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2023

GRADUATE STUDENT HANDBOOK

Department of Near and Middle Eastern Civilizations

UNIVERSITY OF TORONTO

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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 on-line catalogue of the University library, in the Computer Room on the third floor of Bancroft Hall. Students in the Department may also use the computing facilities provided by Computing in the Humanities and Social Sciences (CHASS), located on the 1st floor of Robarts Library. A computer in the resource room on the second floor has access to the Bar Ilan Responsa Project with a disc available from 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, School of Graduate Studies GradHub Graduate Wellness Portal [website](#).

Life in the NMC 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.

Associate Chair, Graduate Studies

The Associate Chair, Graduate 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 Associate Chair, Graduate, Professor Jeannie Miller, is responsible for the academic aspects of the program chairs, the Graduate Affairs Committee of the Department, and 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 Associate Chair, Graduate.

Graduate Administrator

The Graduate Administrator, Michael Godwin, michael.godwin@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 Associate Chair, Graduate 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.

Faculty of Arts & Science, Graduate [webpage](#).

NMC 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 Associate Chair, Graduate. [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 NMC Associate Chair, Graduate 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 Associate Chair, Graduate. 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 regards 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 Associate Chair, Graduate when the thesis topic has been selected. Students are required to meet with the Associate Chair, Graduate 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 Associate Chair, Graduate. 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 will administer two-hour language proficiency exams three times only during the academic year. In 2022-2023 the proficiency exams in French and German will be offered on:

- October 20, 2022
- January 19, 2023
- April 20, 2023

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, michael.godwin@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:

Ph.D. Year 1	Exam: First language of modern scholarship passed by end of year 1 or earlier
Ph.D. Year 2	Exam: Second language of modern scholarship passed by end of year 2 or earlier
Ph.D. Year 3 - December	Comprehensive Examinations, including examination in a primary source language as one of the examinations or part of an examination.

Ancient Near East Studies

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

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 Associate Chair, Graduate.

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 Associate Chair, Graduate 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 Associate Chair, Graduate, 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 Associate Chair, Graduate/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, michael.godwin@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 Associate Chair, Graduate and Graduate Administrator.
5. The Oral Exam: All graded written comprehensive exams must be returned to the Examination Chair, normally the Associate Chair, Graduate, 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 Associate Chair, Graduate, 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 Associate Chair, Graduate.
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 the Associate Chair, Graduate, with a copy to all thesis advisory committee members, and to the NMC Graduate Office, Michael Godwin, michael.godwin@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 Master's Thesis

Students will work with their Thesis Supervisor to develop and conduct a thesis project (record "RST9999Y" on the [course add form](#)) that will result in a substantive body of original research, and make a significant contribution to knowledge in the field. In consultation with your Thesis Supervisor, the length of an MA thesis is required to be between 40-80 pages excluding images and bibliography. For formatting requirements, please visit the School of Graduate Studies [website](#). Note: once an MA thesis is prepared for review, the thesis is required to be evaluated by a Second Reader. Your MA Thesis Supervisor will assist in identifying an adequate Second Reader. This Reader must have an NMC Graduate Faculty Membership. At this point, your MA Thesis Supervisor will collaborate with the Second Reader to determine a final grade for your MA thesis. Your MA Thesis Supervisor will then send the final grade to the NMC Graduate Administrator, Michael Godwin, with an email carbon-copy sent to the Second Reader.

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 Associate Chair, Graduate 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, michael.godwin@utoronto.ca.

The Supervisor will nominate three potential external examiners to the Associate Chair, Graduate. 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 Associate Chair, Graduate 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 Associate Chair, Graduate. A Thesis Advisory Committee Assessment (report) **must** be filed each year before **May 31** and submitted to Michael Godwin, Graduate Administrator, michael.godwin@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.

Typical two-year Ph.D. Course Work Program

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

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

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.

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 granted 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) (P.-A. BEAULIEU)

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.

NMC 1002Y SELECTED STANDARD AKKADIAN TEXTS (=NML 405Y) (P.-A. BEAULIEU)

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 (P.-A. BEAULIEU)

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 (P.-A. BEAULIEU)

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 (H.D. BAKER)

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 in the original cuneiform of texts from the Old Assyrian period (2000–1700 BC), the Middle Assyrian period (1400–1100 BC), and the Neo-Assyrian period (900–600 BC).

NMC 1007Y AKKADIAN LETTERS AND BUSINESS DOCUMENTS (EARLY PERIOD) (P.-A. BEAULIEU)

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.

NMC 1008Y BABYLONIAN ARCHIVAL TEXTS (P.-A. BEAULIEU)

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.

NMC 1009Y INTRODUCTION TO SUMERIAN (P.-A. BEAULIEU)

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.

NMC 1010H MESOPOTAMIAN SOCIETY AND ECONOMY (=NMC 449H) (H.D. BAKER)

This course presents a thematic overview of Mesopotamian society and economy from the third millennium to the first millennium BC. The emphasis is on critical evaluation of the primary sources (in translation), such as everyday legal contracts and the so-called "Laws". It also explores different approaches to the study of ancient social structures and economies. Topics include: freedom, slavery, and social class; ethnicity; women, children, and the elderly; marriage, family, and household; crime and punishment, and the judicial system; the priesthood; palace and temple, private and state; merchants and trade; money, markets, and prices, and the question of whether there was a market economy; labour and wages; land ownership and tenure, and wealth and social inequality.

NMC 1020H ANCIENT MESOPOTAMIA I: SUMERIANS & AKKADIANS (=NMC 346H) (P.-A. BEAULIEU)

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.

NMC 1021H ANCIENT MESOPOTAMIA II: ASSYRIANS & BABYLONIANS (=NMC 347H) (H.D. BAKER)

This course traces the political development and cultural history of Mesopotamia, from the territorial states of the Late Bronze Age to the world's first empires in the first millennium BC, those of Assyria, Babylonia, and Achaemenid Persia. It also traces the subsequent history of Mesopotamia through the Seleukid and early Parthian eras, down to the end of cuneiform writing around the end of the first millennium BC. The course emphasizes the critical analysis of primary written sources (in translation) for reconstructing the history of the peoples of Mesopotamia. It also examines their achievements in literature, science and scholarship, and art and architecture.

NMC 1022H THE BABYLONIAN CITY (=NMC 446H) (H.D. BAKER)

Ancient Mesopotamia is well known as the birthplace of some of the world's earliest cities. This course investigates the physical form of the city in second and first millennium BC Babylonia (southern Mesopotamia) as the setting for the daily activities of its inhabitants. It examines the key components of the Babylonian city: houses; neighbourhoods and city districts; palaces; temples and ziggurats; streets and alleys; shops and markets; city walls, gates, and moats, as well as canals, orchards and gardens. The course emphasises the reading and critical evaluation of written sources in translation, including selected royal inscriptions, topographical texts, and legal and administrative documents. It also considers ways of approaching the study of ancient cities and addresses the integration of textual and archaeological evidence. The focus is on investigating the relationship between Babylonian city form and contemporary social structure.

NMC 1023H THE NEO-ASSYRIAN EMPIRE (=NMC 447H) (H.D. BAKER)

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 emphasizes the historical evaluation and interpretation of the primary written sources.

NMC 1613Y ANCIENT NEAR EASTERN RELIGION (A. PORTER)

This course takes a methodological approach to the study of Ancient Near Eastern Religion. Using archaeological evidence and ancient texts, we develop a variety of ways to work towards a reconstruction of Ancient Near Eastern religious practices and beliefs.

ARAMAIC-SYRIAC STUDIES

NMC 1100Y INTRODUCTION TO ARAMAIC (=NML 220Y) (A. HARRAK)

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) (A. HARRAK)

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) (T. MEACHAM)

This course introduces the student to the Jerusalem Talmud (y, Yerushalmi or Palestinian Talmud) which is the major amoraic legal compendium of the Land of Israel. Tractate Niddah has been chosen for representative study because of its unique situation as the only Talmudic Tractate in the Order of Purities and its evidence of the abrupt redaction and closure of the Tractate at the end of chapter 3. Recognition of the dialogic structure of the legal discussions concerning the Mishnah and its elucidation will be emphasized. Terminology, grammar and syntax of Western Aramaic will be learned with reference to parallels in the Babylonian Talmud. Use of the Bar Ilan Data Base will be demonstrated.

We will begin with Chapter 3 of Tractate Niddah which deal with spontaneous abortion, definitions of personhood of the fetus, uncertain products of conception, intersex fetuses and fetuses of indeterminate sex, fetal development and fetal malformations, and normal and breech births. Solid background in Biblical or Modern Hebrew is required.

NMC 1104Y ANCIENT ARAMAIC EPIGRAPHY (A. HARRAK)1204

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) (T. MEACHAM)

Selected texts in the Pentateuch beginning with narrative section in Genesis chapter 3 (Garden of Eden), followed by the legal sections in Deuteronomy 25 (levirate marriage) and Exodus 21 (abortion) will be studied using the following Targumim: Onkelos, Pseudo-Jonathan, and Neofiti. The Samaritan (transliterated into Hebrew letters) 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 or Modern Hebrew, or Introductory Aramaic or experience with Eastern Aramaic from the Babylonian Talmud is required. Students will be taught to use the Comprehensive Aramaic Lexicon and become familiar with the relevant dictionaries and grammars.

NMC 1111Y BABYLONIAN ARAMAIC AND TALMUD (=NML 359Y) (T. MEACHAM)

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.

EGYPTOLOGY

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

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 reading simple hieroglyphic texts.

NMC 1202Y INTERMEDIATE MIDDLE EGYPTIAN (=NML 340Y) (K. GOEBS)

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

Prerequisite: NMC 1201Y (=NML 240Y)

NMC 1203Y LATE EGYPTIAN TEXTS (=NML442Y) (K. GOEBS)

The course introduces the student to the Late Egyptian dialect attested from the New Kingdom on and spanning the period from c. 1300 - 700 BCE. Students will be introduced to grammar, syntax, and orthography through readings of original texts; these will include stories, letters, business documents, and formal inscriptions.

Prerequisites: NMC 1201Y, NMC 1202Y

NMC 1204Y CURSIVE SCRIPTS (R. LEPROHON)

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 is necessary.

Prerequisites: NMC 1201Y, NMC 1202Y, NMC 1203Y (or permission of the instructor)

NMC 1209H OLD EGYPTIAN TEXTS (K. GOEBS)

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 EGYPTIAN HISTORICAL TEXTS (=NML 440H) (K. GOEBS)

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 works may be used as historical sources, will be discussed.

Prerequisites: NMC 1201Y, NMC 1202Y

NMC 1213H EGYPTIAN RELIGIOUS & FUNERARY LITERATURE (=NML 441H) (K. GOEBS)

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. While the focus will be on texts from funerary contexts, for which the most complete sources can be found, cultic, magical, and theological sources 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 1402H TOPICS IN EGYPTIAN ARCHAEOLOGY (M.-A. POULS WEGNER)

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 (K. GOEBS)

This course deals with the recognition and interpretation of ancient Egyptian symbols and the representations of human and divine figures as preserved in the epigraphic record. We will examine issues such as the intersection of Egyptian art and writing and the appropriateness of terminology such as “art”, “canon”, and “aspective” in analyzing Egyptian representations.

HEBREW AND JUDAIC STUDIES

NMC 1305H EARLY HEBREW EPIGRAPHY (R.D. HOLMSTEDT)

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 (= NMC 370H) (R.D. HOLMSTEDT)

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 (R.D. HOLMSTEDT)

This course will cover the Hebrew text of a biblical book (e.g. Samuel, Ezekiel) or a thematic group (e.g. history-writing, prophecy) 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 (R.D. HOLMSTEDT)

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 READINGS IN SECOND TEMPLE PERIOD TEXTS

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

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

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) (H. FOX)

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 HALAKHA: PURITY AND CULTIC TEXTS (T. MEACHAM)

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

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

NMC 1319H MIDRESHEI HALAKHA: LEGAL TEXTS & NARRATIVE (T. MEACHAM)

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) (T. MEACHAM)

Gender Issues and Jewish Law in Spring 2023 will cover 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 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. We shall examine various sexual acts: heterosexual, homosexual, bisexual, asexual, transsexual, intergenerational, and solitary sex in an attempt to discern the relationship of classical Jewish texts to them. Did these relationships constitute constructions of sexualities? The impact of cross-cultural influences on Jewish approaches to sex, gender, and sexuality will also be addressed.

NMC 1608H GENDER-RELATED TOPICS IN LAW AND RELIGION (=NMC 484H) (T. MEACHAM)

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 (R. D. HOLMSTEDT)

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

light of the relevant scholarly literature, and with due attention to comparative materials.

NMC 1652H UGARITIC (R.D. HOLMSTEDT)

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 Biblical Hebrew Linguistics (R.D. HOLMSTEDT)

This course will discuss the current state of linguistic research on Biblical 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 Deuteronomy, 1-2 Samuel, Esther, or Qoheleth.

NMC 1654H ADVANCED BIBLICAL HEBREW (=NML 450H) (R.D. HOLMSTEDT)

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 (R.D. HOLMSTEDT)

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 WHY THE ANCIENT NEAR EAST? PART I. INVESTIGATING THE GREAT TRANSFORMATIONS IN PRE- AND PROTO- HISTORY (=NMC 260H) (A. PORTER)

This is an experiential course that asks what it would have been like for people in the ancient Near East as their world underwent the profound changes wrought by domestication, farming, urbanism, and state formation. We focus on the sensory experiences of the body and their effect upon the mind, by reconstructing and using spaces and objects that have come to define the archaeological periods from 10,000 to 2500 BCE. From circular communal buildings and the constraints and possibilities they offer for social interaction, to replastering skulls and making hand-held figurines, to the performance of a ritual text, we link traditional teaching with walking a mile in ancient footwear.

**NMC 1401H-S WHY THE ANCIENT NEAR EAST? PART II. THE HISTORIC PERIODS (= NMC262H)
(A. PORTER)**

The history of the ancient Near East seems to be marked by the rise and fall of one political power after the other, constant conflict, and cultural change. In the past, population movements were cited as the cause of political collapse at every turn, now it is climatic variations. This class examines what constitutes, and what causes, epochal change. At the same time, it evaluates the different kinds of explanation put forward over recent decades, and assesses their connection to related issues in the modern world. Do the people who live through such change realize it? To what degree does an increasing globalization contribute to conflict? These are critical questions in understanding past and present. Using archaeological and textual sources, we focus on the varied ways Near Eastern societies had of recognizing and addressing these problems.

NMC 1406H PROBLEMS IN THE ARCHAEOLOGY OF BRONZE AGE SYRIA-PALESTINE (T. HARRISON)

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 1407H PROBLEMS IN THE ARCHAEOLOGY OF IRON AGE SYRIA-PALESTINE (T. HARRISON)

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 (T. HARRISON)

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 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) (T. HARRISON)

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) (T. HARRISON)

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)

Uncover the wonders of Syria's past, from 10,000 year-old burials to the world heritage sites of Palmyra and the Citadel of Aleppo. Explore headless skeletons, royal marriages, desert castles and Roman streetscapes as you learn about a rapidly disappearing cultural heritage. The current war might have halted fieldwork here for the time being, but the results of generations of excavation remain to be properly processed and understood. Learn about discoveries that now might never see the light of day, and find out what you can do to change that.

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

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

established to show how meaningful artifact typologies can be constructed. The potential as well as limitations of art-historical approaches for archaeological work, especially for the chronology and interpretation of archaeological 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 MESOPOTAMIAN MATERIAL CULTURE II: ARCHITECTURE

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

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 THE ARCHAEOLOGY OF SUMER (C. REICHEL)

This class will provide an in-depth look at the rise of Mesopotamian urban civilization from 4000 – 2000 BC—a crucial time period that saw the rise of first cities in the Uruk period; the formation of competing urban polities and first

empires in the Early Dynastic, Akkadian and Ur III periods; the development of writing as reflected in bureaucracy and historical narratives; unprecedented technological innovations; and the creation of unparalleled works of art and visual narratives. Much of the discussion in this class will focus on materials from excavated sites in Iraq, Syria, and Iran to highlight the wealth of available data but to also discuss its limitations for modern analytical and interpretive approaches. In addition to lectures, students will actively participate through class presentations and in focused discussions of selected topics. The class will also include site visits to the ROM to consult its Mesopotamian archaeological collection.

NMC 1429Y POLARIZED-LIGHT MICROSCOPY IN ARCHAEOLOGY (R. MASON)

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 1430H WARFARE – THE ARCHAEOLOGY OF CONFLICT (C. REICHEL)

A survey class on the warfare in the ancient Near East (10,000 – 333 BC) using archaeological data and historical sources. Topic to be covered include origins of conflict, archaeological manifestations of war, armies and weapons, siege techniques, urban combat, and prisoners of war.

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) (A.-K. Ali)

This course is designed for students with no prior knowledge of Arabic. It places equal emphasis on the development of all language skills: reading, writing, listening, and speaking. The learning philosophy underlying this approach is that proficiency in a foreign language is best achieved through consistent, deliberate, and systematic practice. From the outset, students are strongly encouraged to develop the habit of consistently practicing learned material.

NMC 2101Y INTERMEDIATE STANDARD ARABIC I (=NML 210Y) (A.-K. Ali)

This course assumes active knowledge of the content covered in NMC2100Y. It places equal emphasis on the development of all language skills. As the course progresses, students are introduced to the fundamentals of Arabic morphology and syntax. This is achieved through analysis of texts covering a wide range of topics. By the end of the course, students are expected to achieve upper intermediate level of proficiency.

NMC 2102Y INTERMEDIATE STANDARD ARABIC II (=NML 310Y) (A.-K. Ali)

This course assumes active knowledge of the content covered in NMC2101Y. As the course progresses, students are introduced to increasingly complex morphological and syntactic patterns of Arabic. This is achieved through analysis of texts covering a wide range of genres. By the end of the course, students are expected to achieve advanced level of proficiency.

NMC 2103Y ADVANCED STANDARD ARABIC (=NML410Y) (A.-K. ALI)

This course assumes active knowledge of the content covered in NMC2102Y. Its goal is to strengthen the students reading and writing skills, refine their knowledge of syntax and morphological patterns, and enrich their cultural background. This is achieved through analysis of sophisticated authentic texts covering a wide range of genres. In addition, Classical Arabic literary texts will be incrementally introduced. By the end of the course, students are expected to reach a superior level of proficiency.

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-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) (J. MILLER)

This class surveys the rich and varied literary prose tradition in the Arabic language from the Qur'ān to the Mamluk era. These works are frequently referenced in modern Arabic literature, in addition to being beautiful and intellectually challenging in their own right. We will read essayistic epistles, in addition to narrative works of a variety of genres, including biographical compilations, *maqāmāt*, anecdotes, histories, and fables. All texts are in the original Arabic.

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

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

NMC 2131H PREMODERN ARABIC POETRY (=NML 413H) (J. MILLER)

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

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

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

**HISTORY OF THE ISLAMIC WORLD
AND THE MODERN MIDDLE EAST**

NMC 2080H-F THEORY AND METHOD IN MIDDLE EASTERN STUDIES (=NMC 472H)

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-SANTHROPOLOGY OF THE MIDDLE EAST (N. MOUMTAZ)

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 2160H HADITH AND THE STUDY OF TRADITIONS IN ISLAMIC HISTORY (A. RAZZAQUE)

This is a seminar on the hadith literature broadly defined, as well as its methodological challenges and potentials for the study of Islamic history. Debates on the status of traditions attributed to the Prophet Muhammad and other early authority figures played a formative role in classical Islamic thought, and have been no less significant if contentious in the modern academic study of Islam. This course explores the history of hadith as a discourse, its different forms and genres, its compilation and changing norms of transmission in the medieval period, and its various functions in law, ethics, theology, society, and culture. Readings in primary sources will include both canonical and apocryphal texts, representing the major and minor Muslim traditions. Through selected case

studies on themes of interest, students will develop a command of the technical concepts and terminology in hadith studies, be able to review current debates in the field, and gain a critical understanding of the role of tradition in Islamic intellectual and social history.

NMC 2170H-S TOPICS IN MODERN ARAB HISTORY I (J. A. REILLY)

A seminar on historiographies of the Arabic-speaking lands of the Middle East and North Africa, 18th-21st centuries. (Governance is not required; no undergraduate counterpart.)

NMC 2171H-S TOPICS IN MODERN ARAB HISTORY II (J. A. REILLY)

A seminar focusing on the Arabic-speaking lands of the Middle East and North Africa, 18th-21st centuries, taking up issues and perspectives related to the instructor's research interests. (Governance is not required; no undergraduate counterpart.)

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 (=NMC452H)

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 History of Iran: From the Sasanians to the Safavids (=NMC 348Y) (M. Subtelny)

The political, religious, and cultural history of greater Iran from pre-Islamic times to the early modern era. Following an overview of the history of the Sasanian empire, the course traces the progress of the Arab conquests of Iran in the 7th century and surveys the rise of regional Iranian dynasties that contributed to the formation of a new Perso-Islamic cultural identity. From the 11th–15th centuries Iran was dominated politically by Turkic and Turko-Mongolian dynasties, the most significant of which—the Ghaznavids, Saljuqs, Ilkhanids, and Timurids—are examined, including their patronage of Persianate literature and art. Particular attention is devoted to the Safavid polity established in the early 16th century, which represented a watershed in the political and cultural history of Iran due to its adoption of Shi'ism as the state religion.

NMC 2226H Medieval Persian Historiography and Diplomats (M. Subtelny)

This seminar is concerned with Persian historical writing and documentary sources for the study of the history and culture of greater Iran during the medieval Islamic period. Selected excerpts from major Persian chronicles and other historical writings will be read and analyzed in their historical contexts. Students will also be introduced to Persian diplomatics, i.e., the study of various types of documents, including correspondence and legal documents, as well as chancery manuals and notarial formularies.

NMC 2310Y OTTOMAN HISTORY TO 1699 (=NMC 377Y) (V. OSTAPCHUK)

A survey of the Ottoman Empire from its late 13th–early 14th century origins as a border principality through the classical age of Mehmed the Conqueror and Süleyman the Magnificent when, as a mature Islamic empire, it ruled lands in Europe, Asia, and Africa, to the internal and external challenges it faced during the 17th century that forced it to either transform or decline. The end point is the Treaty of Karlowitz in 1699. Attention is also paid to the immediate predecessors of the Ottomans—the Anatolian Seljuk Sultanate, the Mongols, and the principalities known as *beyliks* that came into being with the decline of the Seljuks and led to the rise of the Ottomans. Coverage includes topics in Ottoman institutions, economy, society, and culture.

NMC 2313H HISTORY OF THE LATE OTTOMAN EMPIRE (M. METHODIEVA)

This course provides an in-depth coverage of the history of the Ottoman Empire from the end of the 18th century until its dissolution over the course of World War I. It explores the main political, social, economic, and intellectual developments by looking at a variety of experiences throughout the Ottoman domains. Students are introduced to key historiographical debates and research methodologies through critical engagement with secondary and some primary sources. The course also traces the Ottoman legacy in Turkey, the Middle East, and the Balkans. Topics include decentralization and the politics of the notables, Ottoman reforms, the Hamidian period, the Young Turk revolution and regime, WWI, and the functioning and transformation of a diverse society.

NMC 2315Y TOPICS IN OTTOMAN HISTORY (V. OSTAPCHUK)

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

NMC 2345Y THE STEPPE FRONTIER IN EURASIAN AND ISLAMIC HISTORY (=NMC 274H & NMC 275H) (V. OSTAPCHUK)

Explores the roles of Turks, Mongols and other primarily pastoral nomadic peoples as raiders, migrants, slave-soldiers, and empire-builders in the ancient and medieval history of Eurasia (Inner and Central Asia, Middle East, Eastern Europe)

including the formation of the Islamic world, as well in the configuration of the modern world in general. Topics covered include long-distance economic and cultural contacts ("silk roads") facilitated by so-called "steppe empires," Islamization of the Turks in Central Asia, and their gradual takeover of Iranian, Arab, and other lands, the partnership of Turks and Mongols in conquests in Eurasia from China to Ukraine and beyond, and from Siberia to the Middle East. In addition, lifeways (especially pastoral nomadism), economic and cultural interplay between nomadic and sedentary societies, political structures, steppe warfare, and the roles of physical geography and environment. The chronological coverage is from prehistoric (ca. 1000 BC) to early modern times.

**NMC 2350H CAPITAL, TECHNOLOGY, AND UTOPIA IN THE MODERN MIDDLE EAST
(=NMC379H) (A. ZAKAR)**

How does the workings of capital intersect with technological innovation and political visions in the modern Middle East? This course approaches this question through critical reading in the histories of capitalism, crisis, science, politics, and intersections between cultural history and technology studies using the Middle East as a starting point for the study of global phenomena. We will examine the ways in which constructions like race and ethnicity, gender, and the human/non-human divide have mediated the social and spatial expansion of capital in the region, especially through technological infrastructure and utopias between the late 18th and the 21st centuries.

NMC 2351H MAPPING THE OTTOMAN WORLD (=NMC454H) (A. ZAKAR)

This highly visual course explores the history of cartography in the Ottoman World between the 15th and 20th-centuries. Focusing on the social life of images, it examines how the Ottomans and their rivals governed the territory through navigation, astronomy, architecture, property, and geographical surveys. From religious to scientific visualizations, maps make history. Yet not long ago, they were rare and strange technical objects, and their value as historical source has shifted again and again. Each week illuminates moments of this story by centering on a topic including empire, image, boundaries, print, reform, visualization, infrastructure, spatial literacy, map wars, and verticality.

ISLAMIC ART AND MATERIAL CULTURE

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

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

NMC 2515Y THE ISLAMIC CITY

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

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.

NMC 2530H NEW APPROACHES TO "ISLAMIC ART" (R. KANA'AN)

Does 'Islamic Art' exist? This course takes a critical approach to the concept of 'Islamic art' that is rooted in two interconnected modes of conceptualization: colonial imagination and collection practices. By exploring real and virtual art exhibitions that were (re)installed after 9/11 and selected readings on 'Islamic Art' students engage with the topics of orientalism, the colonial gaze, art collecting practices, islamophobia, and current debates on decolonizing the museum. They also gain an understanding of the role of museums in shaping and constructing cultural narratives.

NMC 2531H THE MOSQUE: READINGS IN ARCHITECTURE, LAW, AND AUTHORITY IN MUSLIM CONTEXT (R. KANA'AN)

The course discusses different aspects of the mosque including its physicality and urban context, its place in the geographical imagination, and its role as a vehicle to articulate power, enforce authority, and establish community and belonging. It explores the mosque in relationship to a variety of texts from Sunni, Shi'a, and Ibadi traditions (in translation) including architectural inscriptions, dynastic and city histories, legal texts on prayer and endowments, topographical texts, political texts on governance and authority, travelogues, and literary works.

ISLAMIC RELIGION AND PHILOSOPHY

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 Reading 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. TALEGHANI)

This course is for students who have minimal or no prior knowledge of Persian focusing on reading, writing and conversation. Students start by learning how to write and pronounce the sound and alphabet, how to connect letters to form basic vocabulary in Persian in order to express basic ideas orally and in writing; then develops students' language comprehension through expanding their vocabulary and grammar. By the end of the course, students' skills in listening, speaking, reading, and writing in Persian improves and they should be able to read, write and translate sentences in Persian at an intermediate level.

NMC 2201Y INTERMEDIATE PERSIAN (=NML 360Y) (A. TALEGHANI)

This course is an intermediate/advance level of Persian language for students who passed NMC2200Y or demonstrate commensurate Persian skills. The course continues to develop students' Persian language knowledge by focusing on more complex readings, writings, grammatical structures, translation, Audio/visual, and conversational activities such as group discussion, language games, movie, music, dialogue, and playing role at an advanced level. By the end of this course, students enable to reach the intermediate high/advance level of proficiency in Persian. The course also serves as preparation for courses on classical and contemporary Persian literature.

NMC 2202H-F MODERN PERSIAN POETRY (=NML 461H)

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 (=NMC 480H) (A. TALEGHANI)

This interdisciplinary course focuses on the structural development of the Persian language from Old Persian (551 BC) to Modern Persian (7th century) with the emphasis on the word formation and grammar. The course consists of two main parts: The first part focuses on an overview of the Old Persian and Middle Persian languages, their linguistic features and writing system and the factors that changed Old Persian to Middle and then Modern Persian. The second part of the course concentrates on the structural analysis of Iranian languages including Dari, Tajiki, Balochi, Kurdish, Pashto, The lecture is based on texts and articles

written by theoretical linguists, historians, sociolinguists, descriptive and historical linguists. This course also examines the role of language in maintaining cultural identity and shows the type and the mechanism of the development of Iranian languages in general and of Persian in particular.

NMC 2204Y AVESTAN (=NML 465Y1)

NMC 2205Y MIDDLE PERSIAN (PAHLAVI) (=NML362Y1)

NMC 2206Y OLD PERSIAN (=NML 262Y)

This course will survey the language, epigraphy, and political theology found within the imperial inscriptions of the Persian Empire of Achaemenids. (550-330 BCE). The inscriptions will be studied using Prods Oktor Skjærvø's unpublished primer, *An Introduction to Old Persian*. The course will involve reading and discussions of the main grammatical categories as well as progressive exercises from actual inscriptions. By the end of the year students will have acquired a strong understanding of the cuneiform script, grammar, and syntax and be able to read the entire inscriptional corpus.

NMC 2219H Persian Literature: The Epic Tradition (=NML467H) (M. Subtelny)

Selected representative readings from the iconic masterpieces of classical heroic and romantic epic poetry, including the Persian national epic, *Shahnameh*; the magisterial ode of Khaqani on the ruins of a Sasanian palace; and tales from the *Khamseh*, or Quintet, of Nizami about the star-crossed lovers Laili and Majnun, and the world-conqueror Iskandar, or Alexander the Great. Emphasis is on close reading and analysis of the linguistic and literary content and style of these works, and discussion of their historical and cultural backgrounds. Students will acquire essential skills in the technical requirements of classical Persian poetry, such as prosody, rhyme, and poetic devices.

NMC 2220H Persian Literature: Ethical, Erotic, and Mystical (=NML468H) (M. Subtelny)

Selected representative readings from the ethical works of Sa'di (*Bustan* and *Gulistan*); the mystical parable *Mantiq al-tayr* of 'Attar and the *Masnawi* of Rumi; and the *ghazals*, or mystico-erotic lyrics, of Rumi and Hafiz. Emphasis is on close reading and analysis of the linguistic and literary content and style of these works, and discussion of their historical, cultural, and religious backgrounds. All readings are in the original Persian. Students will acquire essential skills in the technical requirements of classical Persian poetry, such as prosody, rhyme, and

poetic devices, as well as an understanding of the key concepts and terminology of Persian Sufism.

NMC 2221H Persian Mirrors for Princes (M. Subtelny)

The Persian literature of advice on kingship and kingly ethics constitutes an important source for understanding medieval Islamic political philosophy and concepts of rule and social organization. These works are sometimes referred to as “mirrors for princes,” although they are not consistent in terms of their contents. Excerpts from selected texts dating from the 11th to the 17th centuries will be read and analyzed, including such classics as the *Qabusnameh* of Kay Ka’us, the *Siyar al-muluk* of Nizam al-Mulk, and Nasir al-Din Tusi’s *Akhlaq-i nasiri*.

NMC 2223H The Persian Manuscript Tradition (M. Subtelny)

An introduction to medieval Persian codicology, including the technical terminology used in the study of manuscripts; paleographical issues, such as script styles and dating; textual criticism and editing techniques; and the use of manuscript catalogues. Some attention will also be paid to the arts of the book. Digital copies of selected Persian manuscripts will form the basis of study.

NMC 2224H The Visionary Tales of Suhrawardi, Master of Illuminist Philosophy (M. Subtelny)

The course focuses on the Persian treatises (*rasa’il*), or “visionary tales,” of Shihab al-Din Yahya Suhrawardi (d. 1191), known as Shaikh al-Ishraq. It examines the philosophical and cosmological background of his writings, the ancient Iranian mythological motifs they incorporate, and the framework of Islamic Sufism in which they were written.

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

The course studies the views on cosmogony and cosmology of the Zoroastrian religion. It focuses on the Zoroastrian doctrines on the origin and history of the cosmos in Zoroastrian sources (the Avesta and the Middle Persian texts) and in texts by non-Zoroastrian authors dating to the pre-Islamic early Islamic periods. It highlights the position of these doctrines in the system of beliefs and practices of the Zoroastrian religion, such as the relation between the spiritual and the material planes of existence, and the function of ritual in the Zoroastrian worldview.

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

The course studies the pre-Islamic Zoroastrian doctrines on individual and universal eschatology, and the texts describing these doctrines. It principally focuses on the Zoroastrian apocalyptic texts in Middle Persian, which present divine beings disclosing to human recipients the future developments of history, and the structure of the netherworld. The course also compares the Zoroastrian eschatological doctrines with Jewish and Christian eschatological doctrines, and discusses the question of the relationship of Zoroastrian apocalypses with Jewish and Christian apocalypses.

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 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 2232H IRAN AFTER ALEXANDER: FROM THE SELEUCIDS TO THE PARTHIANS

Course description pending.

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 examine 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 AND OTTOMAN STUDIES

NMC 2300Y INTRODUCTORY TURKISH (=NML 270Y)

This course is designed to provide an introduction to Turkish for learners with no previous experience with this language. A variety of speaking, listening, reading, and writing activities will be included to develop both spoken and written language skills. By the end of the course, students will be able to carry out basic conversations in Turkish in everyday social encounters, have a grasp of the basics of the Turkish grammar and understand elementary texts such as simple excerpts from news articles or literary works. They will also have gained a basic understanding of the cultural contexts in which Turkish is spoken.

Exclusion: Native speakers

NMC 2301Y INTERMEDIATE TURKISH (=NML 370Y)

This course is designed for students who have already completed NMC2300Y Introductory Turkish or have an equivalent level of proficiency in Turkish. It aims to expand students' communicative skills, grammatical knowledge, and vocabulary. A variety of intermediate-level speaking, listening, reading, and writing activities will be included to further develop both spoken and written language skills. By the end of the course, students will be able to read, understand and translate various authentic texts of intermediate difficulty. They will be able to write short essays and talk about a wide range of general topics. They will also have gained a deeper understanding of the cultural contexts in which Turkish is spoken. The course also serves as a preparation for the advanced study of Turkish.

Prerequisites: NMC2300Y or permission of the instructor.

NMC 2302Y ADVANCED TURKISH (with Introduction to Ottoman Turkish) (=NML 470Y)

This course is designed for students who have already completed NMC2301Y Intermediate Turkish or have an equivalent level of proficiency in Turkish. It aims to build upon the existing competence of the students in Turkish and to further improve their four skills through a variety of advanced speaking, listening, reading, and writing activities. By the end of this comprehensive course, students will be able to read, understand and translate various texts of different genres such as literary work. They will be able to write essays on a wide range of topics. They will demonstrate the ability to express themselves both orally and in writing through complex grammatical structures and a rich vocabulary. They will also have gained thorough understanding of the social and cultural contexts in which Turkish is spoken. In the second semester the course will also include an introduction to Ottoman Turkish, the extent of which will depend on the interests and needs of the students.

Prerequisites: NMC2301Y or permission of the instructor.

NMC 2320H MODERN TURKEY (=NMC 477H)

The course examines the history of modern Turkey from the beginning of the 20th century until the present day. Topics include transition from empire to nation-state; the establishment of the Turkish republic; the Kemalist reforms and legacy; nationalism and nation-building; Islam and politics; gender and sexuality; as well as recent political, social, and cultural developments. The course seeks to situate the history of Turkey in a broader regional context and introduces students to some historiographical debates. In seminar discussions students are encouraged to explore topics from a critical post-nationalist perspective and to think about current events in a historical context.

NMC 2330Y READINGS IN OTTOMAN HISTORICAL TEXTS (V. OSTAPCHUK)

This course is an introduction to the reading and analysis of Ottoman historical texts in the original manuscript—chronicles, *gazavatnames*, *nasihatnames*, travel accounts, and epics. Principles of textual criticism are introduced. For each seminar meeting excerpts from original Ottoman manuscripts are assigned for reading and analysis.

NMC 2331Y OTTOMAN PALAEOGRAPHY AND DIPLOMATICS (V. OSTAPCHUK)

This course is an introduction to Ottoman palaeography and diplomatics. The participants are presented with a range of Ottoman documents such as imperial edicts (*ferman/hükm*) and their registrations (*mühimme defterleri*), diplomas (*berat*), reports and petitions (*'arz-i hal*, *'arz*), vizierial summaries (*telhis*), memoranda (*tezkire*), receipts (*temmesük*), and legal registrations (*sicill, hüccet*). In addition, there will be samples from various types of registers (*defter*), for example, surveys of taxable population (*tahrir defteri*) or records of the financial department (*maliye*), such as day books (*ruzname defterleri*) and financial edict registry books (*ahkam defterleri*). For each seminar meeting photocopies of original Ottoman documents are assigned for reading and analysis.

OTHER COURSES

NMC2001H F/S/Y, NMC2001Y F/S/Y DIRECTED READING AND RESEARCH

The following course codes are on reserve if NMC2001H/Y is not available:
NMC2000H F/S/Y, NMC2000Y F/S/Y

A [reading and research course](https://uoft.me/SGSReadingandResearchCourse)

(<https://uoft.me/SGSReadingandResearchCourse>) is a course created when an individual graduate student (or a very small group of graduate students) wishes to explore a topic not currently offered as a graduate course. The student is responsible for finding a graduate faculty member who is willing to work with the student. In collaboration, the graduate faculty member and the student will create the learning goals, deliverables, resources, timeline, and mechanism for feedback. The supervising faculty member must have a School of Graduate Studies (SGS) Graduate Faculty Membership Appointment through the Graduate Department of Near & Middle Eastern Civilizations. These are not meant to replace existing curriculum where sufficient course offerings are available. Reading/Research courses are supplementary and are considered at the

discretion of the academic advisor to fill in a gap in knowledge/academic preparedness for the dissertation.

NMC2075H GRADUATE RESEARCH FOR MAS (W. SALEH)

This course is geared specifically for MA students, and serves as an introduction to the different areas of study covered within the NMC department, with guest presentations from NMC faculty with associated readings. Students develop an independent research project in their field by the end of the course.

RST 9999Y DIRECTED READING AND RESEARCH MASTERS THESIS

Students will work with their Thesis Supervisor to develop and conduct a thesis project (record "RST9999Y" on the [course add form: https://uoft.me/SGSCourseAddForm](https://uoft.me/SGSCourseAddForm)) that will result in a substantive body of original research, and make a significant contribution to knowledge in the field. In consultation with your Thesis Supervisor, the length of an MA thesis is required to be between 40-80 pages excluding images and bibliography. For formatting requirements, please visit the School of Graduate Studies [website \(https://uoft.me/SGSFormattingRequirements\)](https://uoft.me/SGSFormattingRequirements). Note: once an MA thesis is prepared for review, the thesis is required to be evaluated by a Second Reader. Your MA Thesis Supervisor will assist in identifying an adequate Second Reader. This Reader must have an NMC Graduate Faculty Membership. At this point, your MA Thesis Supervisor will collaborate with the Second Reader to determine a final grade for your MA thesis. Your MA Thesis Supervisor will then send the final grade to the NMC Graduate Administrator, Michael Godwin, with an email carbon-copy sent to the Second Reader.

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 Academic Advisor and the Associate Chair, Graduate in order to obtain credit toward degree program requirements. Please refer to the host department handbooks and websites for further information.