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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 department 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).

**Department 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 online 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 Michael Godwin. 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 University, Essential Guide for Graduate Students and Graduate Wellness Portal website.

Life in the Department and Resources and Support for Domestic and International Students website.

Orientation
Both the School of Graduate Studies (SGS) and the Department hold Graduate Student Orientations. The SGS Orientation will be held in early-September. The Department and the NMC Graduate Student Association will hold their orientation followed by a reception as well in mid-September. Dates, times, and locations will be provided to students via their utoronto email account.
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 department Seminar Room (200B), located on the second floor of Bancroft Hall, is used for many department 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.

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. Paul-Alain Beaulieu, 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, comprehensive examinations, supervision committee, and concerns about courses should be brought to the Graduate Coordinator.

**Graduate Administrator**

The Graduate Administrator, Michael Godwin, nmcgrad@utoronto.ca, considers student and program matters and the daily operation of the Graduate Program in the Department. Michael is the first contact person for information concerning all aspects of the Graduate Program.

**Graduate Affairs Committee**

The Graduate Affairs Committee is concerned with Department 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 Department faculty meetings for discussion and approval. The Committee is composed of six to eight faculty members representing the Department's areas of concern and meets several times a year as needed. The Graduate Coordinator serves as the committee chair. The Chair and Graduate Administrator 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 Department 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.

Graduate Faculty webpage.

Department of Near & Middle Eastern Civilizations Program Overview webpage.
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, e-mail: cjs.director@utoronto.ca, as well as with the NMC Graduate Coordinator. [Website](#).

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 department 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 Paul-Alain Beaulieu or the 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.

A program of study should be planned in consultation with the Graduate Collaborative Program Coordinator as well as the NMC Graduate Coordinator. 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.

**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 Bonham Centre for Sexual Diversity Studies website. 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. Detailed information on the Program and its requirements can be found on the Diaspora and Transnational Studies website.

**NMC DEGREE PROGRAMS (MA, PhD)**

Please note that all graduate students are strongly advised to read the School of Graduate Studies Calendar carefully with respect to the Department but also with regard to University policies and guidelines, including the Code of Student Conduct and Academic Integrity (i.e. plagiarism).

**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 their 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 their graduate program. Eventually, for thesis-based degree programs, 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 academic year (September).

**Proficiency Exams in Languages of Modern Scholarship**

Doctoral 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.
The Department of Near & Middle Eastern Civilizations

The Department will administer two-hour language proficiency exams three times only during the academic year. In 2020-2021 the proficiency exams in French and German will be offered on:

- October 22, 2020
- January 21, 2021
- April 22, 2020

A student who fails to achieve a minimum passing 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 that are directly related to the student's field of interest and which the student would be expected to use in the normal course of their 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 they have correctly understood the text. The Academic Advisor will email Michael Godwin, Graduate Administrator, nmcgrad@utoronto.ca, the passage in advance of the exam.

Students are strongly encouraged to adhere to the Timetable for Fulfilling Language Requirements.

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: https://www.french.utoronto.ca/other-courses/fsl-6000-reading-french-course.

- GER6000H – Open to graduate students at U of T who need to fulfill their language requirement. For further information, visit: https://german.utoronto.ca/graduate-programs/graduate-courses/.

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:

<table>
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<th>Ph.D. Year</th>
<th>Exam</th>
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<tr>
<td>Year 1</td>
<td>First language of modern scholarship passed by end of year 1 or earlier</td>
</tr>
<tr>
<td>Year 2</td>
<td>Second language of modern scholarship passed by end of year 2 or earlier</td>
</tr>
<tr>
<td>Year 3 - December</td>
<td>Comprehensive Examinations, including examination in a primary source language as one of the examinations or part of an examination</td>
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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 Examinations, and will be examined in a research language (e.g. Arabic, Persian, Hebrew or Turkish) at the time of their general exams.

Comprehensive Examinations
The comprehensive examination requirements should be met by the end of the first term (by December) of the third year.
Comprehensive Examinations Guidelines

A. How to Organize the Comprehensive Examinations

The student should discuss the configuration of the examinations first with their 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 form should be helpful in determining the areas to be examined. The primary source language exam may also be given as part of the Comprehensive 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, who will serve as the exam Chair, all of whom must be present.
- The Advisor should coordinate the examinations with the other examiners.
- The Advisor must notify the Graduate Administrator 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 Comprehensive Examinations, they will be expected to present their thesis proposal within two months of the Comprehensive Examinations to the committee. Please see guidelines for thesis proposal contents below.

B. The Comprehensive Examination

1. The Comprehensive Examination comprises both the written exams and the oral exam.
2. Typically, the Major Exam is an eight-hour exam (i.e. 10:00am to 6:00pm), which is normally spread over two days (4 hours each day, e.g. 10:00am to 2:00pm), but may also be written in one day.
3. The Minor Exams are four hours long (e.g. 10:00am – 2:00pm).
4. 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.

5. All exams must be handed in to the Graduate Administrator before 6:00pm.

6. The Oral exam is based on material covered by or closely related to the written exams and is normally scheduled one week after the final written exam. If the student has passed their Comprehensive Exam, the thesis proposal will need to be discussed by the Thesis Advisory Committee (see section E).

7. Location: The Comprehensive Examination, both written and oral, take place at The Department of Near & Middle Eastern Civilizations in a room assigned by the Graduate Administrator.

8. 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.

9. Answers: At the exam’s conclusion, the Graduate Administrator copies the answers to a USB key, if exams are written on the computer. The answers are emailed to all examiners including the student. If written by hand, a scan of the original is made and distributed electronically.

10. Material Covered: The written examinations cover material based on courses the student has taken in relation to their Major and Minor fields (see Program Memorandum form), material relevant to the student’s intended research and in relation to reading lists that have been agreed on by the student and the members of their 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.

11. Final Grade: Following the Oral exam, the comprehensive examination committee members are asked to deliberate and record a final grade of either “pass” or “fail” (i.e. pass = 70% or above). A grade of CR appears on the transcript, when a student is successful. (Please see section D should a student be unsuccessful).
C. Examiners

1. Examination Papers: Please provide the Comprehensive 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 Michael Godwin, nmcgrad@utoronto.ca.

2. 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.

3. Assists: Please indicate whether the student is to be allowed assists, such as dictionaries or reference materials, during the examination.

4. Grading: The examining professor will mark the written answer as either “pass” or “fail” (i.e. pass = 70% or above) and inform the Comprehensive Committee Members, with a copy to the Graduate Coordinator and Graduate Administrator.

5. The Oral Exam: All graded written comprehensive exams must be returned to the Examination Chair, normally the Graduate Coordinator, directly following the oral comprehensive examination.

D. Students

1. Exam start time: Please check in with the Graduate Administrator prior to the exam.

2. Materials: Unless specifically advised, no materials or assists will be allowed in the examination room. The student may bring food and drink.

3. Writing the Exam: Please indicate in advance of the examination date if you would prefer to write the examination by hand.

4. The Exam Room: To be determined by the Graduate Administrator.

5. 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.

E. Failure

1. A student receiving ‘fail’ for a part or for the whole of the examination may be re-examined once, provided the examination takes place not later than nine months after the date of the first examination. Any examiner, or the student in consultation with the Graduate Coordinator,
may request a further reader/examiner for part or all of the written examination, when there is reason to think this would be helpful.

F. Pass/Proposal

1. If the student passes the General Examinations, they will be expected to submit their thesis proposal within two months of the Oral Comprehensive Examination to the thesis advisory committee. Note, the thesis committee can have different membership than the comprehensive examination committee. Written copies of the proposal, even if in preliminary form, must be distributed to all examiners and to the Graduate Coordinator.

2. Your Thesis Advisory Committee will review your 10 page thesis proposal plus bibliography. Revisions may be required. Please adhere to the following five instructions when submitting your thesis proposal:
   i. student emails the thesis proposal to the thesis advisory committee (up to 3 members, including the thesis supervisor). The Thesis Advisory Committee would not need to include the internal external member (this member is only required at a SGS final oral examination);
   ii. thesis advisory committee members emails the student with comments;
   iii. student adjusts the thesis proposal;
   iv. student emails a final copy of the thesis proposal to the thesis advisory committee;
   v. the student’s thesis supervisor emails the final thesis proposal to Professor Beaulieu, Graduate Coordinator, with a copy to all thesis advisory committee members, and to the NMC Graduate Office, Michael Godwin, nmcgrad@utoronto.ca, indicating whether or not the thesis proposal is approved. Michael Godwin will archive the approved thesis proposal in the student’s official student file. Once the approval email is received by the NMC Graduate Office, and there are no outstanding program requirements, the student will have achieved candidacy.

3. 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 Comprehensive Examinations, and approval of their thesis proposal, the student will proceed to their 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 Calendar](#).

The thesis should be as concise as possible and should be formatted according to the guidelines of the School of Graduate Studies. 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](#).

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 send an electronic copy of the completed thesis, including an abstract of the thesis, a brief biographical sketch, and a list of scholarly publications, if any, to Michael Godwin, Graduate Administrator, nmcgrad@utoronto.ca.

The Supervisor will nominate three potential external examiners to the Graduate Coordinator. The Supervisor will consult with all members of the final oral examination committee, including the Student, and the External Examiner, to set a convenient date for the examination. The Supervisor must allow at least eight weeks from submission of the thesis 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, normally in early May. 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 or Skype). 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 30 and submitted to Michael Godwin, Graduate Administrator, nmcgrad@utoronto.ca.
BEST PRACTICES

Supervision of Doctoral Students website.

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Sept - May</th>
<th>Course work in progress</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>May</td>
<td>First modern language requirement met by the end of the academic year</td>
</tr>
<tr>
<td>Year 2</td>
<td>Sept - May</td>
<td>Course work in progress</td>
</tr>
<tr>
<td></td>
<td>May</td>
<td>Second modern language requirement met by the end of the academic year</td>
</tr>
<tr>
<td>Year 3</td>
<td>Sept – Dec</td>
<td>Comprehensive Examinations</td>
</tr>
<tr>
<td></td>
<td>February</td>
<td>Final version of Thesis Proposal submitted no later than 2 months following successful completion of General Examinations</td>
</tr>
<tr>
<td>Years 4 &amp; 5</td>
<td></td>
<td>Thesis Preparation</td>
</tr>
</tbody>
</table>

A Thesis Advisory Committee Assessment (report) must be filed each year by May 30 to Michael Godwin, Graduate Administrator, nmcgrad@utoronto.ca.

Submission of Thesis

Final Oral Examination/Defense
Department policy requires that all the Ph.D. program requirements, with the exception of the thesis, be completed by February of Ph.D. Year 3. Failure to meet these requirements in timely manner can result in termination of the program.
All program requirements for the doctorate, including submission of the thesis, must be completed within five years.

For more information on producing your thesis, please refer to the following website.

**FUNDING AND TEACHING OPPORTUNITIES**

Please visit the School of Graduate Studies Awards and Funding website.

**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 additional contracts under the terms of the CUPE 3902 Unit 1 Collective Agreement. Students beyond Ph.D. year 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.

Potential candidates should submit a curriculum vitae (c.v.) along with a covering letter addressed 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.

Please note that your pay statement is available online through the Online Pay Statement System.
COURSES OF INSTRUCTION 2020-2021

The following is a list of courses offered in the Department of Near & Middle Eastern Civilizations. Note not all courses will be offered in a given academic year. Please visit the Department of Near & Middle Eastern Civilizations website for the current courses of instruction 2020-2021.

Graduate students must take graduate courses (course code level 1000+) to meet the graduate degree course requirements. In consultation with your academic advisor, undergraduate courses may be taken as a part of your degree program; however, graduate credit will not be given for undergraduate courses.

Cross-listed undergraduate and graduate courses are acceptable as a part of your program and will count towards your graduate degree course requirements. Note, ensure you enrol in the cross-listed graduate level course (e.g. NMC1001Y is cross-listed with NML305Y; therefore, ensure you enrol in NMC1001Y to receive graduate credit on your academic record).

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.

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.

**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.

**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.).

**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.

**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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>NMC 1008Y</td>
<td>BABYLONIAN ARCHIVAL TEXTS</td>
<td>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.</td>
</tr>
<tr>
<td>NMC 1009Y</td>
<td>INTRODUCTION TO SUMERIAN</td>
<td>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.</td>
</tr>
<tr>
<td>NMC 1010H</td>
<td>MESOPOTAMIAN SOCIETY AND ECONOMY (=NMC 449H)</td>
<td>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.</td>
</tr>
<tr>
<td>NMC 1020H</td>
<td>ANCIENT MESOPOTAMIA I: SUMERIANS &amp; AKKADIANS (=NMC 346H)</td>
<td>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.</td>
</tr>
<tr>
<td>NMC 1021H</td>
<td>ANCIENT MESOPOTAMIA II: ASSYRIANS &amp; BABYLONIANS (= NMC 347H)</td>
<td>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.</td>
</tr>
<tr>
<td>NMC 1022H</td>
<td>THE BABYLONIAN CITY (=NMC 446H)</td>
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</table>
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.

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.

NMC 1613H  ANCIENT NEAR EASTERN RELIGIONS (=NMC 380H)
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.

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.

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.

**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.

**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.

**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.

**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.

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

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.

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.
**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.

**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.

**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.

**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.

**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*

**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*
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

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.

NMC 1402H  TOPICS IN EGYPTIAN ARCHAEOLOGY
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.

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.

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.
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.

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.

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.

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.

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.
NMC 1310H READING 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.

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.

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.

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

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.

**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.

**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.

*Prerequisites: Permission of instructor*

**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.

*Prerequisites: Permission of instructor.*

**NMC 1318H  MIDRESHEI HALALHA: 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’bei R. Yishmael and D’bei 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 Kohenim 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.

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

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.

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

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.
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.

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.

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.
### 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.

### 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.

### 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.

### 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.

### 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

**NMC 1607H LIFE CYCLE AND PERSONAL STATUS ISSUES IN JEWISH LAW (=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

**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

**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

**NMC 1651H PHOENICIAN AND PUNIC EPIGRAPHY**
A seminar on Phoenician and Punic inscriptions and their relationship to contemporary Judaean 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.

**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.

**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.

**NMC 1654H-5 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.

**NMC 1655H COMPARATIVE SEMITICS**
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.
# Near Eastern Archaeology: (Egyptian, Syro-Palestinian, Mesopotamian, Islamic)

## NMC 1400H-F  
**The Archaeology of the Pre- & Protohistoric Civilizations of the Near East (NMC 260H)**

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.

## 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.

## NMC 1406H  
**Problems in the Archaeology of Bronze Age Syria-Palestine**

No course description available.

## 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.

## NMC 1408Y  
**Seminar in the Archaeology of Syria-Palestine**

No course description available.

## 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.

**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.

**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.

**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.

**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.

**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.
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.

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.

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.

NMC 1422H SEMINAR IN EGYPTIAN ARCHAEOLOGY II
Same course description as NMC 1421H above.

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.
NMC 1425H  ME SOPOTAMIAN 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.

NMC 1426H  ME SOPOTAMIAN 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.

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.

**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.

**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.

**NMC 1500Y-S  ARCHAEOLOGY FROM ALEXANDER TO MUHAMMAD**

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).
NMC 2541Y  CONTEXTUALIZING MEDIEVAL 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.

MIDDLE EASTERN AND ISLAMIC STUDIES

ARABIC STUDIES

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

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

NMC 2102Y  INTERMEDIATE STANDARD ARABIC II (=NML 310Y)

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

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.

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.

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.

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.

**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.

**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.

**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’an 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 PREMODERN 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-Buḥṭūrī, 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.

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.

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.

### 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.

### 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.

### 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.

### 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.

**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.

**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.

**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-Islamicate culture. The emergence of the Safavid polity in the early 16th century, a watershed in the religio-political history of pre-modern Iran.
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<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>NMC 2310Y</td>
<td>OTTOMAN HISTORY TO 1800 (=NMC 377Y)</td>
<td>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.</td>
</tr>
<tr>
<td>NMC 2315Y</td>
<td>TOPICS IN OTTOMAN HISTORY</td>
<td>A series of fortnightly seminars in which discussion will focus on pre-selected topics from pre-nineteenth century Ottoman history.</td>
</tr>
<tr>
<td>NMC 2345H</td>
<td>THE STEPPE FRONTIER IN EURASIAN &amp; ISLAMIC HISTORY (=NMC 274H)</td>
<td>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.</td>
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**ISLAMIC ART AND MATERIAL CULTURE**

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<tr>
<td>NMC 2501H</td>
<td>PERSIANATE ART AND ARCHITECTURE (=NMC 394H)</td>
<td>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.</td>
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<tr>
<td>NMC 2515Y</td>
<td>THE ISLAMIC CITY</td>
<td>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</td>
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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).

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.

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.

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” (ṣalāt) itself, to the “intimate conversations” (munaḥṣāt) 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.

**NMC 2052H ISLAMIC RELIGIOUS THOUGHT**

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.
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, Kalám, Falsafa, and Tasawwuf. Literature written from outside the Muslim community may also be of interest.

Prerequisites: Ability in the Languages of Islamicate culture and civilization

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.

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.

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.
**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.

**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.

**NMC 2203H-F  STRUCTURAL DEVELOPMENT OF IRANIAN LANGUAGES (=NML 480H)**
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.

**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 Skjærvå’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 inscriptions corpus.

**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), Kharaqani, 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*.

**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 *Akhlq-i Nasiri* of Nasir al-Din Tusi, the *Akhlq-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.

**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.

**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.

**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, theosophers, and poets as Ibn
Sina (Avicenna), Suhravardi (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 Suhravardi, 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: Suhravardi. The Philosophical Allegories and Mystical Treatises. Ed. and trans. W. M. Thackston. Costa Mesa, CA: Mazda, 1999.

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.

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.

NMC 2229H  PERSIAN, GREEKS, AND ROMANS: FRIENDLY ENEMIES
The course studies the relations between the classical (Greek and Roman) world and the pre-Islamic Iranian civilizations. It focuses on the passages of Greek and
Latin authors that talk about the culture, history and religion of the ancient Iranians, and on the textual references to the Romans in Iranian sources. It also overviews the iconographic representations of the Iranians coming from the Greek and Hellenistic worlds, and from the Roman Empire, as well as the representations of the Romans in the Sasanian art. Through the analysis of these textual and iconographic sources, the course highlights how the relations between the Graeco-Roman world and the Iranian world were characterized at the same time by a hostile attitude, and at the same time by a deep admiration.

**NMC 2230H THE FIRST WORLD EMPIRE: ACHAEMENID PERSIA**
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.

**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.

**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.

**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)

**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)

**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, nashihatnames, 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.
NMC 2331Y  OTTOMAN PALAEOGRAPHY AND DIPLOMATICS
This course is an introduction to Ottoman palaeography and diplomacy. The participants will be presented with a range of Ottoman documents such as imperial edicts (firman/hükum) 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 (deftes), 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.

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.

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 host department handbooks and websites for further information.
TABLE OF CROSS-LISTED 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.

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