@utoronto.ca.
- **Questions:** Where two professors are submitting questions for the same exam, they will need to confer about that exam and decide on the questions. Only the finally agreed-upon questions need be forwarded to the Graduate Administrator.
- **Aids:** Please indicate whether the student is to be allowed aids, such as dictionaries or reference materials, during the examination.
- **Time:** Please indicate length of examination
- All graded exams **must** be returned to the Graduate Administrator.

Students:

- **Exam start time:** Please check in with the Graduate Administrator prior to the exam.
- **Materials:** Unless specifically advised, no materials or assists will be allowed in the examination room. The student may bring food and drink. All other personal belongings will be stored in the Graduate Administration office during the exam.
- **Writing the Exam:** Please indicate in advance of the examination date if you would prefer to write the examination by hand.
- **The Exam Room:** To be determined by the Graduate Administrator.
- **The Oral Exam:** The Oral Examination Committee will establish the Thesis Advisory Committee in part or in whole in consultation with the student in the context of the thesis proposal discussion.

Thesis Proposal

As noted above, by the end of the second year a short (1-3 page) proposal will be submitted to the reviewing committee to help set the bibliography for the General Examination. Following successful completion of the General Examination, the student must submit a 10 page proposal plus bibliography to the supervisory committee within two months. The thesis advisory committee will meet to discuss the proposal. Revisions may be required. Only when approved by the Thesis Advisory Committee will PhD candidacy be achieved.

Process

- Submission of the proposed topic to the Department by June 15 of Ph.D. year 2.
- Presentation of thesis proposal to the Thesis Advisory Committee within two months of the General Examination. The proposal may be approved as it is at this point, or the candidate may be required to do further preparation. The final version of the proposal must be submitted no more than two months after the successful completion of the General Examinations.

Thesis Proposal Contents

- **Title** - Give the tentative title you intend to use. It should be concise and precise, i.e., it should give the reader an exact idea of your research proposal in the fewest possible words.
- **The Thesis Statement** - State clearly and fully the problem that you intend to investigate.
- **Review of Previous Scholarship** - Discuss the relationship of your research topic to current and previous scholarship. Others have contributed to your field historically and philosophically. What closely related problems have been solved and by whom? Who treated the problem and to what extent? Where does the unsolved portion of the problem begin? What are the principal sources? Discuss the ways in which this thesis will "constitute a significant contribution to the knowledge of the field." (*SGS Calendar*)
- **Methodology** - Describe in detail how you plan to investigate the problem; what methods of analysis will aid your investigation of your primary source material.
- **Proposed Table of Contents** -To the extent possible, state the probable chapter headings as they will appear in your Table of Contents.
- **Bibliography** -List the most important original sources and scholarly works to be consulted, including those discussed in your Review of Previous Scholarship. In composing thesis proposals, students are advised to consult

with their Supervisor and potential Thesis Advisory Committee members, normally faculty members in related fields.

The Doctoral Thesis or Dissertation

Upon successful completion of course work, language requirements, the General Examinations, and approval of his/her thesis proposal, the student will proceed to his/her preparation of doctoral thesis research. The thesis must embody the results of original investigation and constitute a significant contribution to knowledge in the field. It must be based on research conducted while registered for the Ph.D. program. The thesis must be successfully defended at a Final Oral Examination. For further details see the *SGS Handbook*.

The thesis should be as concise as possible and should be formatted according to the guidelines of the School of Graduate Studies. For further information on technical requirements please refer to the *Guidelines for the Preparation of the Thesis for Microfilming and Binding*. The guidelines are available on the School of Graduate Studies' [website](#). Thesis research that involves the use of human subjects, for instance, in the case of informants, interview subjects, survey respondents, and other uses, must conform to University policy. Please see the Graduate Administrator for further details.

Thesis research that involves archaeological fieldwork *must* respect the regulations of the country involved.

The Thesis Supervisor

The Supervisor is responsible for the direction of the thesis and is the principal member of the Thesis Advisory Committee (see below). The Supervisor determines whether additional course work, languages, or other preparation is necessary in order for the student to complete the thesis successfully. The Supervisor shall call a meeting of the Thesis Advisory Committee at least once a year by May 15 or more often as required.

When the Supervisor and the other members of the student's Thesis Advisory Committee have read the thesis in its entirety and agree that the thesis is defensible and ready to go to examination, the Supervisor will notify the Graduate Coordinator of this in writing. The student will then bring copies of the completed thesis to the office of the Graduate Administrator. In addition, the student will submit an abstract of the thesis, a brief biographical sketch, and a list of scholarly publications, if any.

The Supervisor will nominate three potential external examiners to the Graduate Coordinator and, in consultation with the Graduate Coordinator, the student and the examiner selected, will set a convenient date for the examination.

Students must allow at least eight to nine weeks from submission to the date of the oral defense.

The Thesis Advisory Committee

Students are required to meet with their Thesis Advisory Committee at least once a year. The composition of the Thesis Advisory Committee usually emerges as the thesis proposal develops. The Thesis Advisory Committee is composed of the Supervisor who directs the thesis and two or three other faculty members who are able to offer expert advice in fields related to the thesis topic but whose role is secondary to that of the Supervisor. Faculty from outside the Department may be invited to sit on the Committee.

The first job of the Thesis Advisory Committee is to consider the thesis proposal and, when it has been finalized, to approve the final version of the thesis proposal. The Committee should notify the Graduate Coordinator of the approval and file a copy of the final proposal with the office of the Graduate Administrator. The Thesis Advisory Committee shall meet with the candidate at least once a year to consider progress made, next steps, revisions of material, etc. A meeting at which all members are present is most desirable so that the student does not receive contradictory advice. If this is not possible, other arrangements should be made (e.g., a conference call). The meeting might begin with a brief presentation of work by the student, followed by discussion and recommendations. The results of the meeting should be summarized in detail on the Thesis Advisory Committee Assessment form, which can be obtained from the office of the Graduate Administrator and then filed with the Graduate Coordinator. A Thesis Advisory Committee Assessment (report) **must** be filed each year before **May 15**. The Committee reports will be used in assessing the academic standing of post-program doctoral students for funding purposes. The Assessment forms will normally replace letters of recommendation for this purpose.

BEST PRACTICES

Supervision of Doctoral Students

Checklist For Supervisors in Division I

There must be at least two faculty members in an area for doctoral studies. Co-supervision is possible within NMC with an NMC faculty member and a faculty member from another department with approval of the Graduate Coordinator. The supervisor's primary task consists of guiding and inspiring students to realize their scholarly potential. At the same time, the supervisor must ensure (to the best of his or her ability) that the rules and regulations of the university are met. A checklist on good supervisory practice might include the following questions:

✓ **Mutual Expectations**

Have you developed an understanding with your doctoral students concerning the mechanics of supervision, the kind and amount of advice you are able and willing to offer, the frequency and regularity with which you expect to see them, a "plan of campaign" (e.g., the timing of submission of a dissertation outline, of draft chapters), and your mutual expectations concerning the quality and originality of the completed dissertation?

✓ **Definition of Project**

Has the topic of research been refined in the initial stages of work? Is the scope of the dissertation project excessively ambitious? Too narrow? Are you satisfied with the student's progress and background knowledge of the subject?

✓ **Arrangements for Return of Work**

Do you make and observe clearly stated arrangements for the return of work within a reasonable period of time after it is submitted to you?

✓ **Absences from Toronto**

Do you inform your students when you plan to be on research leave or absent for an extended period of time from the university? Have you made satisfactory arrangements for supervision of the student during this time?

✓ **Requirements for Successful Submission**

Is your student aware of university, faculty, and program requirements and standards to which the dissertation is expected to conform?

✓ **Funding and Professional Activities**

Do you support your students in their effort to acquire external funding, to publish scholarly articles, or to present conference papers?

Checklist For Students in Division I

By entering into a doctoral program, the student has made a commitment to devote the time and energy necessary to engage in research and write a dissertation that makes a substantial and original contribution to knowledge. It is the responsibility of the student to conform to university and program requirements and procedures with regard to such matters as research ethics, dissertation style, etc. Although it is the duty of the supervisor to be reasonably available for consultation, the primary responsibility for keeping in touch rests with the student. A checklist on how to build a good supervisor/supervisee relationship might include the following questions:

✓ **Appropriateness of Supervisor**

Have you determined whether the program and area in which you wish to concentrate are staffed by several active faculty members? Before choosing a supervisor, have you consulted the list (available through your department) of faculty research interests and publications? Have you asked students in the program currently working with a prospective supervisor what their experience has been?

✓ **Communications**

Does your supervisor know how to reach you (mail, telephone, other) or when you have to go off-campus for any significant period of time? Do you respond promptly to all communications received?

✓ **Mutual Understanding**

Have you developed an understanding with your supervisor concerning both the mechanics of supervision and the kind and amount of direction you wish and expect to receive? Are you in agreement about the frequency and regularity with which you plan to see each other and about a "plan of campaign" (choosing a thesis topic, the timing of submission of a dissertation outline, of draft chapters, etc.)? Have you discussed your mutual expectations concerning the quality and originality of the completed dissertation?

✓ **Planning and Consulting**

Have you spent some time in devising a plan for writing the dissertation that can be discussed with your supervisor? (Remember that by and large the dissertation should be the student's unaided effort.) Have you obtained any indication that your research is beginning to yield new and interesting material? Are you meeting regularly with your supervisor to review progress?

Do you consult with other members of the advisory committee as appropriate?

✓ **Submission and Return of Work**

Are you presenting your work to your supervisor chapter-by-chapter (or section-by-section) in an approved format? The typescript should be legible and, unless you and your supervisor agree otherwise, accompanied by notes. Do you make and observe clearly stated arrangements for the submission and return of your written work?

✓ **Timing**

If you are working towards a deadline, are you allowing sufficient time for your supervisor to read all parts of the thesis in the final form? The responsibility for proofreading the final clean copy is yours, and this reading, too, may take some time.

✓ **Moving Along**

Are you aware that the doctoral dissertation, though important to your career, is the beginning rather than the sum of your academic life, and should be completed without undue delays? In other words, the dissertation should be no longer than necessary.

Timeline for the Doctoral Program

The doctoral program requires a student to spend at least two whole academic years on campus in full-time study, normally those of the first two academic years of the program residence. Here is a typical timetable for students required to complete two years of Ph.D. course work and for students who have been offered direct entry from the bachelor's degree to the Ph.D. program.

Typical two-year Ph.D. Course Work Program and Direct Entry Program

Year 1	Sept - May	Course work in progress First modern language requirement met by the end of the academic year
Year 2	Sept - May	Course work in progress
	Oct 15	Submit Ph.D. thesis topic and name of proposed supervisor
	May	Second modern language requirement met by the end of the academic year
Year 3	Sept - Dec	General Examinations and presentation of Thesis Proposal

	February	Final version of Thesis Proposal submitted no later than 2 months following successful completion of General Examinations
Years 4 & 5		Thesis Preparation

A Thesis Advisory Committee Assessment (report) must be filed each year by May 15. Please see p.35 for further details.

Submission of Thesis

Final Oral Examination/Defense

Departmental policy requires that all the Ph.D. program requirements, with the exception of the thesis, be completed by February of Ph.D. 3. Failure to meet these requirements in timely fashion can result in termination of the program.

All program requirements for the doctorate, including submission of the thesis, must be completed within six years but preferably by the end of the fifth year. The School of Graduate Studies may permit the time limit for the doctorate to be extended in exceptional circumstances.

For more information on producing your thesis, please refer to the following [website](#).

FUNDING AND TEACHING OPPORTUNITIES

Fellowships and Scholarships: Internal Awards

University of Toronto Funding Package

The University of Toronto provides doctoral-stream students a base funding package for up to five years of the doctoral program. The Department of Near and Middle Eastern Civilizations will include all students in Ph.D. 1-5 who meet the eligibility requirements.

For the 2018-19 academic year, the Faculty of Arts and Science has determined the base funding package level to be \$17,000 plus tuition and fees for students in the Social Sciences and Humanities. We provide this funding to support graduate students in the full-time pursuit of their graduate degree.

The package will be made up of a variety of components such as major external awards (e.g., SSHRC, OGS), major internal awards (e.g., Connaught), Teaching Assistantships, Research Assistantships, and University of Toronto Fellowships. By accepting this funding package students are also applying for a Teaching Assistantship allocated by the Department according to its needs. Students applying for admission to the doctoral stream of the Graduate Program in the Department will automatically be considered for funding as will continuing students offered direct entry to the Ph.D. program.

To remain eligible for the U of T Fellowship, you must maintain good standing in your program and **must** apply for external awards (SSHRC, OGS) in order to be considered for a University of Toronto Fellowship.

Connaught Fellowships

The [Connaught International Scholarship](#) for Doctoral Students will be provided as a \$10,000 top-up to the program's normal funding package (base amount + tuition and fees) to a total of no less than \$35,000 annually. The Connaught is renewable on an annual basis and may be held for four to five years, depending on the standard period of the program's normal funding, provided the student maintains good academic standing and continues to meet recipient eligibility requirements.

Fellowships and Scholarships: External Awards

The major external competitions are those of the Social Sciences and Humanities Research Council of Canada (SSHRC), Canada Graduate Scholarship (CGSD) and the Ontario Graduate Scholarship Program (OGS).

Recommendations to external agencies are made by the Graduate Affairs Committee of the Department of Near and Middle Eastern Civilizations and implemented by the Graduate Coordinator in accordance with School of Graduate Studies-University of Toronto-NMC Departmental Award Policy.

Canada Graduate Scholarships – Masters (CGSM)

The Social Sciences and Humanities Research Council of Canada (SSHRC) offers Canada Graduate Scholarships (CGS) that provide financial support to outstanding graduate students pursuing Masters studies in a Canadian university. Canada Graduate Scholarships for Masters studies are valued at \$17,500 for 12 months. The SSHRC CGSM is non-renewable. The SSHRC CGSM is open to Canadian citizens and permanent residents of Canada. Please visit the SSHRC [website](#) for further information.

Social Sciences and Humanities Research Council of Canada (SSHRC)

Candidates eligible for this award must be Canadian citizens or permanent residents enrolled in a doctoral program. The value of the award for 2018-2019 is \$20,000. The Graduate Affairs Committee of the Department of Near and Middle Eastern Civilizations ranks applicants on the basis of academic merit and submits its recommendations to the School of Graduate Studies which vets the applications and makes suggestions for improvements before selecting the top applications from all departments to forward to the SSHRC. A committee composed of members (constituted by the SSHRC) drawn from various universities makes the funding decisions.

Application forms for SSHRC doctoral fellowships are available electronically from the SSHRC [website](#). Applicants from outside the University of Toronto should apply through their home departments or directly to SSHRC in Ottawa.

Canada Graduate Scholarships

SSHRC offers Canada Graduate Scholarships (CGS) that provide financial support to outstanding graduate students pursuing doctoral studies in a Canadian university. Canada Graduate Scholarships for Doctoral studies are

valued at \$35,000 for 36 months. The SSHRC CGSD is open to Canadian citizens or permanent residents of Canada. Please visit the SSHRC or its FAQ sheet for further information on either of the above award programs.

Ontario Graduate Scholarship (OGS)

The Government of Ontario provides a number of these scholarships, the value of which in 2018-2019 is approximately \$15,000. Most awards are reserved for Canadian citizens or permanent residents who are residents of Ontario. Nevertheless, a number of awards are given to candidates with visa status. The Graduate Affairs Committee of the Department of Near and Middle Eastern Civilizations ranks a student on the basis of academic merit and submits its recommendations to the School of Graduate Studies. Students in the Ph.D. program **must** apply for an OGS. Students in the final year of their master's program who intend to commence a Ph.D. program in the following September are eligible to apply for an OGS.

Other Funding

School of Graduate Studies Travel Grants

The University provides travel grants on a competitive basis to doctoral students in the humanities to conduct thesis research or study outside of Canada. This award is open to domestic and international students.

For further information, please refer to the following [website](#).

The University of Toronto Funding Resources

For financial assistance, please refer to the SGS [website](#).

Teaching Opportunities

Teaching Assistantships (TAships)

The Department aims to provide a number of Teaching Assistantship opportunities to doctoral students each year. Teaching Assistantships will be included in funding packages for students who are in Ph.D. years 1-5 and will be allocated by the Department according to its needs. Doctoral students once hired, are entitled to six contracts under the terms of the CUPE 3902 Unit 1 Collective Agreement. Students beyond Ph.D. 5 are also eligible for TAships.

The number and kind of Teaching Assistantships available depend on the needs of the Department, the availability of qualified applicants, the number of entitlements that are open, and funding.

Notices of available TAships are posted in early spring and throughout the summer. Potential candidates should submit a curriculum vitae (c.v.) along with

a covering letter to the Chair of the Department. Decisions regarding TAships are made by the Chair in consultation with faculty members in the Department, but are dependent on available positions and funding. TAships available in other departments for which NMC students are invited to apply will also be posted. The Collective Agreement between the Governing Council of the University of Toronto and the Canadian Union of Public Employees, Local 3902 governs the hiring of Teaching Assistants. Decisions are communicated to the candidate by the Chair.

School of Graduate Studies /University of Toronto Fellowships /NMC Departmental Awards Policy

Awards Criteria

Academic merit will be determined on the basis of grade point average or reasonable progress in the program after the completion of course work as determined by the Academic Advisor, Dissertation Supervisor, and the Dissertation Committee. The award criteria apply to regular awards as well as to special awards, including the Dissertation Fellowship and the International Recruitment Award (IRA). No separate application for either the regular or special awards is required.

Eligibility Requirements

1. There is no restriction based on citizenship or status in Canada.
2. Students beyond the fifth year of a doctoral program (i.e. beyond Ph.D. 5) are not eligible to hold a University of Toronto Fellowship.
3. Academic merit will constitute the single criterion for the award of University of Toronto Fellowships to otherwise eligible students. New students must have an A-average or better in the final years of their previous program at the University of Toronto, or its equivalent from an approved university. Current University of Toronto Fellowship holders must maintain a minimum annual standing of A- or be deemed to be making satisfactory progress towards the degree for which they are registered as determined by the Graduate Affairs Committee in consultation with the Advisor, Supervisor, and Dissertation Committee as the case may be.
4. The renewability of an award is dependent on the maintenance of the minimum annual standing or an assessment of satisfactory progress in the program as well as on the graduate student financial support budget available to the Department in a given year.

5. Students with an A- or better annual standing must apply for external awards in order to be considered for a University of Toronto Fellowship.

6. Where programs exist that can be followed on a part-time basis, graduate students with a disability, which prevents them from enrolling on a full-time basis, may be considered for a University of Toronto Fellowship on the basis of academic merit under certain circumstances. For this purpose, disability is defined under the Human Rights Code, Chapter 53, Section 9 (1). (b). To be eligible, students must provide the department with a letter from the Director of Special Services to Persons with a Disability confirming that part-time study is de facto full-time study for the student.

Terms of Award

1. **Status in Program.** With the exception noted in paragraph 6 above, students must be registered as a full-time degree candidate in order to hold the award. Students who fail to maintain at least an **A-** average or satisfactory progress towards the degree for which they are registered as determined by the graduate unit will forfeit subsequent installments of their award. Students must be in full-time attendance for a minimum of fourteen weeks in any term during which they hold an award. If absence is to exceed four weeks in any term, students must apply through the Department for off-campus approval.

2. **Remuneration from Other Sources.** University of Toronto Fellowships will normally be adjusted for recipients who subsequently receive a major external award, e.g. SSHRC/OGS, etc.

Payment Procedures

Award payments to students are made 2 or 3 times a year September, January and May. Fees are not deducted from the September award instalment except in cases where a student has arrears. January and May award instalments will be posted to the student's fees account and automatically put towards tuition and/or any outstanding charges.

Depending on the value of the award you are receiving, it will be paid in one, two, or three instalments. For those receiving a tuition scholarship from the department, the award will be credited towards your fee account in one or two instalments.

Students may check the award offer letter (if applicable), or the individual award program information available in this website to find more about the "terms and conditions" of their award.

Students must keep their address current on [ACORN](#).

COURSES OF INSTRUCTION 2018-2019

Note: A number of graduate courses in Near and Middle Eastern Civilizations demand ability to handle primary sources in the original language or languages.

ANCIENT NEAR EASTERN STUDIES

ASSYRIOLOGY

NMC 1001Y INTRODUCTION TO AKKADIAN (=NML 305Y)

This elementary Akkadian course is devoted to the study of the classical Old Babylonian dialect. The grammar is studied in depth throughout the year, using as textbook J. Huehnergard's *A Grammar of Akkadian*. Students must also learn the basic cuneiform signs in their standard Neo-Assyrian shape. At the end of the year students will have read most of the *Code of Hammurabi* and selections from omen literature, royal inscriptions, and letters. It would be advantageous for students to obtain a copy of the basic sign list in advance of the commencement of the course.

Evaluation: based upon a series of tests and class participation.

O. Boivin	T R 10 - 12	SS 2101
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NMC 1002Y SELECTED STANDARD AKKADIAN TEXTS (=NML 405Y)

This intermediate Akkadian course is devoted to the study of the literary Akkadian dialect of the late second and first millennia, usually known as Standard Babylonian. Students will read excerpts of literary texts and royal inscriptions in R. Borger's *Babylonisch-Assyrische Lesestücke* and eventually proceed to more ambitious compositions such as *The Annals of Sennacherib* and *Enuma Elish*. Students are also expected to deepen their knowledge of the Neo-Assyrian cuneiform script.

Evaluation: based on two term tests and class participation.

Not offered 2018 - 2019

NMC 1003Y AKKADIAN HISTORICAL TEXTS

In this course we read and analyze texts that are commonly called "historical", such as royal inscriptions, chronicles, historical-literary compositions, *kudurrus*, etc. Considerable attention is devoted to both the historical aspects of the context and historiographical questions. Texts in various dialects and scripts are studied.

P.A. Beaulieu	T R 10 - 12	00
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NMC 1004Y INTERMEDIATE SUMERIAN

The course includes readings on specific problems of Sumerian grammar and study of literary and lexical texts, chiefly from the Old Babylonian period (ca. 2000-1600 B.C.). Students are expected to deepen their knowledge of the cuneiform script and to be able to undertake individual research on Sumerian language and texts by the end of the year. To that effect much emphasis will be put on methodology: how to use dictionaries, electronic databases, sign lists, editions of ancient lexical and grammatical texts.

NMC 1005Y THE ASSYRIAN LANGUAGE

The course begins with a survey of Assyrian grammar, emphasizing the differences between the Assyrian and Babylonian dialects of Akkadian and setting Assyrian within the historical development of Akkadian and more generally of Semitic languages. The main part consists of readings of texts from the Old Assyrian period (2000-1700 B.C.), the Middle Assyrian period (1400-1100 B.C.), and the Neo-Assyrian period (900-600 B.C.).

H. Baker	R 4 - 7	UC 148
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NMC 1006Y AKKADIAN LITERARY TEXTS

In this course we will read extensive selections from the Akkadian Gilgamesh Epic. Reference to the Gilgamesh Sumerian material (in English translation) and extensive bibliography about the epic will also be examined in class. Texts: S. Parpola, *The Standard Babylonian Epic of Gilgamesh*, The Neo-Assyrian Text Corpus Project, Helsinki, 1997. J. Black, A. George and N. Postgate, *A Concise Dictionary of Akkadian*, 2nd Printing, Harrassowitz, 2000.

Not offered 2018 - 2019

NMC 1007Y AKKADIAN LETTERS AND BUSINESS DOCUMENTS (EARLY PERIOD)

This course is devoted to the study of letters, legal texts, and administrative documents from ca. 2350-1600 B.C.E. (Old Akkadian to Old Babylonian). The purpose is for students to deepen their ability to read classical and peripheral Old Babylonian texts with the cursive script of that period, and acquire basic knowledge of Old Akkadian. Attention will also be paid to the historical and cultural significance of these texts and to their archival and archaeological context.

Not offered 2018 - 2019

NMC 1008Y BABYLONIAN ARCHIVAL TEXTS

This course is devoted to the study of letters, legal texts, and administrative documents from the Middle, Neo- and Late Babylonian periods (ca. 1400-100 B.C.E.). Considerable attention is devoted to the archival and archaeological context of these documents and to their political, economic, and social setting. By the end of the year students are expected to acquire a working knowledge of Middle and Neo-Babylonian grammar and script.

Not offered 2018 - 2019

NMC 1009Y INTRODUCTION TO SUMERIAN

The course will include basic and intermediate study of grammar Sumerian and its complex writing system. The course will involve reading and discussion of the main grammatical works as well as progressive exercises from actual texts. By the end of the year students should have acquired a fairly good understanding of the grammar and script and be able to read royal inscriptions and basic economic and administrative texts.

Evaluation: Two mid-terms, one mid-year, and one final examination, with a weighting of 20% for each examination. Class participation is 20%.

Not offered 2018 - 2019

NMC 1010H-S MESOPOTAMIAN SOCIETY AND ECONOMY = (NMC 449H)

The course examines Mesopotamian society and economy from the third millennium BC to the first millennium BC using cuneiform documents in translation. It focuses on the key institutions (palace, temple, household) and traces their changing organization and economic role over the course of Mesopotamian history.

Not offered 2018 - 2019

NMC 1020H ANCIENT MESOPOTAMIA I: SUMERIANS & AKKADIANS (=NMC 346H)

From ca. 3000 to 1600 B.C.E. the Ancient Near East was the stage upon which parts were played by a variety of peoples and because of their great achievements, this area has often been called the "Cradle of Civilization." This course provides a broad perspective of the major events and developments, as well as a more intensive examination of specific topics: political ideology, religion, literature, and law. Such matters as the city-states of the early Sumerians, the rise of Semitic nation-states, and the famous law collection of Hammurabi of Babylon will be examined making use of both textual and archaeological evidence. The reading of original sources in translation is stressed.

P.A. Beaulieu	T 3 - 6	ES 4000
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NMC 1021H ANCIENT MESOPOTAMIA II: ASSYRIANS & BABYLONIANS (= NMC 347H)

This course examines the political and cultural history of the peoples of the ancient Near East from ca. 1600 B.C.E. to the conquest of Babylon by the Alexander the Great in 331 B.C.E. The rise of great states, the formation of the Assyrian empire, and the scholarly achievements of the Assyrians and Babylonians will be among the topics examined. Both textual and archaeological evidence are considered and the reading of original sources in translation is stressed.

H. Baker	T 3 - 6	BF 323
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NMC 1022H THE BABYLONIAN CITY (=NMC 446H)

The course uses written and archaeological evidence to examine the physical form of the Babylonian city in the first millennium BC as the setting for the daily activities of its inhabitants. It examines, in detail, the key components of the Babylonian city. The course emphasises reading and historical evaluation of written sources in translation, including selected royal inscriptions, topographical texts, and legal and administrative documents.

H. Baker	W 4 - 6	LM 123
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NMC 1023H THE NEO-ASSYRIAN EMPIRE (=NMC 447H)

The course offers a detailed introduction to the Neo-Assyrian Empire and how it functioned, based on study of a representative selection of written sources (in translation). It examines Assyrian kingship, imperial administration, and daily life as reflected in the texts, including the royal inscriptions, official correspondence, astrological reports, and everyday legal and administrative documents. The course studies a cross-section of Assyrian society taking into account various perspectives, from the king and his highest officials and court scholars to the lowest-ranking subjects and deportees. It also investigates the economic basis of the Assyrian empire, including taxation and tribute, booty from military conquest, specialist craft production, and agriculture. The course emphasises the historical evaluation and interpretation of the primary written sources.

Not offered 2018 - 2019

NMC 1613Y ANCIENT NEAR EASTERN RELIGIONS (=NMC 380Y)

A comparative study of common myths and religious practices of the ancient Near East based on a study of Sumerian, Babylonian, Ancient Syrian, Biblical, Hittite, and Ancient Greek texts.

A. Porter	M 1 - 3	SS 2119
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NMC 1701Y SELECTED READINGS IN SUMERIAN

In this course students will read and discuss Sumerian texts from autograph copies, photographs, and digital images. Students will also learn how to prepare a standard edition from several ancient manuscripts, with critical apparatus and philological discussion. A variety of texts will be studied, but emphasis will be on literary texts from the third to the first millennium B.C.E. Bilingual texts (Sumerian-Akkadian) will also be introduced.

Not offered 2018 - 2019

ARAMAIC-SYRIAC STUDIES

NMC 1100Y INTRODUCTION TO ARAMAIC (=NML 220Y)

The course is designed to introduce the student to the Aramaic language through selected readings and a study of grammar. First term: Ezra 4:8-6:18; 7:12-26; and selected Aramaic texts from the 5th/4th centuries B.C.E. Second term: Daniel 2:4-7:28. Grammar will be studied with reference to Hebrew and Syriac. Because of the type of Aramaic studied, students of Akkadian and Egyptian should be interested. The course is valuable for students concentrating on Syria-Palestine.

Evaluation: based on class participation, at least two tests, and an essay.

NMC 1101Y EARLY SYRIAC TEXTS (=NML 421Y)

As a first step in this course, Old Syriac inscriptions and contracts from Edessa and its vicinity (1st to 3rd centuries C.E.) are read. These texts belong to a late Aramaic dialect and, therefore, a description of the grammatical features of this dialect is given, as contrasted with Imperial Aramaic. As a second step in this course, sections from the Peshitta version of the Bible, namely the Pentateuch, are read and analyzed. Comparison of vocabulary, expressions, and verb usages in the Peshitta and in the various Targumim will be made. Exegetical commentaries of the Bible, verse homilies and hymns, historiographical literature, and spiritual and mystical writings could also be read. Syriac literature is of interest to Near and Middle Eastern studies, religious studies, church history and theology, Jewish studies, classics, mediaeval studies, etc.

Evaluation: based on class participation, one test, and an essay.

Not offered 2018 - 2019

NMC 1102Y PALESTINIAN ARAMAIC TEXTS (=NML 420Y)

This course is designed to enable students to undertake intensive study in the Palestinian dialect of Aramaic (Western Aramaic) found in the Palestinian Talmud and the Palestinian midrashic texts. This year we will begin our study with Tractate Niddah chapters 1 and 2. We will focus on Aramaic terminology and its function in the punctuation of the text. We will examine the way in which tannaitic material, especially Tosefta, is used in text. Special attention will be paid to the parallels in the Babylonian Talmud to determine the mode and accuracy of transmission. Secondary literature and aids such as the Bar-Ilan database, concordances, and dictionaries will be introduced to the student.

T. Meacham	W 9 - 12	SS 2116
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NMC 1104Y ANCIENT ARAMAIC EPIGRAPHY

In this course students will read, translate and discuss a large selection of ancient inscriptions written in the various Aramaic dialects. Inscriptions dated between the 9th and 7th centuries B.C.E., originating mostly from Northern Mesopotamia, Syria, and Palestine, will be read first; inscriptions coming from Egypt, Arabia, Syria, Asia Minor, and Mesopotamia, dated between the 7th and 3rd centuries B.C.E. will be then dealt with; and later in the academic year students will read inscriptions from Palmyra, Edessa, and Hatra, dated after the 2nd century B.C.E.

Evaluation: based on class participation, one major essay and one final exam.

Not offered 2018 - 2019

NMC 1105Y SYRIAC HISTORICAL TEXTS

Selected texts from the extensive Syriac historiographical literature will be read in the original Syriac language and scripts and analyzed for style, grammar, and content. The texts will be taken from Syriac chronicles, of which there is a series culminating in the voluminous works of Michael the Syrian (12th century) and Bar-Hebraeus (13th century). Both are precious sources, mainly but not exclusively, for the history of the Crusades. Particular attention will be paid to the history of the Middle East and Byzantium from the 5th to the end of the 14th centuries. Students are expected to prepare the texts in advance for reading and analysis in class.

Evaluation: based on class participation, one major essay, and one final test.

Not offered 2018 - 2019

NMC 1106Y SYRIAC EXEGETICAL TEXTS

Selections from exegetical literature on the Bible will be read in Syriac and will be analyzed not only for their linguistic form and data, but also for their interpretive content. Extant literature includes commentaries on Genesis and Exodus by Ephrem the Syrian (4th century), as well as commentaries on all biblical books by Ishodad of Merv (9th century) and Dionysius bar Salibi (12th century). In addition, numerous "scolia" on individual passages have survived, such as those of James of Edessa (7th century) and, further, his Hexaemeron, a commentary on the six days of creation. In light of the chronological span of the literature, some attention will be paid to the development of Syriac interpretive tradition.

Prerequisites: NMC 1100Y Introduction to Aramaic

Evaluation: class participation, a major essay, and a final examination.

Not offered 2018 - 2019

NMC 1110H PALESTINIAN TARGUM (=NML 320H)

Various texts in the Pentateuch dealing with ritual impurity, birth, Levirate marriage, marriage, and divorce in both legal and narrative sections will be studied using the following Targumim: Onkelos, Pseudo-Jonathan, and Neofiti. The Samaritan and Syriac Targumim will be collated as additional references. Midrashic sources of Pseudo-Jonathan and Neofiti will be discussed. A comparative study of the Targumim will be made in reference to grammar, syntax, vocabulary, and translation strategies.

Solid background in Biblical Hebrew or Introductory Aramaic or experience with Eastern Aramaic from the Babylonian Talmud required.

T. Meacham	R 9 - 12	SS 2116
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NMC 1111Y BABYLONIAN ARAMAIC (= NML 359Y)

Learning the syntax of Babylonian Aramaic and building vocabulary will be accomplished through study of the text of a Babylonian Talmud tractate and its traditional commentaries. Comparisons to Biblical Aramaic and other Aramaic dialects will be noted. Y. N. Epstein's *Aramit Bavlit* will be the reference for grammar study. M. Sokoloff's *A Dictionary of Jewish Babylonian Aramaic* is the required dictionary. Jastrow's *Dictionary of Talmud Babli, Yerushalmi, Midrashic Literature and Targumim* may also be helpful. Strong Hebrew background and/or introductory Aramaic required.

Not offered 2018 - 2019

EGYPTOLOGY

NMC 1201Y INTRODUCTION TO MIDDLE EGYPTIAN (=NML 240Y)

This course introduces students to the hieroglyphic script and the classical form of the ancient Egyptian language. After the basic elements of grammar are mastered, the class will begin the reading of simple hieroglyphic texts.

Evaluation: based on 3 quizzes (10%), 4 take-home assignments (20%), 2 take home-tests (35%), 1 final in-class test (15%), and class participation and attendance (20%).

S. Zago	M W F 10	SS 1078
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NMC 1202Y MIDDLE EGYPTIAN TEXTS (=NML 340Y)

A continuation of NMC 1201Y, in which the student is exposed to a wide range of hieroglyphic texts in the Middle Egyptian dialect of an historical, literary, religious, and economic nature. The grammar and syntax covered in NMC 1201Y are reviewed intensively.

Evaluation: based on class participation (35%), one essay (25%), and two take-home examinations (15% and 25%).

R. Leprohon	M W F 11	SS 2104
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NMC 1203Y LATE EGYPTIAN TEXTS

The course is designed to introduce the student to the Late Egyptian dialect attested from the New Kingdom on. Students will be introduced to grammar, syntax, and orthography through readings of original texts; these will include stories, letters, business documents, and formal inscriptions. Standard grammars and dictionaries are supplemented by the instructor's notes and handouts.

R. Leprohon	M 2 - 5	WE 75
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NMC 1204Y CURSIVE SCRIPTS

In this course we read and analyze texts written in the cursive script known as "hieratic". Texts from all periods of Egyptian history will be read, hence a sound knowledge of all stages of the Egyptian language will be necessary.

Not offered 2018 - 2019

NMC 1209H OLD EGYPTIAN TEXTS

An advanced language seminar that introduces the student to the grammar and writing system of Egyptian texts from the Old Kingdom and First Intermediate Periods (ca. 2400–2100 B.C.E.). Texts studied are from funerary, legal, administrative, and cultic contexts, with a focus on autobiographical texts and their development over time. All texts will be read in the original, and students will learn to analyze them in terms of both language/grammar and content. The historical and social, as well as the archaeological, context of the texts will be given due weight.

Prerequisites: NMC 1201Y, NMC 1202Y

Not offered 2018 - 2019

NMC 1210H ANCIENT EGYPTIAN HISTORICAL TEXTS (=NML 440H)

This is an advanced language seminar that introduces the student to the analysis, in terms of both language/grammar and content, of Egyptian texts of historical significance. Texts from the periods of the Old Kingdom up to the Late Period will be studied, and all texts will be read in the original. Particular attention will be paid to the cultural and social context of the texts, and questions such as how to best define “historical texts”, and to what extent literary texts may be used as historical sources, will be discussed.

Prerequisites: NMC 1201Y, NMC 1202Y

Not offered 2018 - 2019

NMC 1213H ANCIENT EGYPTIAN RELIGIOUS & FUNERARY LITERATURE (=NML 441H)

This is an advanced language seminar that introduces the student to the analysis, in terms of both language/grammar and content, of texts that elucidate Egyptian religious conceptions. Texts from all periods of pharaonic history will be studied, and all texts will be read in the original. A particular focus will be on texts from funerary contexts, for which the most complete sources can be found, but cultic, magical, and theological texts will also be studied.

Prerequisites: NMC 1201Y, NMC 1202Y

Not offered 2018 - 2019

NMC 1215H ANCIENT EGYPTIAN INSTRUCTIONAL TEXTS

Semester-long reading of ancient Egyptian Instructional Texts, aka “Wisdom Literature”, this will be read in Egyptian hieroglyphic script.

Prerequisites: NMC 1201Y, NMC 1202Y

NMC 1401H ANCIENT EGYPTIAN CULTURAL HISTORY I

This course examines the cultural and political history of ancient Egypt from the Predynastic period through the Middle Kingdom, emphasizing the analysis of primary sources of evidence (inscriptional, archaeological, iconographic) and the role of critical thinking in the reconstruction of ancient history.

Not offered 2018 - 2019

NMC 1402H ANCIENT EGYPTIAN CULTURAL HISTORY II

This course examines the cultural and political history of ancient Egypt from the Middle Kingdom through the Ptolemaic Period, emphasizing the analysis of primary sources of evidence (inscriptional, archaeological, iconographic) and the role of critical thinking in the reconstruction of ancient history.

Not offered 2018 - 2019

NMC 1416H EGYPTIAN ICONOGRAPHY

This course deals with the recognition and interpretation of ancient Egyptian symbols and the representations of divine and royal figures as preserved in the epigraphic record.

Evaluation: seminar presentations, class participation, and a major research paper.

Not offered 2018 - 2019

NMC 1614Y ANCIENT EGYPTIAN RELIGION (=NMC 382Y)

(Ph.D. students in Near and Middle Eastern Civilizations excluded) The purpose of this course is to introduce students to the religion of ancient Egypt. A number of themes, such as the gods, mythology, the afterlife, cult and ritual, etc., will be studied through primary sources in translation. These documents will enable the student to understand the religious beliefs and practices of the ancient Egyptians, and to set them within their historical and social contexts.

Evaluation: based on class participation (10%), two tests, one at the end of each term (20% each), and 2 essays (20% and 30% each).

Not offered 2018 - 2019

HEBREW AND JUDAIC STUDIES

NMC 1305H EARLY HEBREW EPIGRAPHY

A seminar on ancient Hebrew inscriptions, as well as the closely related Moabite, Edomite, Ammonite, and Phoenician texts. Knowledge of biblical Hebrew is supposed. A basic bibliography is supplied, and a grasp of the scholarly literature is required. The texts are prepared in advance and presented by the students, with emphasis on grammatical, syntactic, literary, historical, and religious questions, and with consideration of orthographic and paleographical issues.

Evaluation: based on the seminar presentations, a research paper, and one exam.

Not offered 2018 - 2019

NMC 1306H SCRIBES, MANUSCRIPTS AND TRANSLATIONS OF THE HEBREW BIBLE

This course focuses on text-critical study of the Hebrew Bible, providing an introduction to the manuscript evidence from the Dead Sea Scrolls, the Septuagint, the Masoretic text, and the Samaritan Pentateuch, as well as from other ancient sources. Issues pertaining to paleography, orthography, and manuscript production are discussed, as well as processes of textual composition and development, and techniques used by ancient translators (Greek, Latin, etc.). Of particular interest is the state of the biblical text leading to the time of canonization in the first or second century C.E. Elementary Hebrew is a prerequisite and elementary Greek recommended.

S. Metso	R 12 - 2	AP 124
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NMC 1307H HISTORY OF ANCIENT ISRAEL

Against the background of the neighbouring civilizations, the course will examine Israel's view of her origins, the early settlement in Canaan, the united monarchy, the two kingdoms, their downfall and exile, and the restoration of the Jerusalem religious community in the Persian Empire. Socio-economic, cultural, and religious structures and accomplishments will be discussed at convenient points of this chronological framework.

Evaluation: based on weekly participation, including reading Hebrew (34%), a term exam (33%) and a research paper (33%).

Not offered 2018 – 2019

NMC 1308H READINGS IN HEBREW BIBLE

This course will cover the Hebrew text of a biblical book (e.g. Samuel, Ezekiel) or a thematic group (e.g. wisdom literature, minor prophets) in order to develop skills of close textual analysis and to learn and apply the tools of critical biblical scholarship.

Evaluation: based on participation (20%) and class presentations (30%), and on one major research paper (50%).

R. Holmstedt	T 9 - 12	KP 113
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NMC 1309H WISDOM IN ANCIENT ISRAEL

Ancient Jewish sages understood wisdom as a ‘skill in living,’ practical knowledge of the laws of life and of the world, based upon experience. Some of history’s most enduring collections of ancient wisdom are included in the Hebrew Bible books of Job, Proverbs, and Ecclesiastes, and wisdom perspectives are also found in the Song of Songs and many of the Psalms. This course will consist of ‘close-reading’ of selections of Proverbs, Ecclesiastes, and Job in order to develop skills in reading biblical wisdom literature in its literary and ancient Near Eastern historical contexts.

Evaluation: based on participation (20%) and class presentations (30%), and on one major research paper (50%).

Not offered 2018 - 2019

NMC 1310H READINGS IN SECOND TEMPLE PERIOD TEXTS

This course provides an advanced investigation of selected issues in ancient Jewish texts stemming from the Second Temple Period (5th cent. BCE – 1st cent. CE) and includes comparative study of biblical writings, apocrypha and pseudepigrapha, the Dead Sea Scrolls, and writings of ancient Jewish historians and philosophers. The specific topic of the course varies from one semester to another, and can deal with, e.g. language, scriptural interpretation, poetry and liturgy, theology, legal developments, and social and political history. The course has a strong research and writing component.

Prerequisites: Knowledge of Hebrew required. Greek or Aramaic may be recommended

Not offered 2018 – 2019

NMC 1311Y POST BIBLICAL HEBREW: MISHNAH AND MIDRASHIM

Various current researches in Tannaitic and/or Midrashic literature will be the focus of this course. The relationship of Midrash to Tosefta and to the Talmuds; the relationship of the Halakhic Midrashim to these; comparisons among redactional time frames; and text-criticism are all topics that will be addressed, with emphasis changing in accordance with the background of the student.

Not offered 2018 - 2019

NMC 1313H MISHNAH AND TOSEFTA

Mishnah and Tosefta constitute two of the three foundational documents of Middle Hebrew. The purpose of this course is to introduce students to specific features of this level of Hebrew (syntax, grammar, vocabulary), to note the developments from Biblical Hebrew, to examine these compositions independently, and to analyze their interaction (textuality and intratextuality). Tractate Niddah will be the focus of our analysis. We will also examine current scholarly positions concerning the redaction of these documents and their relationship to each other. Students will be trained to use the Bar Ilan Responsa Project database effectively to facilitate word searches and location of parallels to assist them in evaluating variant readings. Students will learn to interpret and to create a critical apparatus.

Evaluation: one test (30%), two exercises (15% each), one essay (30%), active class participation (10%.)

Prerequisites: Knowledge of Intermediate Hebrew (Biblical or Modern).

Not offered 2018 - 2019

NMC 1314H-S LAW IN ANCIENT JUDAISM

Law reflects the way in which society understands and organizes itself through common agreements and forms of restraint. This course examines the different ways religious legislation was generated in ancient Jewish communities and the different functions such legislation served in these communities. Special attention will focus on the legal codes embedded in the Torah, exploring the many similarities with and dependence upon other ancient Near Eastern legal corpora and judicial systems. Extra-canonical Jewish texts from the Second Temple and early rabbinic period will be studied as well, since they illumine the processes of scriptural exegesis and community development through which legal codes evolved.

Not offered 2018 - 2019

NMC 1315H ADVANCED READINGS IN THE DEAD SEA SCROLLS

Discoveries at Qumran near the Dead Sea unearthed a library of an ancient Jewish community containing over 900 fragmentary scrolls. Included were manuscripts of the Hebrew Scriptures, apocrypha and pseudepigrapha – some of which were previously known, many unknown – and writings composed by the community. Among them were texts concerned with religious law, exegetical texts, calendrical and sapiential texts, as well as liturgical and poetic compositions. This course focuses on selected Scrolls with special attention to the language, form and content, and scribal characteristics of these texts. Knowledge of Hebrew is required.

Not offered 2018 - 2019

NMC 1316H MODERN HEBREW POETRY (=NML 455H)

Extensive reading in the works of a major poet. Emphasis will be on the poetry of Bialik and Amichai. Conducted in Hebrew.

Evaluation: Based on one paper, one term test, and class participation

Prerequisites: Permission of instructor

H. Fox	R 5 - 7	SS 2112
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NMC 1317H MODERN HEBREW PROSE (= NML 456H)

The course is designed to introduce the advanced student of Modern Hebrew to modern prose written primarily in what today is this state of Israel. To this end we spent two weeks looking at the motifs and styles available in contemporary children's literature with an eye to the use of biblical allusions. This then serves as background to a study of selections of short stories by the Nobel laureate Agnon. The conclusion of the course is an analysis of one of Agnon's major novels. Having mastered primary reading skills in prose literature, students will be introduced to postmodern literary analysis, misprision, anxiety of influence, and temporal cultural models. The course will be conducted in Hebrew and students are strongly urged to write their essays in Hebrew.

Evaluation: One term test (30%), one essay (60%) and active class participation (10%).

Prerequisites: Permission of instructor.

Not offered 2018 - 2019

NMC 1318H MIDRESHEI HALAKHA: PURITY AND CULTIC TEXTS

Halakhic Midrash, the rabbinic continuation of biblical law, is one of the three major literary creations of the Tannaitic period, making it one of the most important sources for Middle Hebrew. Midreshei Halakha are the ancient Jewish biblical interpretations and constitute the earliest and closest reading of the Pentateuch excluding Genesis. A study of terminology and methodology indicates the existence of two midrashic systems: D'vei R. Yishmael and D'vei R. Aqiva. We will examine the scholarly debate concerning the exact time in which midreshei halakha were composed and redacted and concerning the transfer of terminology and material between the schools. In this course we shall study selections from the cultic and purity texts from Leviticus in Sifra or Torat Kohanim and/or from Numbers in Sifrei and Sifrei Zuta. In the course of our study, we shall develop facility with midrashic terminology and midrashic logic. We shall compare the texts in the standard scholarly editions with the manuscripts of those texts, parallel material in other compositions in Middle Hebrew (Mishnah and Tosefta) and the Talmudim. Students will gain facility in reading and creating a critical apparatus. This course will demonstrate the context of ancient Jewish law in matters of purity and cultic practice for students of Hebrew Bible, Dead Sea Scrolls, and Rabbinics.

Evaluation: Based upon one test (30%), two exercises (15% each), one essay (30%) and active class participation (10%).

Prerequisites: Solid knowledge of Hebrew (grade 12 or advanced Hebrew)

Not offered 2018 - 2019

NMC 1319H MIDRESHEI HALAKHA: LEGAL TEXTS & NARRATIVE

Halakhic Midrash, the rabbinic continuation of biblical law, is one of the three major literary creations of the Tannaitic period, making it one of the most important sources for Middle Hebrew. In this course, students will study selections from the legal texts of Exodus in Mekhilta and Mekhilta deRabbi Shimon ben Yohai, and/or from the legal texts of Deuteronomy in Sifrei Devarim. Students will develop facility with midrashic terminology and midrashic logic. They will compare the texts in the standard scholarly editions with the manuscripts of those texts, parallel material in other compositions in Middle Hebrew (Mishnah and Tosefta), and the Talmudim. Students will gain facility in reading and creating a critical apparatus. This course will demonstrate the context of ancient Jewish law for students of Hebrew Bible, Dead Sea Scrolls, and Rabbinics.

Evaluation: Based upon one test (30%), two exercises (15% each), one essay (30%) and active class participation (10%).

Prerequisites: Solid knowledge of Hebrew (grade 12 or advanced Hebrew)

Not offered 2018 - 2019

NMC 1326Y TOPICS IN MIDRASHIC LITERATURE

This course is intended to introduce the student to the exegetical methods of the rabbis in their analysis of concepts related to the Divine, man, and the Jewish people. The selections are chosen from the two Talmuds as well as other midrashic and rabbinic literature. Close attention will be paid to the literary forms, organization, language, and technique of this material. The course is conducted in Hebrew; essays to be written in Hebrew. Each student will be expected to conduct a 20-minute seminar, for which she/he will prepare an outline with questions, for the second term, on a subject to be selected from a list of prepared topics or on a topic from her/his own choosing in consultation with the instructor.

Evaluation: Based on active class participation, preparation of seminar (25%); two major research essays, one in each term (50%); and one final take-home examination at the end of the second term (25%).

Not offered 2018 - 2019

NMC 1327H THEMES IN MIDRASHIC LITERATURE

This course is intended to introduce the student to the exegetical methods of the rabbis in their analysis of concepts related to the Divine, to human beings, and to the Jewish people. The selections are chosen from the Babylonian and Jerusalem Talmuds and midrashic and other rabbinic literature. Close attention will be paid to the literary forms, organization, language, and exegetical techniques of this material. The student will be introduced to concepts of philology, text criticism, and redaction criticism, and become acquainted with the manuscript traditions of the primary text analyzed. The shaping and reshaping of these traditions will be explored through a study of textual parallels. The essential modern debates concerning the text under consideration will inform the background of the study as well as methods to help resolve if possible these scholarly conflicts.

Not offered 2018 - 2019

NMC 1328H- F INTERTEXTUALITY: TANNAITIC AND AMORAIC LITERATURE

This course will examine the interconnections between the various layers of rabbinic literature in terms of theme, sources, hermeneutics, orality, and textual variation. Development of terminology and exegetical methods from the earlier

to the later genres of literature will be investigated. Solid knowledge of Hebrew and some background in Aramaic are prerequisites for this course. All textual readings in the seminar course will be in original languages. Students will be introduced to the use of the most important database in rabbinic literature, about Bar Ilan Responsa Project and learn its usefulness in comparing texts.

Not offered 2018 - 2019

NMC 1330H INTRODUCTION TO MODERN HEBREW I

Introduction to the fundamentals of Hebrew grammar and syntax. Emphasis of the development of oral and writing skills, reading and decoding skills and vocabulary

Not offered 2018 - 2019

NMC 1331H INTRODUCTION TO MODERN HEBREW II

Introduction to the fundamentals of Hebrew grammar and syntax. Emphasis of the development of oral and writing skills, reading and decoding skills and vocabulary

Not offered 2018 - 2019

NMC 1332H INTERMEDIATE MODERN HEBREW I

This course marks the transition from easy to regular Hebrew. Conversational skills developed by regular participation in class presentations and discussions of current events and cultural issues; reading unadapted texts, simple articles in regular Hebrew; beginning of practical writing on topics discussed in class, writing about personal experiences, writing of structured compositions; completion of syntactic study of main structures; study of the weak verb.

Not offered 2018 - 2019

NMC 1333H INTERMEDIATE MODERN HEBREW II

This course offers practice in understanding both spoken word and written Hebrew at a university level. Focuses on: (1) Comprehension: listening to the news, radio and television programs, and lectures in regular Hebrew; (2) Conversation: intensive practice in oral expression to improve proficiency; (3) Reading: texts from various academic fields, the press and literature; (4) Writing: practical writing and the expression of opinions; (5) Grammatical Skills: enhanced perception of the construction of language; broadening of grammatical knowledge.

Not offered 2018 – 2019

NMC 1334H ADVANCED MODERN HEBREW I

This course offers practice in understanding both spoken word and written Hebrew at a university level. Focuses on: (1) Comprehension: listening to the news, radio and television programs, and lectures in regular Hebrew; (2) Conversation: intensive practice in oral expression to improve proficiency; (3) Reading: texts from various academic fields, the press and literature; (4) Writing: practical writing and the expression of opinions; (5) Grammatical Skills: enhanced perception of the construction of language; broadening of grammatical knowledge.

Not offered 2018 - 2019

NMC 1605H SPECIAL TOPICS IN COMPARATIVE RELIGIOUS LAW

This course will examine certain aspects of family law in three religious traditions in our Department: Judaism, Zoroastrianism, and Islam. We will review some literature in legal theory in order to test its applicability to religious-based law. Among the issues that we will discuss are marriage repudiation (Judaism and Islam), the time required to wait after being widowed or divorced before remarriage (Judaism and Islam), inheritance law and divorce (Judaism, Islam, and Zoroastrianism). We shall also compare how these religious – legal texts relate to rape, seduction, and issues of incest. Sectarian approaches to these legal issues will be examined, for example, how biblical law is interpreted in Qumran, by the rabbis, and how these topics are addressed by the Four Schools in Islamic law and earlier and later Zoroastrian law.

Prerequisites: Permission of instructor

Not offered 2018 - 2019

NMC 1607H LIFE CYCLE AND PERSONAL STATUS ISSUES IN JEWISH LAW/BIOMEDICAL ETHICS AND REPRODUCTIVE TECHNOLOGY (=NMC 384H)

The focus of this course is biomedical ethics, Jewish law (*halakhah*), and reproductive technology. We will examine the Jewish positions as examples of legal-religious models chiefly in reference to posthumous semen donation, artificial insemination, *in vitro* fertilization, and surrogacy. Personal status issues involved for the mother(s), father(s), the fertilized ovum, embryo, fetus, or infant and the role of *halakhah*, the civil legal system and the state of determining the legal status of all parties are of particular interest. The medical, legal, and ethical ramifications of fertility control and the problem of infertility have been discussed since antiquity. Jewish texts concerning reproductive issues from the Bible through rabbinic literature to the modern era will serve as the basis for this course

on Jewish legal literature. We shall test the rabbinic discussions as to their validity in the modern biomedical ethical, legal, and political contexts.

Prerequisites: Permission of instructor

T. Meacham	W 2 - 4	SS 2116
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NMC 1608H GENDER ISSUES IN JEWISH LAW (=NMC 484H)

This course will have a variety of topics dealing with classical Jewish writings from the Bible through rabbinic literature, legal codes, and modern Jewish approaches.

Prerequisites: Permission of instructor

Not offered 2018 - 2019

NMC 1609H GENDER-RELATED TOPICS IN LAW AND RELIGION (=NMC 484H)

The topic to be covered is Constructions of Sexes, Genders, and Sexualities in Rabbinic Literature. We shall deal with legal and biological definitions of sex and intersex in classical Jewish writings from the Bible through rabbinic literature, legal codes, and modern Jewish approaches, including biomedical ethics on sex assignment. We shall examine texts dealing with the legal definitions of sex acts and their legal repercussions. Constructions of the very different male and female genders and rabbinic attempts to categorize the gender of an intersex will be studied as well as sexualities (heterosexuality, homosexuality, bisexuality, asexuality, and solitary sexuality). We shall attempt to discern trends in their constructions and the impact of cross-cultural influences on Jewish approaches to sex, gender, and sexuality.

Prerequisites: Permission of instructor

Not offered 2018 - 2019

NMC 1651H PHOENICIAN AND PUNIC EPIGRAPHY

A seminar on Phoenician and Punic inscriptions and their relationship to contemporary Judaeon literature. Knowledge of biblical Hebrew is supposed. The texts are prepared and presented by the students. Preparation includes grammatical, syntactic, literary, historical, and palaeographical analysis, in the light of the relevant scholarly literature, and with due attention to comparative materials.

Evaluation: based on the weekly seminar presentations, and on an essay or an exam, whose weight is determined by mutual agreement.

Not offered 2018 - 2019

NMC 1652H UGARITIC

A seminar on the language and literature of Ugarit. Knowledge of biblical Hebrew or some other Semitic language is presupposed. The texts are prepared in advance and presented by the students, with attention to grammar and syntax, and with consideration of literary and religious questions, from an historical and comparative point of view, and with reference to all the relevant scholarly literature.

Evaluation: based primarily on the seminar presentations, secondarily on an exam, whose weight is determined by mutual agreement.

R.Holmstedt	T R 10 - 2	
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NMC 1653H ISSUES IN ANCIENT HEBREW PHILOLOGY

This course will discuss the current state of philological research on ancient Hebrew. Possible topics include (but are not limited to): diachronics, diglossia, dialects, style, prose vs. poetry, narrative vs. reported speech, participant reference. The issues will be contextualized by building the linguistic profile of specific texts, such as Qoheleth, Ben Sira, or the Community Rule.

Not offered 2018 - 2019

NMC 1654H-S ADVANCED ANCIENT HEBREW GRAMMAR (=NML 450H)

Advanced discussion of phonology, morphology, syntax, semantics, and pragmatics of ancient Hebrew. Consideration of the various linguistic methods used to investigate ancient Hebrew. Investigation of the most visible and currently unresolved grammatical issues. For each language issue addressed, selections of texts from ancient Hebrew will be used as a reference point. Weekly Hebrew composition will also be required.

Not offered 2018 - 2019

NMC 1655H COMPARATIVE SEMITICS (=NML 457H)

This course will consider the genetic, geographic, and typological features of the major Semitic language branches. Attention will be given to 1) classifications of Semitic languages (genetic and typological); 2) comparison of phoneme and lexical inventories, morphology, and syntax; 3) methods used to reconstruct "proto-Semitic"; 4) causes of language change.

R. Holmstedt	R 9 - 12	UC F204
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**NEAR EASTERN ARCHAEOLOGY: (EGYPTIAN, SYRO-PALESTINIAN,
MESOPOTAMIAN, ISLAMIC)**

**NMC 1400H-F THE ARCHAEOLOGY OF THE PRE- & PROTOHISTORIC CIVILIZATIONS
OF THE NEAR EAST (=NMC 260Y)**

A general introduction of the archaeology of the Ancient Near East, from the Prehistoric to the end the Early Bronze Age (ca. 2000 BC), covering the regions of Anatolia, Syria-Palestine, Iran, and the high civilizations of Mesopotamia and Egypt. Emphasis will be on culture history, while exploring the complex processes of social organization and change.

Not offered 2018 - 2019

**NMC 1401H-S THE ARCHAEOLOGY OF THE CIVILIZATIONS OF THE HISTORIC
PERIODS OF THE NEAR EAST**

A general introduction of the archaeology of the Ancient Near East, from the Prehistoric to the end the Early Bronze Age (ca. 2000 BC), covering the regions of Anatolia, Syria-Palestine, Iran, and the high civilizations of Mesopotamia and Egypt. Emphasis will be on culture history, while exploring the complex processes of social organization and change.

Not offered 2018 - 2019

**NMC 1406H PROBLEMS IN THE ARCHAEOLOGY OF BRONZE AGE SYRIA-
PALESTINE**

A.Porter	M 10 - 12	SS 2116
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NMC 1407H PROBLEMS IN THE ARCHAEOLOGY OF IRON AGE SYRIA-PALESTINE

The Levant (modern day Israel, the West Bank, Jordan, Lebanon, and Syria) is one of the most intensively explored archaeological regions in the world. While substantial regionalism exists, the entire area nevertheless constitutes a distinct cultural region with (broadly speaking) more similarities than differences. In addition to reviewing research methods historically employed by archaeologists working in the region, attention will be devoted to exploring new and innovative approaches and methodologies, while focusing on current issues and debates in the field. Emphasis will be on in-depth analysis of archaeological sources (in combination with documentary sources where appropriate), from a broadly anthropological perspective, with the aim of enhancing understanding of the social and economic history of the region.

Evaluation: based on student presentations and a major research paper.

Not offered 2018 - 2019

NMC 1408Y SEMINAR IN THE ARCHAEOLOGY OF SYRIA-PALESTINE

T. Harrison	W 9 - 11	SS 2104
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NMC 1409H-F ARCHAEOLOGY AND MATERIAL CULTURE OF ANCIENT EGYPT I

This seminar will examine the archaeology of ancient Egypt from the Predynastic period through the Middle Kingdom, focusing on the archaeological evidence and the contributions that the analysis of that material have made to our understanding of cultural development. Particular emphasis is placed on the theoretical and methodological issues associated with the interpretation of material culture from Egypt. Students will also have access to artifactual material in the collection of the Royal Ontario Museum.

Evaluation: based upon a major research paper, a seminar presentation, one term test, and class participation.

Not offered 2018 - 2019

NMC 1410H ARCHAEOLOGY AND MATERIAL CULTURE OF ANCIENT EGYPT II

This seminar will examine the archaeology of ancient Egypt from the Second Intermediate Period through the Late Period, focusing on the archaeological evidence and the contributions that the analysis of that material have made to our understanding of cultural development. Particular emphasis is placed on the theoretical and methodological issues associated with the interpretation of material culture from Egypt. Students will also have access to artifactual material in the collection of the Royal Ontario Museum.

Evaluation: based upon a major research paper, a seminar presentation, one term test, and class participation.

M. Pouls-Wegner	T 3 - 6	BF 415
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NMC 1411H NEAR EASTERN CERAMICS I (=NMC 465H)

This course will examine methods of classification and analysis (form, fabric, and style) involved in the study of archaeological ceramics, and the use of ceramics to infer patterns of production, distribution, and social organization linking research questions with appropriate analytical techniques.

S. Klassen	R 1 - 4	SS 2114
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NMC 1412H NEAR EASTERN CERAMICS II (=NMC 466H)

This course will focus directly on the study of Near Eastern ceramic sequences, with a primary emphasis on assemblages from the region of Syria-Palestine, utilizing the collections of the University of Toronto and the Royal Ontario Museum.

T. Harrison	W 1 - 3	SS 581
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NMC 1414H EGYPTIAN ARTIFACTS

This course will focus on the development of major types of artifactual material from ancient Egypt. Primary emphasis will be placed on the study of ceramic sequences, but other aspects of material culture will also be examined in terms of their development and chronological significance. Analytical methods will also be discussed. Students will have the opportunity to work directly with the Egyptian collection of the Royal Ontario Museum.

Not offered 2018 - 2019

NMC 1418Y ARCHAEOLOGY OF NUBIA

The subject of this course is the archaeology of the Nubian cultures from the Middle Stone Age until the end of the Christian Period (ca. A.D. 1300). The study area is the Middle Nile Valley between Aswan and Khartoum, but the relationships with Egypt and other Northeast African cultures are also discussed. Through the use of site and survey reports and the study of artifacts from the Royal Ontario Museum collections the student is expected to acquire in-depth knowledge of the cultures of ancient Nubia. Occasional class presentations and one major research paper are required.

K. Grzymiski	R 9:30 - 12:30	ROM CC603
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NMC 1419Y-S ART, ARCHAEOLOGY AND CULTURE OF EGYPT IN THE AGE OF THE PYRAMIDS

The cultural and social history of the Egyptian Old Kingdom (ca. 2650-2150 B.C.E.) is the main subject of this course. The emphasis will be placed on the study of the archaeological remains, art and architecture of the period known as the pyramid age. Important sites will be examined in detail and artifacts from the Royal Ontario Museum will be studied.

Evaluation: based on class presentations and a major research paper.

Not offered 2018 – 2019

NMC 1420H SELECTED TOPICS IN NEAR EASTERN ARCHAEOLOGY

A seminar organized around the study of archaeological remains, and readings on a topic in Ancient Near Eastern Archaeology selected by the instructor. Instructors will vary as will, therefore, the particular topic offered in a given year. Examples of possible topics include warfare in the Ancient Near East, early bureaucratic systems, studied through the discipline of archaeology, among others.

Not offered 2018 - 2019

NMC 1421H SEMINAR IN EGYPTIAN ARCHAEOLOGY I

This seminar course allows advanced graduate students the opportunity to investigate in detail the archaeological, iconographic, and artifactual evidence relating to a central issue in the study of ancient Egyptian culture. The subject of the course varies based upon the needs and research interests of current graduate students in the fields of Near Eastern Archaeology and Egyptology, for example: the Egyptian data relating to state formation, urbanism, ethnicity and the archaeological record, regionalism and core/periphery relations, the Deir el-Medina community, foreign relations, etc. The course is offered on an as-needed basis, so interested students are advised to contact the professor directly.

Not offered 2018 - 2019

NMC 1422H SEMINAR IN EGYPTIAN ARCHAEOLOGY II

Same course description as NMC 1421H above.

Not offered in 2018-2019

NMC 1423H-S ANCIENT IRAQ (=NMC 363H)

A comprehensive survey class on the archaeology of Mesopotamia (Sumer, Assyria, Babylon) from the Neolithic period to time of Alexander the Great (10,000 – 333 BC). Focuses on the area of modern-day Iraq but also includes western Iran, eastern Syria, and southeastern Turkey.

NMC 1424H-F THE ART AND ARCHAEOLOGY OF SYRIA (=NMC 364H)

Integrally connected with the Levant, Anatolia and Mesopotamia, Syria nevertheless boasts its own unparalleled cultural heritage. This class investigates key elements of that heritage from 5000 to 333 BCE.

Not offered 2018 - 2019

NMC 1425H MESOPOTAMIAN MATERIAL CULTURE I: ART & ARTIFACTS (=NMC 491H)

This course focuses on a comprehensive introduction and discussion of Mesopotamian artwork from the Neolithic to the Iron Age periods (ca. 6000 - 300 B.C.). Following an introduction of major artifact classes (including sculpture, relief, and glyptics), students will learn to describe and catalogue works of Mesopotamian art, allowing them to critically use and evaluate primary and secondary publications. Systematic descriptions and labels for key characteristics such as the object materials, size, iconography, genre, style, and theme will be established to show how meaningful artifact typologies can be constructed. The potential as well as limitations of art-historical approaches for archaeological

work, especially for the chronology and interpretation of archeological contexts, will be discussed and examined on selected cases. Several classes will be taught at the Royal Ontario Museum to demonstrate the handling and physical analysis of artifacts.

C. Reichel	T 12 - 3	SS 2125
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NMC 1426H MESOPOTAMIAN MATERIAL CULTURE II: ARCHITECTURE

This seminar will be part two of a course program that focuses on deeper typological analyses of selected archaeological materials in preparation for dissertation research. This class will focus on Mesopotamian architecture, putting an emphasis on the identification of key building types (palaces, temples, fortifications, private houses, and industrial installations) and on their evolution over time. Starting with village architecture of Neolithic cultures (Hassuna, Samarra, Halaf), the class will follow the development of large “cultic” complexes during the Ubaid and Uruk periods. Large palatial buildings, attested during the third, second, and first millennium B.C., will be studied as visual manifestations of consolidated political power. In addition to discussing building materials and construction techniques, particular attention will be paid to distinct artifact assemblages found within architectural spaces, allowing students to undertake comprehensive functional analyses of building units and to appreciate archaeological artifacts within their proper context. Part of this class will be taught at the Royal Ontario Museum, using the Western Asia department’s collection of architectural elements (bricks, foundation stones, façade decorations) and archival holdings of field plans from ROM expeditions to the Middle East.

Not offered 2018 - 2019

NMC 1427H ARCHAEOLOGY OF STATE SOCIETIES

This course will address models of state formation and social complexity and evaluate their relevance to ancient Near Eastern societies. Topics discussed include family structures, the role of tribes, chiefdoms, bureaucracy, and the impact of irrigation, craft specialization, and trade upon socio-economic complexity. While focusing on the ancient Near East (Mesopotamia, Egypt, Syria, the Levant, Iran, Anatolia), comparative data from other regions (Meso- and South America, Africa, China) as well as from the contemporary Middle East will be consulted where appropriate.

Evaluation: participation (20%), class presentation (20%), written assignment (20%), and final essay (40%).

C. Reichel	T 12 -3	BF 415
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NMC 1428H PROBLEMS IN MESOPOTAMIAN ARCHAEOLOGY: CHALCOLITHIC AND EARLY BRONZE AGE CHRONOLOGIES

Over the past twenty years, a comprehensive republication of certain key excavations in Mesopotamia, the availability of new dating techniques, and new excavations in Syria and southern Turkey have impacted the chronological framework for early Mesopotamia (Uruk / Late Chalcolithic, Ninevite V, Early Dynastic, and Akkadian periods [4000 – 2200 B.C.]). Based on targeted readings of primary sources and subsequent discussions this class will prepare students to develop a solid chronological framework that is vital for research in Mesopotamian archaeology.

Prerequisites: NMC 363/1423, NMC 364/1424 (or equivalents). Reading knowledge of French and German is essential.

Evaluation: class participation (20%), a class presentation (20%), a written assignment (20%), and a final essay (40%)

C. Reichel	M 12 - 3	LM 123
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NMC 1429Y POLARIZED-LIGHT MICROSCOPY IN ARCHAEOLOGY

This course is intended to provide students with training in the use of polarized-light microscopy in the examination of ceramics, with some reference to stone, other materials, and microstratigraphy. Starting with classes in elementary optical mineralogy and case studies, the bulk of the training will comprise lab sessions in which typical thin-sections of rocks, pottery, soils and other materials will be studied. Working from standard thin-sections and using a lab manual, students will be taught to recognize the principle minerals and other inclusions (including anthropogenic) found in archaeological ceramics. In consultation with instructor, a research project will be completed that includes analysis of 20 thin-sections. Prior knowledge of geology is not necessary.

Not offered 2018 - 2019

NMC 1500Y-S ARCHAEOLOGY FROM ALEXANDER TO MUHAMMAD (=NMC 366Y)

The Macedonian conquest of Asia had a profound effect upon the Middle East in terms of administration, city life, and material culture. Yet indigenous ways were not entirely obliterated. A hybrid culture of Greek, Arab, and Persian expressions emerged. These in turn, had a marked effect upon the development

of material culture after the beginning of Islam. These principles can be observed in the archaeological record of, amongst other places, Palmyra (Syria), Hatra (Iraq), Seleucia/Ctesiphon (Iraq), Nippur (Iraq), Jund-i Shapur (Iran), and Qal'eh-i Yazdigird (Iran).

Not offered 2018 - 2019

NMC 2541Y CONTEXTUALIZING MEDIAEVAL MIDDLE EASTERN AND ISLAMIC POTTERY (=NMC 469Y)

This course will use ceramics to study the material culture of the medieval Middle East and the central Islamic lands. As such, they will be running narrative, to which other materials will be referred, or in turn used to refer to other materials. The same motifs found on ceramics may be found in the contemporaneous buildings, textiles or woodwork; the same forms are found in metalwork and glass; illustrations on ceramics will survive better than manuscript paintings, and there are more illustrations of, for instance, medieval swords to be found on pottery than there are actual swords. The course will rely heavily on the collections of the ROM, and provide a thorough grounding on the technical production and typological variability of the various types of materials attested within their archaeological and cultural context. This course offers an excellent opportunity to study this important period of ceramic production, the period of occupation which covers most early sites in the Middle East. It provides essential understanding of the ceramic corpus for anyone seriously considering archaeological research in the Middle East and Mediterranean.

Not offered 2018 - 2019

MIDDLE EASTERN AND ISLAMIC STUDIES

ARABIC STUDIES

NMC 2100Y INTRODUCTORY STANDARD ARABIC (=NML 110Y)

A. Abdel-Khalig	M W ; F 10 - 12 ; 10	LM 157	
F. Ragheb	T 10 - 12 R 10 - 12 F 11	FALL: HA 401 FALL: UC 161 FALL: MY 320	SPRING: BF 215
F. Ragheb	M W ; R 5 - 7 ; 5	ES 4000	

NMC 2101Y INTERMEDIATE STANDARD ARABIC I (=NML 210Y)

A. Abdel-Khalig	M W ; F 1 - 3 ; 12	ES 4000
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NMC 2102Y INTERMEDIATE STANDARD ARABIC II (=NML 310Y)

Reading and detailed analysis of connected passages of text in both Classical and Modern standard Arabic.

Ragheb	M W ; F 1 - 3 ; 11	ES 1016M
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NMC 2103Y ADVANCED STANDARD ARABIC (=NML 410Y)

Students enrolled in this course are assumed to have active knowledge of the grammar and vocabulary covered in previous levels. After a brief review, the course continues from where NMC 2102 leaves off. Its goal is to enable the students to reach a superior level of proficiency in Arabic. To this end, the materials covered are designed to strengthen the students' reading and writing skills, refine and expand their knowledge of sentence structure, morphological patterns, verb system, and enrich their cultural background. The primary method is analysis of sophisticated authentic texts covering a wide range of genres and drawn from different parts of the Arabic speaking world. Although the main focus remains to be on Modern Standard Arabic, texts from the Classical Arabic literary tradition will be introduced incrementally throughout the course.

A. Abdel-Khalig	T R 10 - 12	ES 1016M
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NMC 2110H-S AL-JAHIZ AND HIS DEBATE PARTNERS

One of the most complex figures in classical Arabic literature, al-Jahiz was a polymath who incorporated every field of intellectual inquiry into his own essayistic and compilatory literary form. He has been credited as a foundational prose stylist for the Arabic literary tradition, as well as the first contributor to

Arabic literary theory and criticism. In this class, we will examine a variety of his works, from short epistles to excerpts of his longer works. Part of the analytic process will be to reconstruct the polemical context in which these works were written, and thus readings will be selected to illuminate his relationship to contemporary discourses, such as law, theology, Quran interpretation, logic, dialectic, and poetry.

Prerequisites: NML 310Y or NMC 412H or permission of the instructor.

Not offered 2018 - 2019

NMC 2111H MEDIEVAL ARABIC RHETORIC FOR NON-SPECIALISTS

This course examines medieval Arabic discussions of what makes some linguistic utterances better than others. The course is designed to provide non-specialists with context and critical approaches to a curated bibliography of secondary and translated works on medieval Arabic rhetoric. It thus presumes no knowledge of the Arabic language. An Arabic module will be included however, and students who have completed third-year Arabic (NML310/NMC2102) or the equivalent will be expected to participate in the Arabic module.

The first half of the course surveys relevant aspects of the disciplines contributing to the mature Arabic rhetorical tradition (lexicography, theological debates on speech, theories on the origins of language, and Arabic responses to Aristotelianism). The second half of the course covers select topics within the Arabic rhetorical tradition: the relation between idea and expression, aesthetics of metaphor, the distinction between plagiarism and participation in a tradition, and theories of translation in connection to the relative status of different languages, and of revelatory and non-revelatory speech. Throughout, we will ask about the social function performed by rhetoricians, as well as what these theorists can tell us about language politics and the social functions of prose and poetry.

J. Miller	M 2 - 5	AP 124
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NMC 2117H READINGS IN MEDIAEVAL ARABIC CHRONICLES

The seminar will provide an introduction to medieval Arabic historical texts, especially chronicles and annalistic literature of the Ayyubid and Mamluk periods. The seminar will be organized around readings from selected texts and discussions concerning the nature and organization of these histories and problems encountered in using them. Students will also be introduced to modern

scholarship on the historiography of the period and to the ways in which chronicles and annalistic literature of this period have been used as historical sources.

Prerequisites: Adequate knowledge of Arabic and permission of the instructor.

L. Northrup	T 2-5	MP 118
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NMC 2118H READINGS IN MEDIAEVAL ARABIC BIOGRAPHICAL LITERATURE

Biography is one of the, if not the, main form(s) of historical writing in the early and later Islamic Arabic-speaking world. Indeed, it has been said, "biography is the archive of the Muslims." This seminar will provide an introduction to medieval Arabic biographical literature as an historical source. The seminar will be organized around selected readings from a variety of biographical texts including sira, maghazi, stand-alone autobiographical and biographical works, obituaries, and biographical dictionaries. Students will also be introduced to modern scholarship on this genre and to the ways in which this material has been used as an historical source.

Prerequisites: Adequate knowledge of Arabic and permission of the instructor.

Not offered 2018 - 2019

NMC 2119H-S READINGS IN MEDIAEVAL ARABIC LEGAL DOCUMENTS

The seminar provides an introduction to the use of medieval Arabic administrative and legal documents as historical sources. Copies of original specimens of a variety of types of documentary evidence, preserved in collections in Cairo and Jerusalem, and others preserved in chronicles, scribal, and shurut manuals and including petitions (qissa), decrees (marsum), endowment deeds (waqfiyya), deeds of sale, and purchase, estate inventories, etc. will be sampled. Documents will be read and prepared at home and analyzed in seminar with regard to palaeography, structure, content with a view to their use as a rich source of historical data for Egypt and Syria in the late medieval period.

Prerequisites: Adequate knowledge of Arabic and permission of the instructor.

Not offered 2018 - 2019

NMC 2130H-F INTRODUCTION TO CLASSICAL ARABIC LITERARY PROSE (=NML 412H)

This class surveys the rich and varied literary prose tradition in the Arabic language from the Qur'ān to the Mamluk era. These works are frequently referenced in modern Arabic literature, in addition to being beautiful and

intellectually challenging in their own right. We will read essayistic epistles, in addition to narrative works of a variety of genres, including biographical compilations, *maqāmāt*, anecdotes, histories, and fables. All texts are in the original Arabic.

The course focuses equally on developing reading skills and grammatical knowledge specific to classical Arabic texts, and on developing an ability to analyze the themes, literary techniques, generic features, and ideas within those texts.

Prerequisites: NML 310Y or permission of the instructor. Heritage speakers are encouraged to take this class, and should seek permission of the instructor.

NMC 2131H INTRODUCTION TO CLASSICAL ARABIC POETRY (=NML 413H)

In this class, we will read some of the most famous and frequently quoted poems of the pre-modern Arabic literary tradition, drawing from a wide variety of genres and periods. Readings include pre-Islamic poetry, Abu Nuwās, al-Buḥturī, al-Mutanabbī, and Ibn Nubāta, among others. All texts are in the original Arabic.

The course will introduce Arabic prosody, and allow students to develop skills in deciphering difficult verses using available reference material. Strong grammatical knowledge is presupposed. Class discussion focuses on poem structures, historical background, and close reading techniques.

Prerequisites: NML 310Y or NML 412H or permission of the instructor.

J. Miller	M 2 -5	AP 124
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**HISTORY OF THE ISLAMIC WORLD
AND THE MODERN MIDDLE EAST**

NMC 2080H-F THEORY AND METHOD IN MIDDLE EASTERN STUDIES (=NMC472H)

This reading-, speaking-, and writing-intensive course explores the history of the discipline and engages students in ongoing historiographical debates in Near and Middle Eastern Studies. In addition to the emergence of "Oriental Studies" in Europe and North America, students will interrogate the historical connections between the field and other academic disciplines. Particular attention will be paid to the conceptions of time, history, and society, which have played an important role in research and writing on the Middle East. Each student is required to apply the critical approaches and concepts learned in this course to a final historiographical research paper that is directly related to her/his major field of inquiry.

Not offered 2018 - 2019

NMC 2081H-S ANTHROPOLOGY OF THE MIDDLE EAST

This course examines current theoretical and methodological trends in the anthropological study of the Middle East. The readings will offer students ethnographic insight into the region, introduce them to current research, and acquaint them with the kinds of questions anthropologists ask (and the ones they fail to ask). Possible topics include (post)colonialism, nationalism, gender, violence, history/memory, the politics of archeology, mass mediations, neoliberalism, and questions of ethnographic authority. A central goal of the course is to enable students to think in new, creative, and critical ways about their own research projects.

Not offered 2018 - 2019

**NMC 2090Y THE PROPHET AND THE CALIPHATES: EARLY ISLAMIC HISTORY TO 1258
(=NMC 273Y)**

An introduction to the history of Islamic civilization in the core Islamic regions from the rise of Islam to the fall of the Abbasid Caliphate of Baghdad to the Mongols in 1258. Covering aspects of the religious, political, socio-economic, and cultural history of the formative period of Islamic civilization and focusing on some major themes and issues, this course provides a foundation and framework for further study in Islamic history and essential background for other fields. NMC 2090Y is the graduate section of NMC 273Y. Graduate students attend all of the lectures, and in addition to some shared assignments, are expected to read more widely and to write a major research paper.

L. Northrup	M W 11 - 1	RW 140
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NMC 2170H-S TOPICS IN MODERN ARAB HISTORY I

A seminar organized around readings on selected topics. The topics are related to the instructor's research interests.

J. Reilly	W 1 - 4	UC 57
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NMC 2171H-S TOPICS IN MODERN ARAB HISTORY II

An issues oriented seminar organized around readings pertaining to the modern Middle East and North Africa, 18th-20th centuries.

Not offered 2018 - 2019

**NMC 2172H-S POLITICS OF ARCHEOLOGY IN THE MODERN MIDDLE EAST
(=NMC 476H)**

This course examines the role nineteenth and twentieth-century archaeology played in Middle Eastern politics, the culture of colonialism and in nationalist struggles. The course will first familiarize the students with the diplomatic and intellectual context of the formation of archaeology as a field of study in Europe and analyse the role archaeology played in the production of knowledge about the Middle East. Next, the course will examine the archaeological practices on the ground (and underground) and inquire what happens in the contact zone between European and American archaeologists on the one hand, and local practitioners on the other. Then we will trace the ways in which emergent nationalist discourse challenge, appropriate and imitate the historical narratives of Western archaeology. Finally, the course exposes the students to contemporary debates on cultural heritage in the context of large-scale destructions of archaeological sites in Syria and Iraq in particular.

Not offered 2018 - 2019

NMC 2173H INTELLECTUALS OF THE MODERN ARAB WORLD (=NMC 473H)

This course is designed to critically re-examine both the role of intellectuals in the modern Arab world and the political events that shaped their thinking. Through readings of selections of their works (in Arabic and/or in translation) the course introduces some leading thinkers of the Arab renaissance and Muslim revival of the 19th and early 20th centuries. Literary circles and social networks of intellectuals will be examined to shed light on the constitution and socialization of different groups of intellectuals in the late Ottoman and colonial periods. Topics will include secularism, Islamic revival, liberalism, nationalism, gender, cosmopolitanism, and anti-colonialism. Seminar discussions will focus on intellectuals as prisms through which political events and social structures of the

modern Middle East are analyzed. Written assignments will be based on interpretations of Arabic texts (English translation optional): autobiographies, novels, essays, newspaper articles, speeches, poems, or lyrics.

J. Hanssen	R 9 - 12	SS 581
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NMC 2180H IRANIAN MODERNITY

This seminar explores competing conceptions of Iranian modernity within a comparative historical framework on "multiple modernities." While interrogating the modernity debate, it explores themes of the development and transformation of public and private spheres, imaginings of the national body and the body social, the themes of secularism and Islamism, rational and religious subjectivities, sexuality and gender, history and memory, revolution and national refashioning, universality and peculiarity, archotopia and heterotopia, and Self and the Other in Iran. A major theme is the exploration of the temporality and historicity in discussions of Iranian modernity. Each student in this course is expected to write a publishable research paper that addresses a significant aspect of Iranian modernity.

Not offered 2018 - 2019

NMC 2225Y IRAN AND ISLAM (=NMC 348Y)

Survey of the political and cultural history of greater Iran from the period of the Sasanian empire (3rd-7th centuries C.E.) to the end of the Safavid era (16th-18th centuries). The process of conversion of Zoroastrian Iran to Islam after the Arab invasions of the mid-7th century, and the role of local Iranian dynasties in the creation of the New Persian cultural renaissance. The domination of Iran and Central Asia by various Turkic and Turko-Mongolian dynasties from the 11th century onwards, including the Ghaznavids, Seljuqs, Ilkhanids, and Timurids, and their contributions to the creation of Perso-Islamic culture. The emergence of the Safavid polity in the early 16th century, a watershed in the religio-political history of pre-modern Iran.

Not offered 2018 - 2019

NMC 2310Y OTTOMAN HISTORY TO 1800 (=NMC 377Y)

A detailed survey of political, social, economic, and cultural aspects of the Rum Seljuk Sultanate and Ottoman Empire. In addition to attending lectures, students will prepare presentations on selected topics and write a research paper.

Not offered 2018 - 2019

NMC 2315Y TOPICS IN OTTOMAN HISTORY

A series of fortnightly seminars in which discussion will focus on pre-selected topics from pre-nineteenth century Ottoman history

V. Ostapchuk	F 9 - 12	SS 2116
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NMC 2345Y THE STEPPE FRONTIER IN EURASIAN & ISLAMIC HISTORY (=NMC 274Y)

This course will unfold along the eastern and northern frontiers of the Islamic world from Central Asia in the east to the Black and Caspian Sea steppes in the north and from these frontiers its focus will move into the lands of the Middle East. For centuries Turks, originally nomads in the Eurasian steppes, played varied and crucial roles in the lands of the Middle East—as slave-soldiers, raiders, migrants, conquerors, and state-builders. In connection with the latter, one need only to mention some of the many states founded by them: the Ghaznavid State, the Seljuk and Mamluk Sultanates, the Ottoman Empire, Safavid Iran. The remarkable career of the Turks and other nomads (notably the Mongols) in Islamdom will be traced; the process of their Islamization and their relationship with the cultures of the Middle East will be presented and analyzed. Topics to be covered include pastoral nomadism, steppe warfare, clan, tribal and state structures, ethnicity, sedentarization, and the roles of physical geography and ecology. The course will also provide a basis for understanding issues in present-day countries where Turks and Mongols played decisive historical roles—such as Iran, Iraq, Afghanistan, India, Syria, Egypt, Turkey, and in the Caucasus.

V. Ostapchuk	M 6 - 8	ES 4001
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ISLAMIC ART AND MATERIAL CULTURE

NMC 2500H-F EARLY ISLAMIC ART AND ARCHITECTURE (=NMC 393H)

Beginning with the first monuments of Islam, the course looks at the origins of concepts and forms that came to characterize Islamic art, such as the importance of calligraphy, the role of iconoclastic attitudes, and the creation of new architectural forms suited to urban development, up to the Mongol conquest of the 13th century.

Not offered 2018 - 2019

NMC 2501H PERSIANATE ART AND ARCHITECTURE (=NMC 394H)

The impact of the Mongol conquest on Islamic art is examined in terms of the division of the Islamic world into eastern and western spheres of culture as well as the increased influence of Chinese arts. Characteristic of the later periods are the classic Persian miniature, elegance in architectural form, and glazed tile decoration, culminating in the spectacle of imperial art in India, Turkey, and Iran.

Not offered 2018 - 2019

NMC 2515Y THE ISLAMIC CITY (=NMC 396Y-S)

It is generally recognized that the city formed the focal point for the development of Islamic civilization. Large metropolitan complexes were in fact typical of mediaeval Islam. Using architectural studies, archaeology, and historical sources as the basis of the inquiry, this course will examine the physical and social morphology of the pre-industrial Islamic city. The approach will be an in-depth study of individual cities, ranging from Central Asia to North Africa and Spain, followed by an attempt to draw some general conclusions about the ecology, demographic characteristics, and processes of urbanization of the Islamic city from the 7th to 17th centuries. This course is appropriate for students of mediaeval and Islamic studies, as well as architecture and urban studies. (Offered every three years)

Not offered 2018 - 2019

NMC 2521H THE TAJ MAHAL AND ITS ORIGINS (=NMC 392H)

The Taj Mahal in Agra, India (1632), one of the architectural marvels of the world, is a mausoleum, a formal garden, a paradisaical palace, an experiment in dome-building, and a tour-de-force of planning and engineering. In this course each of these aspects of the monument will be explored through the history of Islamic architecture leading up to the creation of the Taj. This course deconstructs the monument in an attempt to understand its design, construction, and original purpose. We will look at the history of Muslim funerary monuments, the technology of dome-building, the use of geometry in architecture and design, the role of princely patrons, as well as topics that belong to the era of the Taj,

such as contact with European arts (botanical manuscripts, pietra dura, etc.). The course intends to define the Taj while giving students an opportunity to survey the history of Islamic architecture.

Prerequisites: One course in FAH and one course in NMC. Students lacking one of these may still be accepted but should be prepared to do additional reading as background.

Not offered 2018 - 2019

NMC 2526H TEXT AND IMAGE: THE FORMATION OF ARABIC AND PERSIAN MANUSCRIPT ILLUSTRATION

The course traces the development of manuscript illustration in Islamic lands up to the year 1258. In its first part, the question of iconoclasm within Islam will be discussed, as will be the opposing currents of extensive use of figural representation and their intellectual and social contexts.

The second part of the course is dedicated to the specifics of the art of the book. We shall examine the earliest testimonies of manuscript illustration in the Islamic world and their sources in mural painting, mosaics, painted decoration of objects, and translated scientific texts. Then, we shall follow the development of narrative illustration since the 12th century and explore how this changed the relationship between text and image.

Not offered 2018 - 2019

NMC 2527H ISLAMIC DECORATIVE ARTS

The decorative arts from the 7th to the 19th century will be surveyed by medium, in terms of technologies, iconography, style, and patronage. The major media are metalwork and ceramics, but other media, such as glass, wood, stone, jewelry, and lacquer will be covered. Of particular interest will be communication between media, the sharing of decorative ideas, and the changing hierarchy of the decorative arts. We shall also consider the use of these materials in architecture in the form of ceramic tiles, stone and woodcarving. Particular attention will be paid to Islamic themes of decoration, such as geometric and arabesque compositions, as they developed in different regional variations. Use will be made of the Islamic collection in the Royal Ontario Museum.

Not offered 2018 - 2019

ISLAMIC RELIGION AND PHILOSOPHY

NMC 2050Y PRAYER IN ISLAMIC THOUGHT

The prayer culture of Islam is vast and deep. Various genres of prayer are recognized from the obligatory "prayer service" (*salāt*) itself, to the "intimate conversations" (*munājāt*) of the so-called mystics. In this course we will study the Qur'anic, theological and philosophical language of Islamic prayer with a view to more fully understanding this substantial component of Islamic religious life and thought and for the purpose of appreciating more fully the literary structure and dynamics of prayer itself.

Students must be able to read Arabic.

Not offered 2018 - 2019

NMC 2052H ISLAMIC RELIGIOUS THOUGHT (=NMC 481H)

The focus here is Islamic mystical philosophy, its place in the greater Islamic intellectual tradition and the specific history of its development from the earliest times to present. Special attention to the basic textual sources and their interpretation is of interest. Authors from a wide variety of backgrounds and orientations will be studied for their views on the nature of being, religious authority and law, revelation, community, love and knowledge, among other questions. The development of this discourse after the death of Ibn Rushd in the late 12th century is of particular importance to the work of the seminar.

Not offered 2018 - 2019

NMC 2053Y IMAGES OF THE PROPHET MUHAMMAD

This seminar will consider questions surrounding the image or picture of the prophet Muhammad as such may be perceived in literary works. In the first semester we will consider works written from the rise of Islam until 1258. In the second semester we will consider works written from 1258 to the present. In addition, other representations of the Prophet will be discussed. Seminar participants are encouraged to explore a wide range of genres and types of literary compositions touching on and including (but not restricted to): Qur'an, Sira, Hadith, Tafsir, Adab, Poetry, Fiqh, Kalām, Falsafa, and Tasawwuf. Literature written from outside the Muslim community may also be of interest.

Prerequisites: Ability in the Languages of Islamic culture and civilization

Not offered 2018 - 2019

NMC 2055H THE QUR'AN AND ITS INTERPRETATION

This course is designed to orient students to the field of contemporary Qur'anic studies through reading and discussion of the text itself (in translation) and of

significant European-language scholarship about the Qur'an as well as through examination of the principal bibliographical tools for this subject area.

Not offered 2018 - 2019

NMC 2056H READINGS IN QUR'AN AND TAFSIR

This course is an introduction to the rich literature that has grown around the study of the Qur'an in the Arabic tradition. In addition to readings in the Qur'an students will read selections from works in *ma'ani*, and *majaz*; we will then move to the major works in *tafsir*; selections include material from al-Tabari, al-Tha`labi, al-Zamakhshari, al-Qurtubi, al-Razi, Ibn Taymiyah, and al-Suyuti. The course will culminate in the study of al-Itqan of al-Suyuti. The course will also introduce students to the major reference works that are used for research in this field.

Prerequisites: At least two years of Arabic, or advanced reading knowledge, or the permission of the instructor.

W. Saleh	W 1 - 3	SS 2112
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PERSIAN STUDIES

NMC 2200Y INTRODUCTORY PERSIAN (=NML 260Y)

A member of the Indo-Iranian branch of the Indo-European linguistic family, Persian (Farsi) is today the official language of Iran and Tajikistan, and one of the two official languages of Afghanistan (where it is called Dari). The goal of the course is the rapid mastery of the fundamentals of Persian script and grammar, and the attainment of fluency in reading, writing, and speaking Persian at the elementary level. The course also serves as a basis for the classical language.

A. Taleghani	T R F 10 - 12	WI 524
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NMC 2201Y INTERMEDIATE PERSIAN (=NML 360Y)

The course involves reading, grammatical analysis, and translation of representative samples of contemporary and classical Persian prose and poetry of intermediate difficulty. Reading materials are selected from a wide range of sources in order to ensure balanced, yet comprehensive, exposure to the different usages of the language.

Not offered 2018 - 2019

NMC 2202H-F MODERN PERSIAN POETRY (=NML461H)

Survey of Persian literature, mainly modern poetry from 19th-21st centuries focusing on linguistics and literary approaches in modern poetry. The course includes detailed discussion of the influence and effect of western and world poetry on Iranian poets, and critical reflections on works of leading contemporary poets including Nima, Yushij, Ahmad, Shamlu, Forugh, Farrokhzad, Sohrab Sepehri, Mehdi Akhavan Sales

Not offered 2018 - 2019

NMC 2203H-F STRUCTURAL DEVELOPMENT OF IRANIAN LANGUAGES (=NML 463H)

Development of (551BC) to Middle Persian (331 BC) to Modern Persian (7th century) (Farsi, Dari, Tajiki) and other Iranian languages with emphasis on word formation and grammar. Discussion is based on texts written by historians, linguists, and grammarians who see language as a system which is changed by internal and external factors like politics religion immigration business etc

Not offered 2018 - 2019

NMC 2206Y OLD PERSIAN

This course will survey the language, epigraphy, and political theology found within the imperial inscriptions of the Persian Empire of Achaemenids. (550-330 BCE). The inscriptions will be studied using Prods Oktor Skjærvø's unpublished primer, An Introduction to Old Persian. The course will involve reading and

discussions of the main grammatical categories as well as progressive exercises from actual inscriptions. By the end of the year students will have acquired a strong understanding of the cuneiform script, grammar, and syntax and be able to read the entire inscriptional corpus.

Not offered 2018 - 2019

NMC 2220Y CLASSICAL PERSIAN LITERATURE (=NML 460Y)

Survey of classical Persian literature from the rise of the New Persian literary language in the 10th century to the 15th century, based on selected readings from representative authors. Since poetry predominates in mediaeval Persian literary production, most of the course will be given over to the study of such poets as Rudaki, Firdausi (*Shah-nameh*), Khaqani, Nizami, Sa'di, Rumi, Hafiz, and Jami. Students will be introduced to the Arabo-Persian prosodial system and Persian rhetorics. Interspersed throughout the course will be readings from Persian prose works relating to mediaeval literary criticism and the biographies of poets, such as Nizami Aruzi's *Chahar maqaleh* and Daulatshah's *Tazkirat al-shu'ara*.

Not offered 2018 - 2019

NMC 2221H-S MEDIAEVAL PERSIAN ETHICAL AND ADVICE LITERATURE

The course surveys the mediaeval Persian literature of advice on statecraft and administration, as well as the Persian works on ethics (*akhlaq*) and proper conduct (*adab*), which have their roots in ancient Persian wisdom literature and the genre of *andarz* (advice). Ethical and advice literature constitutes an important source for understanding mediaeval Islamic conceptions of political and social organization. The Indo-Iranian and Arabic backgrounds to this literature will be examined, and the historical contexts in which individual works were written will be analyzed. Readings in Persian include selected passages from the *Qabus-nameh* of Kay Ka'us, the *Siyasat-nameh* of Nizam al-Mulk, the *Akhlaq-i Nasiri* of Nasir al-Din Tusi, the *Akhlaq-i Muhsini* of Husain Va'iz Kashifi, and the *Suluk al-muluk* of Khunji. The Persian treatises on Sufi ethics that relate to the notion of spiritual chivalry (*futuvvat*) in the mediaeval craft guilds, such as Kashifi's *Futuvvat-nameh-i Sultani*, will also be discussed.

Not offered 2018 - 2019

NMC 2222H PERSIAN MYSTICAL POETRY

An introduction to the poetic imagery and symbolism of Persian Sufism, with selected readings from the great mystical poets of the 11th–15th centuries, such as Sana'i, 'Attar, Rumi, and Jami. Alternatively, and depending upon the interests of students, the seminar may focus on one particular author. Besides

readings from the Persian texts, the works of Henry Corbin, Helmut Ritter, and Annemarie Schimmel on the interpretation of Sufi theosophical doctrines and the poetics of Sufism will also be discussed.

Not offered 2018 - 2019

NMC 2223H THE MASNAVI OF RUMI

Critical reading and analysis of selected passages from the *Masnavi-i ma'navi* of Jalal al-Din Rumi (d. 1273), arguably the greatest Islamic mystical poet, whose masterwork achieved near-canonical status in the mediaeval Persianate world as "the Qur'an in Persian." Texts will be discussed in the context of Islamic theosophical doctrines, the hermeneutics of esoteric Qur'an commentary, and the poetics of Sufism. Although all readings are in the original Persian, students of comparative religion and/or mysticism with no knowledge of the language may benefit from the course by utilizing the English translation, preparing the assigned secondary readings, and taking part in seminar discussions. All readings will be based on the edition and annotated translation by R. A. Nicholson.

Not offered 2018 - 2019

NMC 2224H PERSIAN MYTHS, ISLAMIC LEGENDS, AND MYSTICAL ALLEGORIES

The course examines the ways in which ancient Persian myths and mythological motifs drawn from Zoroastrian cosmology and Iranian epic history were utilized allegorically by such Perso-Islamic philosophers, theologians, and poets as Ibn Sina (Avicenna), Suhrawardi (Shaikh al-Ishraq), and 'Attar in order to illustrate Islamic theosophical and mystical concepts. The course includes a discussion of tales from the Persian Book of Kings (*Shahnama*), Qur'anic legends (*qisas al-anbiya'*), Islamic cosmological doctrines, and Sufism. The main readings will be from the Persian treatises of Suhrawardi, hence an adequate knowledge of classical Persian is required. However, students with a background in Arabic and/or Islamic mysticism are encouraged to take the course, as the readings are available in a parallel Persian-English edition: Suhrawardi. *The Philosophical Allegories and Mystical Treatises*. Ed. and trans. W. M. Thackston. Costa Mesa, CA: Mazda, 1999.

Not offered 2018 - 2019

NMC 2226H MEDIEVAL PERSIAN HISTORIOGRAPHY AND DIPLOMATICS

Introduction to Persian historiography and diplomacy. Students will study selected readings from medieval Persian histories and chronicles from the 10th–17th centuries. The course will also survey the forms of diplomatic and chancery correspondence, and the basic types of legal documents encountered in historical research on medieval Iran and Central Asia.

NMC 2227H-S ZOROASTRIAN COSMIC HISTORY: FROM GENESIS TO UNIVERSAL JUDGMENT

The course surveys the history of the Zoroastrian religion from antiquity to the modern times, with a particular attention to the pre-Islamic Iranian history. The main focus of the course is the cosmological doctrines attested in the Zoroastrian texts in Avestan and Middle Persian. The position of these doctrines in the system of beliefs and practices of the Zoroastrian religion is highlighted, as well as the points in common of cosmological doctrines of Zoroastrianism and of other Iranian and Near Eastern religions.

Not offered 2018 - 2019

NMC 2228H ZOROASTRIAN APOCALYPTIC LITERATURE: TO THE NETHERWORLD AND BEYOND

The course studies the Zoroastrian apocalyptic texts that we have received. These texts (composed in the 9th-10th century A.D., based on texts written in the Sassanian times, 3rd-7th century A.D.) present divine beings disclosing to human recipients the future developments of history, and the structure of the netherworld. The course also discusses whether apocalyptic texts were produced by Zoroastrians before the Sassanian times, thus constituting a possible source of Judaic apocalypticism.

Not offered 2018 - 2019

NMC 2230H THE FIRST WORLD EMPIRE: ACHAEMENID PERSIA (=NMC 349)

This course investigates the three Persian empires of pre-Islamic Iran, the Achaemenids (559-330 B.C.E.), the Parthians (247 B.C.E. – 224 C.E.) and the Sasanians (224-651 C.E.). On the basis of the primary written and archaeological sources from Persia and the Near East, as well as the classical texts of Greek and Roman writers on Persia, we will discuss the foundation of empire, the king and his court, religion and the ideology of kingship, and the political and social organisation of the empire. Special attention will be paid to the *topos* of “the Other”, or “the Barbarian”, created by the Greeks in the aftermath of the Greco-Persian wars of 480/79 B.C.E., and continued by the Romans who regarded first the Parthians and then the Sasanians as their main rival and enemy.

M. Brosius	T 2 - 4	SS 1084
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NMC 2335H LITERATURE BY IRANIANS IN THE DIASPORA

This course begins with the Iranian engage literature of the 60s and 70s and follows the writers of this era to exile in various parts of the globe after the 1979 revolution. It goes on to examines the writings of a generation born or brought up outside of Iran, to examine how these writings deal with the conflicts and paradoxes of displacement.

The writers covered in the course range from writers born in Iran to a new generation of poets, writers, and journalists among which women figure prominently. The initiative for the course is the instructor's article (2003): "Words of Attachment: Literary Antecedents of Expatriate Iranian Women" which explores the evident connection between the language and perceptions of generation of women writers in exile in North America and a well-known poet of Iran who was their contemporary.

The course takes the form of seminar discussions. Materials are in Persian and English. Interested students are asked to contact the Instructor by e-mail prior to registering for the course

Not offered 2018 - 2019

NMC 2525H PAINTING IN LATE MEDIEVAL AND EARLY MODERN IRAN AND BEYOND

In the course, the evidence for a fresh start of painting in Iran after the Mongol invasion is reviewed, as well as the process of refinement and attrition which followed and which, over the 14th century, resulted in the formation of the classical Persian style of miniature painting. Approaching manuscript illustration of the 14th – 16th centuries, the analysis focuses on programmatic cycles of images, reflection of religious-philosophical ideas, and the impact of the decorative function on the visual aesthetics. In the second part of the course, the separation of the image from the text is discussed as well as the development of new branches of miniature painting in the Persianate cultures of the Ottoman Empire, Central Asia, and Mughal India.

Not offered 2018 - 2019

TURKISH STUDIES

NMC 2300Y INTRODUCTORY TURKISH (=NML 270Y)

Turkish belongs to the western branch of the Altaic linguistic family and is related to the Turkic languages spoken in the former Soviet Central Asian republics of Azerbaijan, Turkmenistan, Uzbekistan, Kazakhstan, and Kyrgyzstan, as well as in western regions of China. Turkish has since 1928 been written in the Latin script, making it relatively easy to learn for western students. This course covers the essentials of Turkish grammar, and introduces students to reading and translation of passages of elementary difficulty. Designed for students without previous knowledge of Turkish. This course also serves as a basis for the study of Ottoman Turkish. (Offered in alternate years)

TBA	M W 2 - 4	WI 523
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NMC 2301Y INTERMEDIATE TURKISH (=NML 370Y)

This course involves reading, grammatical analysis, and translation of modern Turkish texts of intermediate difficulty. The reading materials are selected from a wide range of literary genres (short stories, poetry, essays, and newspaper articles). There will be a review of basic Turkish grammar, as well as an introduction of more advanced topics. This course serves as a preparation for further study of Turkish language and literature, as well as Ottoman Turkish language and literature (Offered in alternate years)

TBA	T R 2 - 4	BA 1200
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NMC 2330Y READINGS IN OTTOMAN HISTORICAL TEXTS

This course is an introduction to the reading and analysis of Ottoman historical texts in the original manuscript—chronicles, *gazavatnames*, *nasihatnames*, travel accounts, and epics. The principles of textual criticism will be covered and students will be given practice in text editing. For each seminar meeting excerpts from original Ottoman manuscripts will be assigned for reading and analysis.

Not offered 2018 - 2019

NMC 2331Y OTTOMAN PALAEOGRAPHY AND DIPLOMATICS

This course is an introduction to Ottoman palaeography and diplomatics. The participants will be presented with a range of Ottoman documents such as imperial edicts (*firman/hükm*) and their registrations (*mühimme defterleri*), diplomas (*berat*), reports and petitions (*'arz-i hal, 'arz*), vizierial summaries (*telhis*), memoranda (*tezkire*), receipts (*temmesük*), and legal registrations (*sicill, hüccet*).

In addition there will be samples from various types of registers (*defter*), for example, surveys of taxable population (*tahrir defteri*) or records of the financial department (*maliye*), such as day books (*ruznamçe defterleri*) and financial edict registry books (*ahkam defterleri*). For each seminar meeting photocopies of original Ottoman documents will be assigned for reading and analysis.

Not offered 2018 - 2019

NMC 2340Y STUDIES IN OTTOMAN AND TURKISH LITERATURE (=NML 470Y)

This course is designed to enable students to pursue independent work in Turkish and Ottoman studies. Early in the course the main concentration will be on texts from the early Republican period when the language was undergoing a transformation from Ottoman Turkish. After the students become familiar with older Modern Turkish, the Arabic-based Ottoman script will be introduced and a variety of simple fictional and non-fictional Ottoman texts will be studied. Differences between modern Turkish and Ottoman grammar will be pointed out. Elements of Arabic and Persian grammar that occur in Ottoman will be presented. (Offered in alternate years)

Prerequisites: Permission of the instructor is required.

TBA	T R 4 -6	SS 1078
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JNE 2320H-F MODERN TURKEY (=NMC 477H)

This is a seminar course that examines the history and politics of Turkey since 1923. It explores issues such as the Ottoman roots of Turkey's early leadership, the establishment of the Republic, Ataturk's reforms and legacy, internal political and social transformations, and the country's changing geopolitical role. The course also explores some aspects of Turkish literature and culture.

This course is the graduate section of NMC 477H. While the average weekly reading load for the undergraduate version will be about 80 pp., the graduate students will have a load of about 200 pp. They will be expected to prepare a final paper—either a research paper or a literature/bibliography review paper. The length of the paper is to be 25 double-spaced pp. Knowledge of Turkish is not required. However, those who know Turkish and/or Ottoman Turkish and wish to use sources in these languages for their final paper will be encouraged to do so.

OTHER COURSES

NMC 2000Y DIRECTED READING

NMC 2001Y DIRECTED READING AND RESEARCH

RST 9999Y DIRECTED READING AND RESEARCH MASTERS THESIS

Students will work with their Graduate Advisor to develop and conduct a thesis project that will result in a substantive body of original research, and make a significant contribution to knowledge in the field.

OTHER DEPARTMENTS AND PROGRAMS

A number of courses are offered in other departments and by other programs, which may be of interest to NMC students. Should you wish to enroll in a course offered in another department or by another program, please seek permission from your Advisor and the Graduate Coordinator in order to obtain credit toward degree program requirements. Please refer to the departmental handbooks and websites for further information.

TABLE OF COMBINED GRADUATE/ UNDERGRADUATE COURSES

The following is a list of graduate courses that have a corresponding undergraduate number, and that may be taught together with the undergraduate course. Please refer to the graduate description of the course.

Graduate	Undergraduate
NMC 1001Y	NML 305Y
NMC 1002Y	NML 405Y
NMC 1020H	NMC 346H
NMC 1021H	NMC 347H
NMC 1022H	NMC 446H
NMC 1023H	NMC 447H
NMC 1100Y	NML 220Y
NMC 1101Y	NML 421Y
NMC 1102Y	NML 420Y
NMC 1110H	NML 320H
NMC 1111Y	NML 359Y
NMC 1201Y	NML 240Y
NMC 1202Y	NML 340Y
NMC 1210H	NML 440H
NMC 1213H	NML 441H
NMC 1316H	NML 455H
NMC 1317H	NML 456H
NMC 1400Y	NMC 260Y
NMC 1411H	NMC 465H
NMC 1412H	NMC 466H
NMC 1423H	NMC 363H
NMC 1424H	NMC 364H
NMC 1425H	NMC 491H
NMC 1500Y	NMC 366Y
NMC 1609H	NMC 484H
NMC 1613Y	NMC 380Y
NMC 1614Y	NMC 382Y
NMC 1654H	NML 450H
NMC 1655H	NML 457H

NMC 2052H	NMC 481H
NMC 2080H	NMC 472H
NMC 2090Y	NMC 273Y
NMC 2100Y	NML 110Y
NMC 2101Y	NML 210Y
NMC 2102Y	NML 310Y
NMC 2103Y	NML 410Y
NMC 2130Y	NML 412Y
NMC 2131H	NMC 413H
NMC 2173H	NMC 473H
NMC 2200Y	NML260Y
NMC 2201Y	NML 360Y
NMC 2202H	NML 461H
NMC 2203H	NML 463H
NMC 2220Y	NML 460Y
NMC 2225Y	NMC 348Y
NMC 2230Y	NMC 349Y
NMC 2300Y	NML 270Y
NMC 2301Y	NML 370Y
NMC 2310Y	NMC 377Y
NMC 2340Y	NML 470Y
NMC 2345Y	NMC 274Y
NMC 2500H	NMC 393H
NMC 2501H	NMC 394H
NMC 2515Y	NMC 396Y
NMC 2521H	NMC 392H
NMC 2541Y	NMC 469Y
JNE 2320H	NMC 477 H