



Department of Near Eastern Languages and
Civilizations



Graduate Student Handbook

NELC

Harvard University

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2018-2019

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INTRODUCTION

The Department of Near Eastern Languages and Civilizations Graduate Student Handbook is intended to serve as a reference manual for graduate students. Please let us know if you find anything missing that would be useful for future editions. (The department reserves the right to amend this handbook as needed.

We apologize for errors of omission and commission.)

Visit the Department of Near Eastern Languages and Civilizations

Website at: www.nelc.fas.harvard.edu

STUDENTS, FACULTY & STAFF

INCOMING GRADUATE STUDENTS Fall 2017

Ahmad Ariankoo, *Histories and Cultures of Muslim Societies*
Ahsen Cebeci, *Histories and Cultures of Muslim Societies*
Andrew Delucas, *Ancient Near Eastern Studies*
Declan Maloney, *Ancient Near Eastern Studies*
Meryum Kazmi, A.M., *Histories and Cultures of Muslim Societies*
Khadijah Qamar, A.M., *Histories and Cultures of Muslim Societies*
Kevin Winn, A.M., *Histories and Cultures of Muslim Societies*

RETURNING GRADUATE STUDENTS

Rushain Abbasi, *Histories and Cultures of Muslim Societies*
Khalil Andani, *Histories and Cultures of Muslim Societies*
Ali Asgar Alibhai, *Histories and Cultures of Muslim Societies*
Paul Anderson, *Histories and Cultures of Muslim Societies*
Sheza Atiq, *Histories and Cultures of Muslim Societies* Youssef
Ben Ismail, *Histories and Cultures of Muslim Societies*
Alison Blecker, *Histories and Cultures of Muslim Societies*
Faris Casewit, *Histories and Cultures of Muslim Societies*
Walter Scott Chahanovich, *Histories and Cultures of Muslim Societies*
Zhan Chen, *Ancient Near Eastern Studies*
Conor Dube, *Histories and Cultures of Muslim Societies*
Farah El-Sharif, *Histories and Cultures of Muslim Societies*
Mary Elston, *Histories and Cultures of Muslim Societies*
Eric Fredrickson, *Ancient Near Eastern Studies*
William Friedman, *Jewish History and Culture*
Haci Osman Gunduz, *Histories and Cultures of Muslim Societies*
Gregory Halaby, *Histories and Cultures of Muslim Societies*
Matthew Hass, *Jewish History and Culture*
Yehonatan Hershkovitz, *Ancient Near Eastern Studies*
Terry Illes, *Ancient Near Eastern Studies*
Hadel Jarada, *Histories and Cultures of Muslim Societies*
Shakeel Kahn, *Histories and Cultures of Muslim Societies*
Jae-Hwan Kim, *Ancient Near Eastern Studies*
Dustin Klinger, *Histories and Cultures of Muslim Societies*
Johannes Makar, *Histories and Cultures of Muslim Societies*
Jesse Mirotznik, *Jewish History and Culture*
William Nation, *Ancient Near Eastern Studies*
Lispeth Tibbits-Nutt, *Histories and Cultures of Muslim Societies*
Caitlyn Olson, *Histories and Cultures of Muslim Societies*
Matthew Peruoco, *Ancient Near Eastern Studies*
Andrew Pottorf, *Ancient Near Eastern Studies*
Julia Puglisi, *Ancient Near Eastern Studies*
Matthew Rasure, *Hebrew Bible*

Arezu Rihai, *Histories and Cultures of Muslim Societies*
Ari Schriber, *Histories and Cultures of Muslim Societies*
Shahrad Shahvand, *Histories and Cultures of Muslim Societies*
Armaan Siddiqi, *Histories and Cultures of Muslim Societies*
Matthew Steele, *Histories and Cultures of Muslim Societies*
Hilo Sugita, *Ancient Near Eastern Studies*
Laura Taronas, *Ancient Near Eastern Studies*
Maria Ines Coutinho-Dinis Torres, *Ancient Near Eastern Studies*
Nada Unus, *Histories and Cultures of Muslim Societies*
Joseph Vignone, *Histories and Cultures of Muslim Societies*
Aaron Viengkhou, *Histories and Cultures of Muslim Societies*
Miriam-Simma Walfish, *Jewish History and Culture*
Andrew Walton, *Ancient Near Eastern Studies*
Ryan Winters, *Ancient Near Eastern Studies*

UNDERGRADUATE CONCENTRATORS

Andrew Aoyama
Portia Berry-Kilby
Michaeola DiLoreto
Danny Donabediah
Asma Elgamal
Julia Englebert
Raz Hecker
Hannah Hess
Jennifer Horowitz
Wyatt Hurt
Ariella Kahan
Zizi Kendall
Nicholas Lowell
Adam Mohsen-Breen
Theodore Motzkin
Gavin Moulton
Sahar Omer
Hana Seita
Andréa Takantjas
Lisa van der Sluijs

NELC FACULTY

Shaye J.D. Cohen, Nathan Littauer Professor of Hebrew Literature and Philosophy
Dalia Abo Haggag, Preceptor in Arabic
Irit Aharony, Senior Preceptor in Modern Hebrew
Ali S. Asani, Professor of Indo-Muslim and Islamic
Religion and Cultures
Gojko Barjamovic, Lecturer in Assyriology (*Director of Undergraduate Studies*)
Nour Barmada Abida, Preceptor in Arabic

Sheida Dayani, Preceptor in Persian

Meryem Demir, Preceptor in Modern Turkish

Khaled El-Rouayheb, Gardner Cowles Associate Professor of Islamic Intellectual History (*Chair*)

Sara Feldman, Preceptor in Yiddish

William A. Graham, Jr., Harvard University Distinguished Service Professor;

Murray A. Albertson Professor of Middle Eastern Studies (*emeritus*)

William Granara, Professor of the Practice of Arabic on the Gordon Gray Endowment

(*Director of Modern Language Programs*)

Lisa Gulesserian, Lecturer on Armenian Language & Culture
Jay Harris, Harvard College Professor and Harry Austryn Wolfson Professor of Jewish
Studies Said Hannouchi, Preceptor in Arabic
Ousmane Kane, Professor of Near Eastern Languages and Civilizations; Prince Alwaleed Bin
Talal Professor of Contemporary Islamic Religion and Society (*Divinity School*)
Nevenka Korica Sullivan, Preceptor in Modern Arabic
Justine Landau, Assistant Professor of Near Eastern Languages and Civilizations
Luke A. Leafgren, Lecturer on Near Eastern Languages and Civilizations; Resident Dean of Mather
House Peter Machinist, Hancock Professor of Hebrew and Other Oriental Languages (*emeritus*)
Peter Der Manuelian, Philip J. King Professor of Egyptology
Shady H. Nasser, Assistant Professor of Near Eastern Languages and Civilizations
Richard J. Saley, Lecturer on Near Eastern Languages and Civilizations
P. Oktor Skjaervo, Aga Khan Professor of Iranian (*emeritus*)
Piotr Steinkeller, Professor of Assyriology
David Stern, Professor of Near Eastern Languages and Civilizations and Professor of
Comparative Literature
Himmat Taskomur, Senior Preceptor in Ottoman and Modern Turkish
Malika Zeghal, Prince Alwaleed Bin Talal Professor in Contemporary Islamic Thought and Life (*Director of
Graduate Studies*)

AFFILIATED FACULTY

Michael D. Coogan, Lecturer on Old Testament/Hebrew Bible (*Divinity School*)
Baber Johansen, Professor of Islamic Studies (*Divinity School*)
Cemal Kafadar, Vehbi Koc Professor of Turkish Studies (*Department of History*)
Jon D. Levenson, Albert A. List Professor of Jewish Studies (*Divinity School*)
D. Andrew Teeter, Assistant Professor of Hebrew Bible/Old Testament (*Divinity School*)
Jason A. Ur, John L. Loeb Associate Professor of the Social Sciences

NELC OFFICE STAFF

Carrie Mountain, Department Administrator
Eva Misho, Student Coordinator
Soma Roy, Financial Assistant
Jocelyn Guizar, Staff Assistant

GENERAL INFORMATION

SPECIAL CONCERNS AND GRIEVANCES – GSAS Student Services has offices in Dudley House. Their staff is available to discuss with GSAS students any academic or personal concerns and they will make referrals to additional sources of help as necessary. Garth McCavana, Assistant Dean for Student Affairs, is responsible for all of the functions of the Office for Student Affairs, which includes being a member of the Administrative Board and being the sexual harassment officer for GSAS. Ellen Fox, Director of GSAS Student Services, counsels students and serves as a source of support, including in cases of sexual harassment. She is the liaison for GSAS students with disabilities and is the primary contact for GSAS student emergencies.

Garth McCavana Holyoke Center 350
495-1814 Jackie Yun Dudley House, B-2
495-5005

There are specific university procedures for complaints regarding discrimination, sexual harassment, racial harassment or gay and lesbian harassment (see the GSAS Handbook). Please contact Dean McCavana or Jackie Boyle if you have concerns about any of these issues. Students in NELC are also welcome to address these or any other personal or academic concerns directly with the Chair, Professor Shaye Cohen, or the Acting Director of Graduate Studies, Prof. Khaled El-Rouayheb.

PHYSICAL SPACE – The NELC Department office is located on the first floor of the Semitic Museum building. The NELC office is open Monday through Friday, 9 a.m. to 5 p.m. The majority of NELC faculty offices are on either the second or the third floor of the Semitic Museum, while some faculty members have offices in the Center for Middle Eastern Studies, Widener Library, and Vanserg Building. In addition to NELC, the administrative offices for the Semitic Museum, the Center for Jewish Studies, Ashkelon Excavations, and the White/Levy Program for Archaeological Publication are housed in this building.

The Semitic Museum, founded in 1889, is home to NELC and to the University's collections of Near Eastern archaeological artifacts. These collections comprise over 40,000 items, including pottery, cylinder seals, sculpture, coins and cuneiform tablets. Most are from museum-sponsored excavations in Iraq, Jordan, Israel, Egypt, Cyprus and Tunisia. The Museum is dedicated to the use of these collections for teaching, research and publication of Near Eastern archaeology, history and culture. The Collections are exhibited in galleries on the first, second, and third floors. Galleries are open 11:00 a.m. to 4:00 p.m. Monday through Friday and 11:00 a.m. to 4:00 p.m. on Sunday.

The Center for Jewish Studies (CJS) at Harvard University is the focal point for the study and teaching of Judaica through publications, fellowships, lectures and symposia on topics of interest to scholars and to the general public. The Center sponsors visiting scholars and post-doctoral research fellows and coordinates undergraduate and graduate studies on an interdisciplinary basis. The CJS office is open Monday through Thursday, 9 a.m. to 5 p.m. and Fridays, 9 a.m. to 2 p.m.

E-MAIL AND HOLLIS – Faculty, staff, and students may receive a free E-mail account through Harvard. Registration and set-up is done by taking your Harvard ID to the basement of the Science Center (Computer Services). Students may also set up an e-mail account online at www.fas.harvard.edu/computing/myaccount. Hollis (Harvard OnLine Library Information System) training sessions are available at all Harvard Libraries. Check with individual circulation desks for schedule of sessions.

WIDENER LIBRARY SEMINAR ROOMS -- The Department has available three seminar rooms on the top floor of Widener Library: the Gibb Room (Room Q), Arabic and Islamic collection; Room G,

Assyriology collection; and Room 745, Jewish Studies collection. Department classes are held there and students can access the materials by applying for card access by e-mailing nelc@fas.harvard.edu.

MAIL -- All students are assigned a mailbox in the NELC main office. Since we sort and distribute mail for all the faculty and staff in the Semitic Museum building and for approximately 90 students, students are

asked to please limit their use of department mailboxes to university matters and other academic related mail. All personal mail should be delivered to the student's home. Incoming U.S. Mail arrives around 10:30 a.m. and is distributed to faculty and student mailboxes at that time. There is another incoming campus mail delivery around 2 p.m.

DEPARTMENT EQUIPMENT

- 1.) **Photocopy Machines.** There are photocopy/scanner machines located just outside rooms 102 and 103, which use Crimson Cash (www.cash.harvard.edu), money that is applied to your Harvard ID card. Scanning is free of charge. Students who are working as teaching fellows may use the TF copy card for copying related to their course only (please consult the main office).
- 2.) **Fax Machine.** The fax machine is restricted to faculty and staff use.
- 3.) **Computer.** There is a computer available for students to use in the student lounge, room 204.

ACADEMIC INFORMATION

NEAR EASTERN LANGUAGES AND CIVILIZATIONS

The Department reserves the right to make changes to all information & guidelines below if necessary.

The Department of Near Eastern Languages and Civilizations (NELC) offers PhD and AM degrees in three distinct fields:

1. Ancient Near Eastern Studies, whose sub-fields include:
 - a. Akkadian and Sumerian Studies;
 - b. Archaeology of the Levant;
 - d. Hebrew Bible/Old Testament;
 - e. Iranian Studies;
 - f. Egyptology.
2. Jewish History and Culture, whose sub-fields include:
 - a. the Hebrew Bible in Its Jewish Interpretive Context;
 - b. Jewish History and Culture of Antiquity;
 - c. Medieval Jewish History and Culture;
 - d. Modern Jewish History and Culture;
 - e. Modern Jewish Literatures.
3. Histories and Cultures of Muslim Societies, whose sub-fields include:
 - a. Arabic Language and Literature;
 - b. Islamic Religion and Culture;
 - c. Islamic Intellectual History (especially philosophy and theology);
 - d. Islamic Institutional History;
 - e. Islamic Law;
 - f. Modern Arabic Literature and Culture;
 - g. Indo-Muslim Culture: The Study of Muslim Societies in South Asia;
 - h. Islam in Africa;
 - i. Persian Literatures and Cultures

In addition, students may apply for a fourth comparative or diachronic field that will draw on the

strengths of the faculty across the boundaries presupposed by the fields outlined above. Examples might include Jewish and Islamic law or scriptural interpretation; the intersection of Jewish and/or Arabic cultures with the Iranian/Zoroastrian world.

Advising

All incoming NELC graduate students are assigned a primary advisor and, if appropriate, secondary advisors who will help orient them to the department and to Harvard. Students will meet with their primary advisor during their orientation to NELC, and throughout the first year as needed.

In their consultations with these faculty advisors, students have a right to expect assistance in planning their course of study and in developing an awareness of the overall structure of their program. At the beginning of each term, students and advisors should agree on meeting times, allowing the students regularly to bring their concerns and questions before their advisors and allowing the advisors to monitor the students' progress.

As the student's field of interest becomes more clearly defined, the committee will be adjusted to reflect the field more accurately. After general examinations (see below), the student will consult with one or more members of the faculty to form an advisory committee (usually three persons, but sometimes more) to aid the student in generating a Prospectus. While sometimes changes will be necessary or desirable, in general this same committee will serve as the student's Dissertation Committee. **In accordance with GSAS requirements, the Dissertation Committee should comprise at**

least three readers approved by the NELC department, two of whom must be members of the Faculty of Arts and Sciences. FAS emeriti (including research professors) and faculty members from other schools at Harvard who hold appointments on GSAS degree committees are authorized to sign Dissertation Acceptance Certificates as FAS Members. GSAS strongly recommends that the chair of the dissertation committee be a member of FAS.

DOCTOR OF PHILOSOPHY (PhD)

Residence

There is a minimum residence requirement of two years.

The First Two Years:

Courses

PhD candidates are required to complete a minimum of sixteen half-courses or the equivalent. Particular requirements of certain fields of study may require additional coursework.

Incompletes

It is the rule of the Department of Near Eastern Languages and Civilizations that no graduate student shall be permitted more than one grade of Incomplete per term (exceptions granted only in extreme cases). The student must complete the work of the course for which an Incomplete was granted within the following term and a letter grade will be recorded. Otherwise the Incomplete will stand in the student's permanent record. No more than two permanent Incompletes will be permitted, nor will any permanent Incomplete be allowed for a required course. If a student accumulates more than two permanent Incompletes, the student will be required to withdraw, unless the faculty determines by a two-thirds majority vote that extraordinary circumstances warrant an extension, which shall in no case exceed one term.

GSAS Requirements

In addition to departmental requirements, students are responsible for meeting the 'Common Requirements' set forth in Chapter VI of the GSAS Handbook (<http://www.gsas.harvard.edu/>).

The following schedule for satisfactory progress is based on a timeline that leads up to dissertation completion no later than G-7, which will enable students who entered in 2005 or later to qualify for the Dissertation Completion Grant described below.

General Field Requirements

The departmental fields, and often their sub-fields, each have particular course requirements. Students are expected to consult with the advisor(s) in their fields concerning these requirements.

Language Study Requirements

Students are expected to consult with their advisors concerning the corpus of texts required and the scope of the examinations; the advisors are expected to provide the students with clear and comprehensive information.

The major language of the student's field of research is normally one of the fields of the general examinations.

In addition, all students are expected to have or acquire knowledge of a second departmental language. The minimum level of competence expected in this requirement is a grade of B in the final examination of a second-year course in the language.

Instead of such language coursework, a student may demonstrate the equivalent level of competence in a required language by taking a special examination administered by a member of the faculty.

If a second departmental language is included in the general examinations, the level of competence will be significantly greater than that required in a second-year language course examination.

Languages of Modern Scholarship

Each student must demonstrate reading proficiency in two modern languages of secondary scholarship (other than English) of direct relevance to their proposed subject of study. One of these languages must be either French or German. The second of these languages will be determined by the student's adviser in view of the student's proposed subject of study and the guidelines set out by the NELC sub-field. The student must demonstrate reading proficiency in one modern language by the beginning of the Fall semester of the second year of study. Students who have failed to do so will be placed into unsatisfactory status.

The student must demonstrate reading proficiency in the second modern language by the beginning of the Fall semester of the third year of study. Students who have failed to do so will be placed into unsatisfactory status. Students will not be permitted to take General Examinations until six months after fulfilling the modern language requirements, so that they may credibly include articles and books in the research languages on their bibliographies. Applications to the PhD will be reviewed with this requirement in mind.

Advisors must assist their advisees in acquiring the needed proficiency, which, inter alia, will mean building language training into the planning of student programs in the first two years. Where necessary (as determined by the advisor) students will be advised to take three graduate level courses in one or both semesters of the first year, freeing up space to take a course or two in the required modern language. In addition, it will be the responsibility of advisors to work with their advisees to identify the best summer language program in the required language. Students will be expected to make use of the summer grants they receive as part of their funding package to attend such programs. Advisors will be expected to strongly encourage their (prospective) advisees to begin their language work before they arrive, either in the summer after they are admitted, or even earlier, where practicable.

Where necessary (as determined by the advisor) students will be advised to take three graduate level courses in one or both semesters of the first year, freeing up space to take a course or two in the required modern language. In addition, it will be the responsibility of advisors to work with their advisees to identify the best summer language program in the required language. Students will be expected to make use of the summer grants they receive as part of their funding package to attend such programs. Advisors will be expected to strongly encourage their (prospective) advisees to begin their language work before they arrive, either in the summer after they are admitted, or even earlier, where practicable.

Secondary Language Examination: Students will be given a one-to-two-page passage in the secondary language and will respond to questions of comprehension. Students will also be asked to

translate a few

lines. Students are allowed access to a printed dictionary and/or an electronic dictionary, which will NOT be connected to the internet.

Note: Courses in the languages of modern scholarship do not count toward the required sixteen half-courses or the equivalent.

Satisfactory Progress

A prospective third-year student must have achieved a minimum grade point average of "B" up to that point. At the end of every fall term, the faculty discusses the progress of each student; if there are problems, a letter is sent to the student at that time. At the end of every spring semester, the faculty again reviews the progress of each graduate student and, in accordance with graduate school policy, assigns a status of "satisfactory," "grace," or "unsatisfactory." The terms "grace" and "unsatisfactory" are defined in the GSAS Handbook (<http://www.gsas.harvard.edu/>).

Year Three: Teaching

Students are expected to teach in the third and fourth years of the program. Teaching is not required during the first two years of study. Only under the most unusual circumstances is a student allowed to teach before the third year of study.

As noted in the acceptance letters NELC students receive, students are expected to earn their stipends in the form of teaching fellowships in their third and fourth years. These fellowships begin in the fall term of the third year and extend through the spring term of the fourth year at a rate of two sections (2/5) per term. The department will assist the student in securing teaching fellowships, but students are required to make every effort to find suitable teaching arrangements, whether in NELC or in other departments or programs. Priority for teaching fellow positions in NELC is given to students in their third and fourth years of graduate study.

All students who are planning to serve as teaching fellows in any language course are required to enroll in Linguistics 200, a course in language pedagogy. This course may be taken SAT/UNSAT.

Additional resources for teaching fellows may be found at the Derek Bok Center for Teaching and Learning: bokcenter.harvard.edu

NEC299 - NELC Doctoral Colloquium: Research, Resources and Pedagogy:

This practical colloquium addresses major issues of research and teaching competence and it is divided in two parts. Students are required to take the first part of the course in the spring semester of their first year and the second part in the fall semester of their third year. The first part is designed to introduce G-1 students to the Ph.D. requirements, choosing coursework, the challenges of language training, using library resources most efficiently, as well as methodological issues and examples of ongoing scholarship in NELC. The second part will address important questions for G-3 students, such as: How to prepare for qualifying and general exams? How does one prepare and write a prospectus? What type of investment does recourse to digital and quantitative methodology require? How best to prepare for professional life after the Ph.D., both inside and outside of academia? What is more, it will offer opportunities for reflection on the art of teaching (leading discussion sections, designing syllabi, giving lectures, etc.). In addition, NELC faculty will informally present their respective fields (main issues and methods), in broad strokes through their current research, and advanced Ph.D. students will present their prospectus for discussion and feedback before submitting it to the faculty. This course is required for all NELC PhD students. Students must complete both parts of the course in order to receive two credits towards their required courses. Assessment (SAT/UNSAT) will be based on attendance and successful completion of the various

components of the course.

General and Special Examinations

All students are expected to pass Examinations by the second semester of their third year, and in any event, in exceptional situations, no later than the fall semester of their fourth year.

The two General Examinations are written exams that focus on two areas:

(1) An examination testing knowledge of the field. On the decision of the faculty in the field, this exam may be split into two parts, the first of which will be common to all students in the given field (Ancient Near Eastern studies, Hebrew Bible, Jewish Studies, Arabic and Islamic studies), and the second which will be determined by the student's advisors in consultation with the student. (2) An examination on that field's major language(s) and on texts in the major language(s).

The Special Examinations are also written exams. They relate to the student's particular field of study, and will focus on two areas of his or her expertise. They may center on subjects related to the student's proposed dissertation. The exact configuration of these exams will be determined by the student's advisors in consultation with the student. One of the Special Examinations may involve a related field or discipline outside of NELC, such as Linguistics, Anthropology and History, which are common areas of study for NELC students.

The Examinations will be administered over a three-week period: the General and Special exams over the first two weeks, and an oral review, based on the written exams, during the third week. The exams will be taken during one of the two set times during the academic year: late October or Reading Period in Spring. To register for the exams, you must file a petition form with the Student Coordinator.

The student's advisors are expected to assist the student in preparing for the examinations by defining the scope of the examinations and indicating the literature the students are expected to have read and the degree of familiarity with this literature that is expected.

If a student fails any part of the General or Special Examinations, permission to repeat all or part of them will not be granted automatically, but will be considered in each individual case by the examining committee. If permission to repeat the examinations is not granted, the student will be offered the possibility of taking a terminal A.M., if the appropriate conditions are met.

Year Four:

Within one year after the successful completion of the general examinations—normally by the end of the fourth year—a student must have obtained approval of a dissertation prospectus in order to show satisfactory progress. Exceptions to this rule require a petition well before the expected submission of the prospectus.

Dissertation Prospectus

After the successful completion of the general examinations, and usually during preparation for the Special Examinations, students will consult with their advisors to choose a topic for their dissertation and a prospectus committee of at least three faculty members, two of whom must be from Harvard. During the writing of the prospectus, students and advisors are expected to interact closely; the advisors are expected to guide the students with respect to planning and bibliographical research. Often, the principal advisor is the one most closely involved in the early stages and will decide when a draft should be submitted to the other members of the committee. The advice of the members of the committee normally results in the need for several drafts of the prospectus over a number of weeks.

When the prospectus is approved by the entire prospectus committee, it will be submitted to the faculty of the department for comments before being presented by the student at a department meeting. The student is responsible for submitting the prospectus to the department at least one week before the meeting at which the prospectus is to be considered, following the *Prospectus Submission Guidelines* available through the student coordinator.

Acceptance of the prospectus then requires a majority vote of the members present. Not infrequently, a

prospectus is not accepted in its present form and requires further revisions. Sometimes the department accepts the prospectus contingent upon specific changes being made.

Form of the Prospectus:

The prospectus should include a title page listing the name of the members of the prospectus committee, specifying the principal advisor.

The prospectus should conform (as later also the dissertation) to the standards in scholarly writing within the field in terms of style, including transliteration, transcription, and translation of ancient languages and the form of footnotes, references, and bibliographies.

Contents of the Prospectus:

The prospectus is expected to contain the following information about the projected dissertation:

- The nature of the problem that the student intends to study.
- Its importance to the overall field of study in which the student is working.
- A broad review of scholarship on the question being examined, such as:
 - a. Which (principal) scholars have dealt with this or similar issues?
 - b. What, in the student's opinion, remains to be done (i.e., why the student is writing this particular dissertation)?
- A discussion of the methodologies the student will use to tackle the problem (i.e., how does the student intend to argue the point?).
 - An outline of each of the chapters; if there are foreseeable difficulties in gathering the material necessary, this should also be noted.
 - A schedule of approximate dates for submission of first drafts of each chapter.
 - A select and relevant bibliography.
 - Tablet samples should be included with prospectus submissions where applicable.

The length of the prospectus should not exceed approximately 3,000 words (for text, footnotes, and schedule inclusive; brief bibliography not inclusive).

Year Five and Beyond:

Dissertation

Progress

After the Acceptance of the Prospectus, if so desired and accepted by the department, non-Harvard members (usually not more than one) may be included on the Dissertation Committee as secondary advisors.

While the Graduate School of Arts and Sciences requires a student to complete the PhD program within ten years of entering the program, the target for all students is completion within seven years,

and under current rules no Harvard funding will be available to students beyond the seventh year.

Beyond these requirements, the faculty is the final arbiter of what constitutes satisfactory progress.

In order to make satisfactory progress on the dissertation, the student must submit and have approved at least one chapter of the dissertation by the end of the first year after the approval of the prospectus (ordinarily by the end of the 5th year).

Dissertation Completion Grant:

Beginning with the cohort entering in 2005–06, students are guaranteed five years of funding: the first four years plus a Dissertation Completion Grant awarded to qualified PhD candidates. This grant will be available as early as G-4 and as late as G-7. After G-7, the grant is no longer guaranteed. The deadline for applying for this grant will be early in the preceding spring term. In order to be eligible, the student must have two advanced draft chapters of the dissertation

approved by the time of application.

You are expected not to teach, hold other employment, or pursue other projects during the time you hold this award.

G-10 Enrollment Cap

Students still in the program in the tenth year should plan to finish that year or else withdraw from the program. They may reapply for admission when they have completed their dissertations.

Only in extraordinary extenuating circumstances, and only if there is demonstrable evidence that the dissertation will be completed, will the department support an application through the Dean's office for a one-year grace period. Students who fail to complete the dissertation will be required to withdraw from the Graduate Program. They may then also reapply for admission when they have completed their dissertations.

Dissertation Defense

Following are the rules for completing the PhD program:

When the dissertation is complete, it is to be read by a jury of at least three readers, two of whom must be members of the Faculty of Arts and Sciences. In exceptional cases this requirement can be waived. Copies are to be submitted to each of the readers, as well as one to the department, at least two months before the date on which the degree is to be awarded and at least one month before the date of the dissertation defense. Please contact the student coordinator for instructions on how to submit your draft to the department.

The student will be asked to defend the dissertation orally after it has been read, at least one month before the degree is to be awarded.

The dissertation defense is public, unless the candidate expressly requests otherwise.

The date and time of the dissertation defense will be announced in writing to the entire faculty of the department and all will be invited to attend.

The student may then be required to revise parts of the dissertation according to comments made by the advisors, occasionally also other faculty, before submitting a final version.

The student is responsible for having spiral-bound (or hard-bound if the student desires) copies of the final dissertation made. One copy should be deposited with the department, to be placed in the departmental library.

Students are solely responsible for meeting all GSAS degree application deadlines and for submitting their final dissertations. Schedules and applications are available online on the Registrar's website, www.registrar.fas.harvard.edu.

MASTER OF ARTS (AM)

The AM degree is a terminal degree.

Residence

There is a minimum residence requirement of one year. The AM degree is designed to be completed in one year. However, students may elect to complete the degree over two years. The student's advisor must submit a letter of explanation to the department should the student require more than two years to complete the AM degree.

Incompletes

It is the rule of the Department of Near Eastern Languages and Civilizations that no graduate student shall be permitted more than one grade of Incomplete per term. The student must complete the work of the course for which an Incomplete was granted within the following term and a letter grade will be recorded. Otherwise the Incomplete will stand in the student's permanent record. No more than two permanent Incompletes will be permitted, nor will any permanent Incomplete be allowed for a required course. If a student accumulates more than two permanent Incompletes, the student will be required to withdraw, unless extraordinary circumstances warrant a waiver.

GSAS Requirements

Students are responsible for meeting the 'Common Requirement' set forth in the GSAS Handbook (www.gsas.harvard.edu).

General Field Requirements

Each field of study has particular course requirements. These are specified in the field's written program description, both basic requirements and optional requirements for various directions within the field. Students are expected to consult with the advisor(s) in their fields concerning these requirements.

Program of Study

The advising committee must approve the student's program of study at the time of registration. One of the members of the department will act as primary advisor. The AM degree is awarded upon completion with passing grade (B or above) of at least eight and no more than twelve half-courses, of which at least two must be seminars or their equivalents, and upon completion of any additional requirements of the individual program.

Languages of modern scholarship

Advanced reading knowledge of either French or German is ordinarily required before admission. The student will be tested on that language at the beginning of the first term. If the competence level is insufficient, the student is expected to pass the departmental French/German exam at the end of the first term. In some fields, knowledge of an additional language may be required. The level of competence in the second language will be determined by student's advisor(s).

Note: Courses in the languages of modern scholarship do not count toward the required eight to twelve half-courses (see above).

Satisfactory Progress

At the end of every fall term, the faculty discusses the progress of each student; if there are problems, a letter is sent to the student at that time. At the end of every spring semester, the faculty again reviews the progress of each graduate student and, in accordance with graduate school policy, assigns a status of "satisfactory," "grace," or "unsatisfactory." The terms "grace" and "unsatisfactory" are defined in the GSAS Handbook (www.gsas.harvard.edu).

Thesis

Students will submit an AM paper, the subject and scope of which will be determined in direct consultation with their advisor. Please consult the *NELC Guide to the Master's Thesis*.

FELLOWSHIPS AND TRAVEL FOR DOCTORAL STUDENTS

Harvard University's program of financial assistance to graduate students is among the most generous in the country. The program is administered directly by the Graduate School of Arts and Sciences in consultation with the Department. The Graduate School strives to insure that all students have sufficient resources from the University or elsewhere to support them for the entire period of work toward their degrees – and not merely at the beginning. Approximately 85% of all Harvard graduate students receive aid.

The Graduate School requires that students seeking admission submit a statement of financial resources (the so-called GAPS FAS form) with their application. It also takes into account all possible sources of support (e.g. personal resources, foundation aid, and loans) as it allocates University funds. Some students receive tuition waivers; others may obtain substantial assistance by serving as a resident tutor in one of the Harvard houses. Financial aid for students in residency after the second year usually takes the form of Teaching Fellowships, which are awarded on the basis of one-fifth time appointments – two-fifths of teaching per term is the normal assignment (see section below on Teaching Fellowships); each student is eligible for a maximum of sixteen-fifths throughout their residence in Cambridge. Tuition waivers are

rarely granted after the sixth year of study.

Travel for dissertation research is often necessary for NELC graduate students. Many sources of support are available from within the university as well as from outside. University traveling fellowships include the Sheldon, Kennedy, Knox and Lurcy Fellowships among others. These are awarded competitively throughout the University. Outside sources vary greatly according to fields of concentration. Students are strongly advised to inform themselves and to exert personal initiative to secure support from as many sources as possible.

Procedure for Application for GSAS Fellowships

All GSAS Fellowship information is online on the GSAS website: www.gsas.harvard.edu. The Fellowships Office provides a range of services to assist graduate students in their search for fellowship funding, as well as dealing with many issues related to professional development.

The GSAS Fellowships Office is located in Byerly Hall, 8 Garden St., Cambridge, MA 02138.

The Fellowships Director offers individual counseling. For an appointment phone 617-495-1814.

Please see the charts in Appendix A summarizing the fellowships for which NELC students most commonly apply. The NELC faculty will review all applications for GSAS Fellowships requiring departmental nomination and make its recommendation to the graduate school. Unless a departmental nomination is required, students are expected to compile and send fellowship material to the Fellowship Director's Office themselves.

Also be sure to visit the *Graduate Guide to Grants*

(http://www.gsas.harvard.edu/current_students/graduate_guide_to_grants.php), a searchable database available to GSAS students. It is specifically designed to assist graduate students in locating grants and fellowships that are applicable to the wide range of fields represented in the arts and sciences. Most of the grants listed are to support specific research projects (usually dissertation research), although some support the earlier stage of graduate study during course work. Still others support further language study.

Graduate Student Council Travel Funds

Some travel funds are also available from the Graduate Student Council. Students should contact the GSC directly for details. For students to be eligible, a Department representative must attend the Graduate Student Council meetings.

For further information on financial aid, please see the GSAS Fellowships Office website and the GSAS financial aid website. Counseling on funding of graduate students may also be obtained from Cynthia Verba's office in Byerly Hall or the Office of Career Services, 54 Dunster Street, (<http://www.ocs.fas.harvard.edu/>).

NELC Funds

For the 2018-19 academic year, the Department has a very limited amount of money available for NELC students who are traveling to a conference to either present a paper or participate on a panel.

Students may receive \$250 for attending a conference and \$500 for presenting. Should you wish to apply for this funding, please contact the financial assistant in the main office. If you are attending the conference, you must submit proof of travel and registration. If you are participating, you must submit the final schedule of the conference, showing their participant, and the conference grant form.

Language Study and Fellowships

English as a Second Language Courses and Fellowships

All students entering GSAS whose native language is not English and who had not attended an English-speaking undergraduate institution are screened for English proficiency. Proficiency is determined based on scores from the speaking section of the TOEFL IBT exam. Some students

will be recommended for English language courses at the Institute of English Language in the Division of Continuing Education.

The cost of the courses is covered by GSAS. If you feel that you would benefit from an English language course, please speak with your advisor.

Summer Foreign Language Study

There is limited funding available from the Graduate School of Arts and Sciences for studying a foreign language in the summer. The Graduate School gives summer awards, as well as Harvard Summer School Tuition Fellowships for language study. The application process and deadlines are the same as for the GSAS Fellowships described above.

TEACHING FELLOWSHIPS

Teaching Fellows are chosen by the professor in each course. The Student Coordinator, under the direction of the Director of Graduate Studies, coordinates the selection process for courses taught in NELC, for Ancient Near East courses cross-listed with the Divinity School, and for CORE courses taught by NELC faculty. The central goal of the Student Coordinator in coordinating the TF selection process is to provide fair and equitable distribution of courses among as many qualified students as possible.

However, in the end, the decision for hiring rests solely with the faculty member for each course.

In April or May of each year, the Student Coordinator polls the faculty to determine the estimated number of teaching fellows for each course for the following year. The University then pre-approves a specified number of teaching fellows, based on past enrollments. In April, students are asked to indicate their preferences. This information is passed on to the faculty members who then make their decisions. Students are notified by faculty of hiring decisions in late May or early June.

Teaching Fellow Priority System

Please see the *Resources for Teaching Fellows*, on the GSAS website for more details about GSAS policies on teaching fellowships.

- The first criterion for appointment to a Teaching Fellowship is satisfactory academic standing in the Department. This judgment is made by the faculty in the yearly review of students. The second consideration shall be the course preferences indicated by the student.
- NELC has a commitment to the employment of its graduate students before seeking outside assistance. This will apply equally to Department courses and General Education courses taught by Department faculty.
- Qualified GSAS students should always be considered for teaching positions before hiring non-GSAS candidates. The only exception to this is in regard to Hebrew Bible courses where preference is divided equally between Hebrew Bible students in NELC and in the Divinity School.
- It should be understood that potential TFs cannot always be assigned to courses in fields that they know well, much less their "special field" – and therefore have to be willing to put a good deal of time and effort into learning new material as well as teaching. Clearly, GEN ED courses that traditionally serve large numbers of students are likely to need more TFs than others. Graduate students should consider preparation for teaching when planning their curriculum. It certainly behooves potential TFs to take a wide range of courses and also to consult with faculty for whom they would like to teach – particularly those whose classes can be expected to have large enrollments – well beforehand.
- According to GSAS policy, priority for teaching fellowships is given to students in years G3 and G4. Unless, students have postponed their priority teaching to later years.
- Students not satisfied with their Teaching Fellow assignments are urged to consult with the Director of Graduate Studies.

Teaching Fellow Salaries for 2018-2019

There are two rates of salary payment for teaching fellows, a senior rate and a junior rate. A teaching fellow will receive the senior rate if: 1.) The student has two years of Harvard resident academic credit

or has credit for work done elsewhere which, combined with Harvard academic credit, totals 16 half courses. This credit must be recorded with the Graduate School registrar and appear on the transcript; or 2.) The student has passed generals by October of the fall term or April of the spring term of the year s/he will be a teaching fellow.

Teaching fellow salaries are assigned according to semester fifths. The standard teaching fellow assignment is equal to one semester fifth, which represents 20% of a full-time workload. As stated in the *Teaching Fellow Handbook*: "As a general rule, teaching fellows should expect to spend roughly ten hours per week in teaching, preparation, correction of class work, and counseling for every 'fifth' assigned." One teaching fellow paid at one semester fifth is assigned according to the following formula:

Lecture courses: for every 18 students enrolled for credit

Language courses: for every 12 students enrolled for credit

Difficult language courses*: for every 10 students enrolled for credit

Lab courses: for every 10 students enrolled for credit

*Most of the languages taught in NELC qualify as difficult language courses.

Teaching fellows who have complete responsibility for teaching a section of a course, as in Elementary Arabic, are paid two semester fifths (does not apply if teaching fellow is paid by the Divinity School).

Senior rate: \$54,300 Annual Base	1/5 = \$5430.00/semester 2/5 = \$10860.00/semester
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Junior rate: \$48,300 Annual Base	1/5 = \$4830.00/semester 2/5 = \$9660.00/semester
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Each student is eligible for a maximum of sixteen-fifths throughout their residence in Cambridge.

Instructional Lunch Fund

The Undergraduate Dean's office makes funds available to contribute to regular meetings over lunch (or breakfast, coffee, etc.) between instructors and their section leaders to discuss course-related matters. At least six weekly or bi-weekly meetings must be held in order for the course to be eligible for funding. **Room Scheduling for Sections**

Rooms in the Semitic Museum building are available for sections for NELC courses as well as for CORE or GEN ED courses taught by NELC faculty. The rooms are assigned on a first-come first-served basis.

Please see Joe Cook in the main office for scheduling rooms in the Semitic Museum as well as assistance in finding rooms elsewhere on campus through the Registrar's Office.

Photocopying and Typing of Course Materials

Teaching fellows for NELC faculty members in the CORE, GEN ED or in other departments should use the photocopying facilities in those offices. Teaching Fellows for NELC courses may use the TF copy card to access the copy machines on the first floor of the Semitic Museum.

Exam Blue Books

The Department keeps a supply of exam blue books. Please see one of the Department staff to get the blue books you need. If you will need a large number of blue books please be sure to check with the staff a few days in advance of the exam in case we are in short supply.

Exams and Papers

Every effort should be made to return exams and papers to students in class. When this is not possible, TFs may leave exams or papers for students to pick up in their mailboxes provided

each one is placed in a separate, labeled and sealed envelope. For CORE courses, exams will be kept for one semester. For NELC courses, exams will be kept for two semesters. After one or two semesters, respectively, unclaimed exams and papers will be discarded. **Please notify your students of this policy.** The Department is not responsible for unclaimed exams after these time allotments.

Advising Junior Tutorials

Advanced doctoral students may be eligible to serve as a Senior Tutorial adviser for an undergraduate concentrator in NELC. Tutorial instructors (NEC 99r) have usually completed their coursework and so are usually paid at a rate of 1/15 the senior pay rate per tutorial. Please contact the Director of Undergraduate Studies for more information.

Additional Teaching Fellow Resources

The Derek Bok Center for Teaching and Learning: (Science Center 318, 495-4869, www.bokcenter.harvard.edu) provides a variety of services for teaching fellows such as: videotaped classes and consultation about teaching, classroom observation, course consultation, aid with teaching in English and tutoring in English as a Second Language, and library resources on teaching. They also conduct workshops specifically for NELC teaching fellows.

Caitlyn Olson, a current graduate student, is our Departmental Teaching Fellow. She is an experienced teaching fellow who serves as a liaison to the advising resources available at the Bok Center. Caitlyn will organize workshops and meetings of interest to new teaching fellows.