



NELC

Harvard University
Department of Near Eastern Languages and Civilizations

*Undergraduate
Concentrator's Handbook*

2014-2015

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INTRODUCTION

The Department of Near Eastern Languages and Civilizations Undergraduate Concentrator's Handbook is intended to serve as a reference manual for undergraduate student concentrators. The Department reserves the right to alter all guidelines and information included in this guide.

For the most current information, please visit the Department Website at:

www.nelc.fas.harvard.edu

The Harvard Crimson ONLINE EDITION

For NELC, Small Is Beautiful

By Elizabeth F. Maher

(originally published April 25, 2002 in the Magazine section of The Harvard Crimson)

Near Eastern Languages and Civilizations receives the honor of ranking number one in FM's first-ever concentration ranking. NELC requires four semesters of a department language and allows regular and joint concentrators the opportunity for focused study. The department courses encompass the ancient and modern worlds of the Middle East with particular emphasis on language, literature, religion and culture. Although there are only about a half-dozen students that call NELC home, the department has a lot to offer. Shira D. Kieval '04 turned to NELC because she wanted to focus on the Middle East and this was the only place where she felt she could do so.

"NELC gives you a lot of freedom. I can really study what I want here," she says. "History and Literature [her primary field] can be stuffy sometimes, but in NELC they are really interested that I develop a passion for my study." Kieval is not alone in her praise for the department.

"The teachers have all been great," says Oussama Zahr '04. "[Professor of the Practice of Arabic] William Granara is really laid-back and casual and approachable. He is so helpful and was willing to do anything to help me get my joint [concentration]." Both the faculty and the concentrators are described as eager and supportive. For Yuri Vedenyapin '04, the love affair with NELC began two years ago when he ate breakfast with Peretz Professor of Yiddish Literature Ruth R. Wisse at Au Bon Pain. "She really made a strong impression," he says. "I am mostly interested in Yiddish studies and that's what attracted me to Harvard and NELC. The atmosphere at NELC is very friendly and one reason is because of the diversity of the department. There are so many different professors around—it's a unique place at Harvard."

Joel D. Mitchell '04 agrees that NELC stands out among other departments for the number of languages and rigor of study in the concentration. "Arabic is a very intensive program," he says. "It is challenging but rewarding. And the faculty are very helpful—they really go out of their way for you." While many of the smaller concentrations receive similar praise from students, NELC seems to stand out among all the departments. Perhaps Vedenyapin sums up NELC's superiority best: "It's an intimate atmosphere. You really can feel that the department has unity and harmony in it."

STUDENTS, FACULTY & STAFF

UNDERGRADUATE CONCENTRATORS

Amr Bennis
Alexander Cox
Clare Goslant
Elena Hoffenberg
Rivka Hyland
Brooke Kantor
Simon Merryweather
Caitlin Pendleton
Hassaan Shahawy
Madeline Studt
Charles Sutherland
Taylor Vandick

INCOMING GRADUATE STUDENTS

Khalil Andani, *Histories and Cultures of Muslim Societies*
Youssef Ben Ismail, *Histories and Cultures of Muslim Societies*
Zhan Chen, *Ancient Near Eastern Studies*
Farah El-Sharif, *Histories and Cultures of Muslim Societies*
Tal Grebel, *Jewish History and Culture*
Ari Schriber, *Histories and Cultures of Muslim Societies*
Laura Taronas, *Ancient Near Eastern Studies*
Miriam-Simma Walfish, *Jewish History and Culture*

RETURNING GRADUATE STUDENTS

Ali Asgar Alibhai, *Arabic & Islamic Studies*
Robert Ames, *History and Culture of Islamic World*
Adam Grant Anderson, *Akkadian & Sumerian Studies*
Paul Anderson, *History and Culture of Islamic World*
Ceyhun Arslan, (A.M.), *History and Culture of Islamic World*
John Charles Beckman, *Hebrew Bible*
Alison Blecker, *History and Culture of Islamic World*
Faris Casewit, *Arabic & Islamic Studies*
Walter Scott Chahanovich, *History and Culture of Islamic World*
Alexander Douglas, *Ancient Near East*
Offer Dynes, *Jewish Studies*
Mary Elston, *History and Culture of Islamic World*
Jessica Fechter, *Yiddish*

Eric Fredrickson, *Ancient Near East*
William Friedman, *Jewish History and Culture*
Lidia Gocheva, *History and Culture of Islamic World*
Gregory Halaby, *History and Culture of Islamic World*
Matthew Hass, *Jewish History and Culture*
Michal Hasson, *History and Culture of Islamic World*
Gabriel Hornung, *Ancient Near East*
Sadaf Jaffer, *Indo-Muslim Culture*
Hadel Jarada, *History and Culture of Islamic World*
Philip Andrew Johnston, *Archaeology*
James Jumper, *Hebrew Bible*
Mihaly Kalman, *Jewish Studies*
Babak Rod Khadem, *Arabic & Islamic Studies*
Neelam Khoja, *History and Culture of Islamic World*
Jae-Hwan Kim, *Ancient Near East*
Daniel Majchrowicz, *Indo-Muslim Culture*
Evan Mayse, *Jewish Studies*
Maria Metzler, *Hebrew Bible*
Yonatan Miller, *Jewish Studies*
Christian Millian, (A.M.), *Ancient Near East*
Arjun Nair, *Arabic & Islamic Studies*
John Noble, *Hebrew Bible*
Alec Noah, *Ancient Near Eastern Studies*
Avigail Noy, *Arabic & Islamic Studies*
Caitlyn Olson, *History and Culture of Islamic World*
Sara Omar, *Arabic & Islamic Studies*
David Owen, *Arabic & Islamic Studies*
Audrey Pitts, *Akkadian & Sumerian Studies*
Cian Power, *Hebrew Bible*
Matthew Rasure, *Hebrew Bible*
Benjamin Smith, *Arabic & Islamic Studies*
Matthew Steele, *History and Culture of Islamic World*
Adam Strich, *Hebrew Bible*
Naseem Surhio, *Arabic & Islamic Studies*
Kynthia Taylor, *Akkadian & Sumerian Studies*
Christine Thomas, *Hebrew Bible*
Lispeth Nutt, *History and Culture of Islamic World*
Nada Unus, *Arabic & Islamic Studies*
Joseph Vignone, *History and Culture of Islamic World*
Andrew Walton, *Ancient Near East*
Joshua Walton, *Archaeology*
Ryan Winters, *Ancient Near East*
Gulumhan Huma Yildirim, (A.M.), *History and Culture of Islamic World*
Sara Yudkoff, *Yiddish*
Iosif Zhakevich, *Ancient Near East*
Zhan Zhang, *Iranian & Persian Studies*

NELC FACULTY

Shaye J.D. Cohen, Nathan Littauer Professor of Hebrew Literature and Philosophy (*Chair*)

Dalia Abo Haggar, Preceptor in Arabic

Irit Aharony, Senior Preceptor in Modern Hebrew

Sami Alkyam, Preceptor in Arabic

Ali S. Asani, Professor of Indo-Muslim and Islamic Religion and Cultures

Gojko Barjamovic, Lecturer on Assyriology

Nour Barmada, Preceptor in Arabic

Nicholas Boylston, Preceptor in Persian

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

William A. Graham, Jr., Harvard University Distinguished Service Professor; Murray A. Albertson Professor of Middle Eastern Studies (*on leave spring term*)

William Granara, Professor of the Practice of Arabic on the Gordon Gray Endowment (*Director of Modern Language Programs*)

Jay Harris, Harvard College Professor and Harry Austryn Wolfson Professor of Jewish Studies

Feryal Hijazi, Preceptor in Arabic

Robert Homsher, College Fellow in the Department of Near Eastern Languages and Civilizations

Susan M. Kahn, Lecturer on Near Eastern Languages and Civilizations, Associate Director of the Center for Middle Eastern Studies

Ousmane Kane, Professor of Near Eastern Languages and Civilizations; Prince Alwaleed Bin Talal Professor of Contemporary Islamic Religion and Society (*Divinity School*)

Eitan L. Kensky, Preceptor in Yiddish

Chad Kia, Lecturer on Persian Literature and Culture

Nevenka Korica Sullivan, Preceptor in Modern Arabic

Luke A. Leafgren, Lecturer on Near Eastern Languages and Civilizations; Resident Dean of Mather House

Jon D. Levenson, Albert A. List Professor of Jewish Studies (*Divinity School*)

Peter Machinist, Hancock Professor of Hebrew and Other Oriental Languages

Hisham Mahmoud, Preceptor in Arabic

Peter Der Manuelian, Philip J. King Professor of Egyptology

James R. Russell, Mashtots Professor of Armenian Studies (*on leave spring term*)

Richard J. Saley, Lecturer on Near Eastern Languages and Civilizations

P. Oktor Skjaervo, Aga Khan Professor of Iranian (*on leave spring term*)

Jonah C. Steinberg, Lecturer on Near Eastern Languages and Civilizations

Piotr Steinkeller, Professor of Assyriology (*Director of Graduate Studies*)

Ruth R. Wisse, Research Professor of Yiddish Literature and Comparative Literature (*retired*)

Malika Zeghal, Prince Alwaleed Bin Talal Professor in Contemporary Islamic Thought and Life

OTHER FACULTY OFFERING INSTRUCTION IN THE DEPARTMENT OF NEAR EASTERN LANGUAGES AND CIVILIZATIONS, AND 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*)

Roy Mottahedeh, Gurney Professor of History

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

Elijah Casey, Staff Assistant

Joseph Cook, Staff Assistant

TBD, Student Coordinator

Linda Mishkin, Department Administrator

ACADEMIC INFORMATION: THE UNDERGRADUATE CONCENTRATION

The Department of Near Eastern Languages and Civilizations introduces students to the ancient and modern peoples, languages, cultures, and societies of the Near and Middle East. Loosely defined as stretching from Morocco in the west to Iran and Afghanistan in the east, the region is home of the world's great religions and civilizations. Historically, the influence of its languages, literatures and cultures has extended to Central, East and Southeast Asia, sub-saharan Africa, Europe and North America. Thus, the study of the Near and Middle East is an important area of academic inquiry on account of its political, economic and cultural significance on the international stage.

Undergraduate concentrators develop skills in one (or more) of the languages and literatures of the region on their way to choosing from a wide variety of directions of study. The Department offers instruction in a range of ancient and modern languages including Akkadian, Arabic, Aramaic, Armenian, Babylonian, Egyptian, Hebrew, Iranian, Persian, Sumerian, Turkish (Ottoman and Modern), and Yiddish. The concentration provides a solid grounding in the student's area of focus and offers an in-depth look at how scholars explore these languages and cultures that have been so influential throughout the world. Undergraduate students with advanced standing have the option of applying for a joint A.B./A.M. degree.

The NELC concentration will be of interest to students who are considering careers in government and foreign service, law, journalism, education, business, and divinity, among others, as well as those who anticipate graduate study in Near Eastern or related fields.

FOCUS

One of the strengths of the concentration in Near Eastern Languages and Civilizations is the individual attention each student receives in pursuing his or her interests within the broader arena of the Near and Middle Eastern Studies. Students choose one of four specific tracks for concentration: The Middle East in Antiquity, Histories and Cultures of Muslim Societies (Islamic Studies), Jewish Studies, or Modern Middle Eastern Studies. The director of undergraduate studies assists each student to make an informed choice among these options, and assigns a faculty member to serve as the student's mentor/advisor, advising on courses and other work as the student progresses. There is no set way to meet the requirements, and students will benefit from the close guidance of their assigned adviser. The Department also offers secondary fields in the four areas listed above as well as language citations in several Middle Eastern languages.

The four concentration tracks may be described as follows:

The Middle East in Antiquity focuses on the rich and diverse history of the civilizations of the ancient Near/Middle East, which witnessed the first complex societies and the first major developments in social and political organization, literacy, technology, religious institutions, and many other areas. The legacies of these ancient cultures, represented by Egyptology, Assyriology, Levantine, Syro-Palestinian, and several other fields, remain a critical force in

subsequent Middle Eastern – and world – history today. The goal of this track is to give students an rewarding acquaintance with the history and culture of the principal civilizations of the ancient Near East, and to reveal how such history and culture is reconstructed through the critical analysis and synthesis of linguistic, textual, artistic, and archaeological evidence.

Histories and Cultures of Muslim Societies (Islamic Studies). The goal of this track is to provide a basic exposure to fundamental elements of the histories, literatures, philosophy, religious thought, and legal institutions of the civilizations of Muslim societies. As the study of Islam and Muslim societies at Harvard is an interdisciplinary endeavor, the program in Histories and Cultures of Muslim Societies (Islamic Studies) is structured to allow students flexibility in their approach to the field; this is done by incorporating one of the disciplinary perspectives currently available in the Harvard curriculum: Study of Religion, Anthropology, History, History of Art and Architecture, Gender studies, Comparative Literature and Languages, and law.

Jewish Studies. This track explores many facets of Jewish religion, law, literature, philosophy, and culture, and the history of the Jews in the Middle East and the diaspora. Through basic courses, it offers undergraduates the framework of knowledge for pursuing further comparative study, and teaches Jewish languages (Hebrew and Yiddish) at several levels for students who wish to pursue independent studies in one or more areas of Jewish civilization. Students in this track have pursued joint programs with many other departments and concentrations, including History, Comparative literature, Classics, Music, English, Slavic, Ethnic and Gender Studies.

Modern Middle Eastern Studies. In this track students study the cultures, history and politics of modern Middle Eastern societies. Such study involves a combination of courses in a variety of fields drawn especially from the humanities and interpretive social sciences. The requirements are designed with sufficient flexibility so that students may pursue the field as an introduction to the region as a whole, or as a more narrowly-focused exploration of a particular country or theme, depending on their interests.

It should be noted that concentration in all four tracks may include courses not only from the NELC department, but from other departments and programs in the Faculty of Arts and Sciences, as well as from other Harvard faculties, like the Divinity School, the Law School, and the Kennedy School of Government. In choosing such courses, each student will have the guidance and the approval of his or her faculty mentor/advisor and of the NELC director of undergraduate studies. Students are encouraged to begin their exploration of the concentration track that interests them through designated gateway courses. In addition, all tracks have a requirement that involves the study of at least four terms of a language of the region. This is based on our conviction that facility with the appropriate language(s) is the starting point of all serious work in the study of the Near and Middle East. To further this goal, as well as to provide prolonged exposure to the civilizations of the region, the department makes possible, in conjunction with the Office of International Studies, various study abroad programs, from a summer, through one semester, to an entire year. Such programs generally take place during the student's junior year, and will receive concentration credit providing the course work falls within the concentration track and is approved by the student's mentor/advisor and the director of undergraduate studies along with the Office of International Studies.

RESOURCES

Harvard's library resources in the various fields of Near Eastern Studies are virtually unparalleled. Widener Library, for example, has vast holdings in Arabic, Armenian, Hebrew,

Persian, Turkish and Yiddish literature. The reading room of the Center for Middle Eastern Studies and the Andover-Harvard Library of the Harvard Divinity School also have excellent resources available to students.

Students wishing to specialize in modern Near Eastern political or social studies should familiarize themselves with the resources and personnel of the Center for Middle Eastern Studies (38 Kirkland Street). Those interested in Jewish studies should become familiar with the resources and personnel of the Center for Jewish Studies, located in the Semitic Museum, 2nd floor. The Harvard Semitic Museum, in which the Department is housed, has a superb collection of ancient and medieval artifacts representing many of the cultures of the Near East. As a University teaching museum, the Semitic Museum is committed to providing access to these materials for study and teaching.

For concentrators interested in Biblical or other ancient Near Eastern studies, or in the archaeology of the Near East, a variety of opportunities for archaeological work in the Middle East are available. These include the Leon Levy Expedition to Ashkelon, which is conducted by the Harvard Semitic Museum under the directorship of Prof. Lawrence E. Stager of NELC.

CONCENTRATION REQUIREMENTS

Basic Requirements: 12 half-courses.

1. Required courses:

a. Four half-courses in a language of the Near/Middle East. The language will be chosen in consultation with the student's mentor/advisor to fit each student's particular focus. If students can show evidence at the beginning of their concentration that they already have two years' knowledge of their language, they will be asked to take the two years at a more advanced level or in another language relevant to their focus. Students are encouraged, in the other courses for their concentration, to find ways to use their NELC language.

b. Five half-courses to be chosen in consultation with the student's mentor/advisor, in addition to the tutorials listed below. These should represent a coherent intellectual program. None of these courses may be taken Pass/Fail, with the possible exception of a Freshman Seminar (graded SAT/UNS) already taken by the student, providing that this Seminar is accepted as relevant by the student's departmental mentor/advisor and the director of undergraduate studies.

2. Tutorials: All tutorials must be taken for a letter grade.

a. Sophomore year: Near Eastern Civilizations 97 (one half-course). A group tutorial required of all concentrators, normally given in the spring term. It will comprise an introduction to the cultures and literatures of the Near/Middle East in ancient, classical, and modern times, and will also emphasize major themes and problems that cut across individual cultures and historical periods. The tutorial will be taught by NELC and affiliated faculty members.

b. Junior year: Two half-courses of tutorial or seminar work required. The first, in the fall semester, will be a group tutorial introducing and surveying the particular track of the four NELC tracks that the student has chosen. For those in Modern Middle Eastern Studies, this tutorial will be the course The Modern Middle East 100: Introduction to Middle Eastern Studies. For those in The Middle East in Antiquity, Histories and Cultures of Muslim Societies (Islamic Studies), and Jewish Studies, the fall introduction/ survey will be arranged as needed, to be taken as Near Eastern Civilizations 98r. In the spring semester, all concentrators will take either an individual or small-group tutorial on a subject within their chosen track or a course beyond

the introductory level in that track; they should consult with their mentor/advisor on their choice of tutorial or course.

c. Senior year: No tutorial required. Students may, however, elect one semester of Near Eastern Civilizations 99, to be arranged with the advice and approval of their mentor/advisor and the director of undergraduate studies. That tutorial normally culminates in a paper or project as worked out with the instructor.

3. Thesis: Not required.

4. General Examination: Required. An oral examination based on the student's work, to be arranged under the supervision of the student's mentor/advisor and the director of undergraduate studies.

Requirements for Honors Eligibility: 14 half-courses.

1. Required courses: Same as Basic Requirements above.

2. Tutorials: Same as Basic Requirements above, except that, in the senior year, a full year (= 2 half-courses) of Near Eastern Civilizations 99, focused on the writing of the senior thesis, is required.

3. Thesis: Required. For guidelines on writing the honors thesis, please consult the departmental publication, *A Guide to the Senior Honors Thesis*, available in the NELC office and on the web site, www.nelc.fas.harvard.edu.

4. General Examination: Required. This will be based on the student's concentration courses and his or her thesis, and will be arranged under the supervision of the student's mentor/advisor and the director of undergraduate studies.

Joint Concentration:

Possibilities for joint concentrations exist and are welcome in NELC. The Department has a joint concentration with the Department of History whose requirements are indicated below. For joint concentration with other Departments, the student must make a case for it to both NELC and the other department or program concerned. Joint concentrators take four terms of a language, the sophomore and one junior tutorials, and at least one other course in Near/Middle Eastern studies, in addition to a senior tutorial in two terms focused on the writing of a senior thesis that combines the two fields. As for undergraduate students with advanced standing, they have the option of applying for a joint A.B./A.M. degree. More details about these and other aspects of the NELC concentration are available in the NELC Undergraduate Concentrator's Handbook.

Requirements of joint concentration with History

Near Eastern Language Courses (4 half-courses)

1-4. Four half-courses of study of a Near Eastern language

Additional Coursework (8 half-courses)

5. History 97

6. NELC 97

Both 97 tutorials are offered in the spring term only; students may choose either to take both during their sophomore spring, or to take one in the sophomore spring and the other in the junior spring.

7. One Research Seminar focused on Near Eastern History (i.e. a History 86).

Must be completed by the end of the junior spring, in preparation for the senior thesis.

8. One half-course in western History.

9. One half-course in pre-modern Near Eastern History.

10. One half-course in modern Near Eastern History.

11-12. Two additional electives within Near Eastern History.

13-14. *Senior Thesis (2 half-courses)*

Students who wish to pursue a joint concentration in Near Eastern History must write a Senior Thesis, which also requires enrollment in one of two year-long Senior Thesis Seminars: either History 99 or Near Eastern Studies 99. Students may select either seminar. For guidelines on writing the honors thesis, please consult the departmental publication, *A Guide to the Senior Honors Thesis*, available in the NELC office and on the web site, www.nelc.fas.harvard.edu.

Please also note the following information:

Two types of courses count automatically toward NELC/History concentration requirements:

(1) Courses listed in the course catalog's "History" section (especially 1600-level courses) and approved courses in the catalog's "Near Eastern Languages and Civilizations" section. For list of approved NELC courses see the website of the History Dept.

and

(2) Courses taught in the Core, General Education, and/or Freshman Seminar Programs by full members of the History or NELC Department Faculty. Students wishing to count such courses toward their concentration requirements should consult the Undergraduate Office, as they may need to file a petition requiring approval by the Director of Undergraduate Studies. Students may also apply to do an independent study, or History 91r, with a member of the Department; History 91r can be used to fulfill one of the six elective course requirements.

The joint concentration also regularly accepts credit from both Study Abroad and Advanced Standing toward concentration requirements. With the exception of certain Freshman Seminars taught by History or Near Eastern Studies faculty (see above), courses taken on a Pass/Fail basis may not be counted for concentration credit.

Joint concentration with other Departments: 9 half courses

1. Required courses: Four half-courses in a language of the Near/Middle East, plus at least one other half-course in the Near/Middle East dealing with literature, religion, government, economics, or society, as approved by the student's NELC mentor/advisor and the NELC director of undergraduate studies.

2. Tutorials:

a. Sophomore year: Near Eastern Civilizations 97 (one half-course) required.

b. Junior year: one half-course of Near Eastern Civilizations 98 or The Modern Middle East 100, or another course to be chosen with the guidance and approval of the student's NELC mentor/advisor and the director of undergraduate studies.

c. Senior year: Near Eastern Civilizations 99 (two half-courses, one each per semester) or two terms of tutorial in the other concentration. Should be registered with the primary concentration, and have the approval of both concentration departments/programs.

3. Thesis: Required. Thesis must be related to both concentrations; and both will participate in the grading of the thesis. For guidelines on writing the honors thesis, please consult the departmental publication, *A Guide to the Senior Honors Thesis*, available in the NELC office and on the web site, www.nelc.fas.harvard.edu.

4. General Examination: Same as Requirements for Honors Eligibility; however, it will normally involve faculty from both concentration departments/programs

JOINT A.B./A.M. PROGRAM FOR ADVANCED STANDING STUDENTS

Undergraduate students with advanced standing have the option of applying for a joint A.B./A.M. degree. The Joint Degree Program at Harvard is in practice a double degree program; it involves earning independent master's and bachelor's degrees which are conferred at the same time. Joint degree candidates register at the College in the usual way and carry a normal undergraduate bursar's card. Their academic programs are different from those of other

fourth-year students in that they are ordinarily focused narrowly on one area of specialization and often involve quite advanced work in that field.

Information Concerning A.B./A.M. Degree Candidates

Candidates for A.B./A.M. degrees register as undergraduates (not graduates) during their senior year. An application for the master's degree is due at the Registrar's Office, Graduate Requirements, 20 Garden St., Rm. 109, in March (see calendar on Registrar's Office website, www.registrar.fas.harvard.edu, for exact date).

Note the following requirements, other than departmental, for the Master of Arts degree:

- 1.) Eight half-courses must be bracketed (i.e. not counted for undergraduate credit) for the master's degree. These courses must be in the subject of, or fulfill the requirements for, the master's degree. The student must file a form to bracket courses taken beyond the bachelor's degree at the Office of Undergraduate Education, University Hall 1st Floor North, by the 5th Monday of the term in which the course is taken.
- 2.) Courses being used towards the master's degree should ordinarily be taken in the student's fourth year. Courses taken in the third year may, in certain circumstances, be approved by the Chair of the graduate department in which the student is a candidate for the master's degree, as long as these courses are bracketed by the 5th Monday of the term in which they are taken. Retroactive bracketing of courses is allowed only by petition to the Administrative Board explaining special circumstances.
- 3.) Requirements for the master's degree must be completed by the end of May in the fourth year.
- 4.) Courses bracketed for the master's degree may not be taken for Pass/Fail. They must be taken for letter grades. A "B" average is required.
- 5.) In no circumstances may courses taken (or work done - such as a thesis) be counted for both the bachelor's and the master's degree.
- 6.) Applications for the master's degree, listing the eight half-courses, must be signed by the Chair of the graduate department.

If you have any questions, contact NELC's Director of Undergraduate Studies, Professor Khaled El-Rouayheb at kel@fas.harvard.edu.

ADVISING

Sophomores and other new concentrators meet first with the Director of Undergraduate Studies, Prof. Khaled El-Rouayheb, with whom they discuss their interests and who will then help them to find a member of the faculty to serve as mentor/advisor in the concentration. Other concentrators meet with their mentor/advisors on a regular basis throughout the semester.

GUIDELINES FOR SENIOR CONCENTRATORS

Honors Concentrators

1. For the required senior thesis, to be written over the course of the two required semesters of tutorial in the senior year, each concentrator should normally have chosen an advisor/mentor by the spring of his/her junior year. This advisor will usually, though need not, be the person directing the junior tutorial for the concentrator. It is expected, therefore, that the concentrator will be well launched into the thesis by the summer preceding his/her senior year. Indeed, it would be helpful if the junior tutorial, at least for the spring semester, included material related in some way to the area of the thesis topic.
2. For guidelines on writing the honors thesis, please consult the departmental publication, *A Guide to the Senior Honors Thesis*, available in the NELC office and on the web site, www.nelc.fas.harvard.edu.
3. For concentrators intending to graduate at the June commencement, the thesis will be due on the *Friday before the spring recess, March 13, 2015, by 5:00 p.m.* in the office of the Department of Near Eastern Languages and Civilizations, 6 Divinity Avenue. For concentrators intending to graduate at mid-year, the thesis will be due on the *last class-day of the fall semester, again by 5:00 p.m.*, in the same office.
4. In consultation with the Director of Undergraduate Studies and the concentrator, the mentor/advisor will appoint an examining committee for the thesis consisting of himself/herself and one or two other members, at least one of whom must be a full member of the Harvard University faculty.
5. The three members will submit written evaluations of the thesis to the concentrator in advance of the oral examination. The evaluations will ordinarily consider issues of substance as well as of presentation.
6. Approximately five to six weeks after the thesis has been submitted, the mentor/advisor, in consultation with the rest of the examining committee mentioned above and the concentrator, will schedule an oral examination of the concentrator. This examination will last about an hour to an hour and a half and will cover issues posed by the thesis and growing out of the written evaluations of it that have been given to the concentrator beforehand, related questions connected with the subject area in which the thesis has been devised, and questions about the special field within NELC that the concentrator has pursued, as represented by the courses he/she has taken for concentration credit (e.g., modern Middle Eastern history, Jewish history, classical Islam). The mentor/advisor and concentrator should meet well in advance of this examination to clarify any problems regarding its scope and preparation for it. At this meeting, the concentrator should have ready a list of his/her concentration credit courses, together with a brief description of them. This will be given to the mentor/advisor and the other two members of the examining committee, and will help to provide the framework for the questions discussed in the examination. In sum, then, the oral examination should allow the concentrator the opportunity to discuss the significance of his/her thesis, and to reflect on his/her concentration course work as an integrated whole.

7. Theses will be read and commented on by faculty members, as well as by the graduate student advisor if she or he is serving as a reader. Readers' comments will be made available to the student prior to the oral examination. Theses will be graded on a scale of *cum laude* (minus or plus), *magna cum laude* (minus or plus), and *summa cum laude* (minus). The range from *summa cum laude* to *cum laude* minus corresponds to the letter grade range of A plus to B minus (B minus being the lowest honors grade).

Non-Honors Concentration

1. Non-honors concentrators are required to take a minimum of one semester of senior tutorial, in the course of which they will be asked to produce a paper of approximately 20-30 pages (typed and double-spaced).

2. Normally in the spring semester of their senior year, these concentrators will have an oral examination. The examination will be conducted by their mentor/advisor - who is also responsible for the senior tutorial - along with one or more other faculty persons; of these, at least one must be a full-time member of the Harvard University faculty. The examination will cover questions about the special field within NELC that each concentrator has pursued, as represented by the courses he/she has taken (e.g., modern Middle Eastern history, Jewish history, classical Islam). One important purpose of the examination is to encourage the concentrator to think about the interconnections among the courses and so about the coherence of his concentration field as a whole. Each advisor and concentrator should meet well in advance of this examination to clarify any problems regarding its scope and preparation for it. As in the case of the honors oral examination, the concentrator should submit to his/her mentor/advisor and the other examiners a list and brief description of his/her concentration credit courses, doing so well in advance of the scheduled examination. Performance on this examination will be considered as part of the grade for the senior tutorial.

PRIZES, FELLOWSHIPS AND STUDY ABROAD OPPORTUNITIES

Below are listed a few of the prizes, fellowships and study abroad opportunities available to Harvard students interested in ancient Near Eastern and contemporary Middle Eastern Studies. Please note that the following is by no means an exhaustive list. Please check with the Center for Jewish Studies, the Center for Middle Eastern Studies and the Office of Career Services for additional information. For the Harvard Funding Sources Database for International Experience, see: <http://www.funding.fas.harvard.edu>

General

Thomas Temple Hoopes Prize. The Hoopes Prize honors excellence in the work of undergraduates in all academic areas working on a senior thesis. Students are nominated in the spring by their teachers or project supervisors. Substance, originality, and the ability to communicate the project's information are especially noted. Films, tapes, exhibits and

performances as well as written work are eligible for Hoopes Prizes. Student winners are awarded \$2,500.00. For more information, see: www.secfas.fas.harvard.edu

Arabic and Islamic Studies

American University in Cairo. The American University in Cairo contains the Center for Arabic Study Abroad, an intensive advanced Arabic program for American graduate and undergraduate students who have had at least two years of instruction in Arabic. Applications and further information on fellowships can be obtained from the CASA Website at www.aucegypt.edu/academics/undergradprog/studyabroadprog

Georgetown University Summer Arabic and Persian Language Institute. This institute offers Modern Standard Arabic at three levels (Basic, Intermediate, and Advanced), Egyptian Colloquial Arabic and Iraqi Arabic. The Modern Standard Arabic courses cover an entire year's worth of Arabic instruction during the ten weeks of the Institute. For more information, please visit: www.summerschool.georgetown.edu

Middlebury College, School of Arabic. Offers elementary, high elementary, intermediate, high intermediate, and advanced course in the nine week summer session. Nine weeks translates into 4 units (12 semester hours of undergraduate credit). For more information, please visit: www.middlebury.edu/ls/arabic

University of Virginia and University of Yarmouk (Jordan). The University of Virginia-Yarmouk University Summer Arabic Program has been in operation for thirteen years, and is an intensive, eight-week program in Modern Standard Arabic, designed for undergraduate and graduate students currently pursuing a degree program. The Program focuses on all language skills: listening, speaking, reading and writing. In addition to the course in Modern Standard Arabic, all students will take a course in the Jordanian dialect. All courses will be taught in Arabic. Course instructors will be members of the Yarmouk University faculty. Three levels of skill-based instruction will be provided. A new course in Media Arabic is now offered for advanced students. For information concerning the summer program, please visit: www.virginia.edu/arabic/Yarmouk.html

American Language Institute in Fez. The Arabic Language Institute in Fez (ALIF) offers three and six-week courses in all levels of Modern Standard Arabic and Colloquial Moroccan Arabic throughout the year. ALIF also boasts an excellent reputation as the preeminent institution in the Maghreb for the teaching of Arabic as a foreign language. Housed in a large, shady villa, ALIF provides an ideal setting for studying in Morocco's "intellectual capital," and for exploring the historic medina of Fez, one of the world's few remaining medieval cities. ALIF's teachers are highly qualified native speakers with years of experience instructing both independent students and study abroad groups from major universities. In addition to language courses, ALIF offers cultural tours, lectures, and classes on Maghrebi literature, media and Islam. For more information, please visit: www.alif-fes.com

Archaeology

Ashkelon Excavations, The Leon Levy Expedition. Field training focuses on methods of stratigraphic excavation, recording, and interpretation, ceramic typology and its application. Staff specialists hold workshops dealing with surveying, photography, computers, ceramics, geology, faunal analysis, and conservation of artifacts. Field work is complemented by a series of lectures by staff and Israeli scholars on the archaeology, geography, and history of Israel, Phoenicia, and Philistia. The course will include several field trips to other archaeological sites in Israel. Eight undergraduate or graduate academic credits are available through Harvard Summer School for an additional tuition fee for qualified full Summer Session volunteers. For more information, please visit: www.fas.harvard.edu/semitic/ashkelon

Jewish Studies

Brandeis University-Middlebury School of Hebrew (Modern). All courses in the seven-week program provide proficiency-oriented instruction in listening, reading, speaking, writing, and grammar. Students will engage in activities that enhance presentational, interpretive, and interpersonal modes of oral and written communication.

Harvard Summer Program in Jerusalem, Israel. The Harvard program at the Hebrew University in Jerusalem offers an intensive introduction to both the Jewish world of late antiquity – the period of the emergence of Judaism and Christianity as we know them – and the world of modern Jewish history, especially the chapters dealing with modern Jewish nationalism and the emergence of Israel. For more information, visit: www.summer.harvard.edu.

Norman Podhoretz Prize in Jewish Studies. The Norman Podhoretz Prize is an annual \$2,000 award to the Harvard University student who has written the best essay, feature article, or short story on a Jewish theme. The prize is a tribute to Norman Podhoretz, distinguished editor of *Commentary* from 1960 to 1995. The Podhoretz Prize, sponsored by the Ernest H. Weiner Fund at the American Jewish Committee and administered by the Harvard University Center for Jewish Studies, is usually awarded in the spring. For more information, please contact the Center for Jewish Studies, 6 Divinity Avenue, Cambridge, MA 02138, cjs@fas.harvard.edu, 617-495-4326

Selma and Lewis Weinstein Prize in Jewish Studies

\$2,500 award to the Harvard College student with the best essay on a Jewish theme. Established by Lewis H. Weinstein, A.B. 1927, L.L.B. 1930. For more information, please contact: Harvard University Center for Jewish Studies, 6 Divinity Avenue, Cambridge, MA 02138, cjs@fas.harvard.edu, 617-495-4326

Miscellaneous Middle Eastern Studies Fellowships and Prizes

Henry Rosovsky Summer Fellowships for Undergraduate Research in Israel. Each year, the Center for Middle Eastern Studies offers fellowships to a limited number of undergraduates for summer research and/or field work in Israel. This project should relate directly to a

senior honors thesis. Please contact the Center for Middle Eastern Studies for more information (mideast@fas.harvard.edu, 617-495-4055) or visit: www.cmes.hmdc.harvard.edu/resources/summer-funding/CMES

Moroccan Studies Grants. The Center for Middle Eastern Studies has a limited number of grants for students who are planning research, language study, or other scholarly projects in Morocco during the summer. Please contact the Center for Middle Eastern Studies for more information (mideast@fas.harvard.edu, 617-495-4055).

Turkish

Bogaziçi University Summer School. Bogaziçi University in Istanbul offers summer courses in elementary, intermediate and advanced Turkish. Class size is limited to ten students. Each course meets twenty hours a week and classes are held from 9:00 a.m. to 1:00 p.m., Monday through Friday. The afternoons are reserved for various activities such as meeting with teaching assistants on informal basis for additional instruction and/or free conversation, attending supplementary lectures on various topics of Turkish culture, or viewing Turkish movies, etc. Supplementary lectures conducted both in Turkish (weekly) and in English (bi-weekly) by experts in their fields aim at providing an insight into the political, social, economic, historical aspects of contemporary Turkish society. For more information see www.boun.edu.tr/special/web.html.

Eastern Consortium Summer Intensive Program in Turkish. Each summer, the Consortium sponsors courses in Turkish at elementary and intermediate levels. Full and partial fellowships are available. Applications forms can be obtained at the Center for Middle Eastern Studies office.

Intensive Ottoman Summer School in Turkey. This joint Harvard University-Koc University program on the island of Cunda, Turkey, offers intensive instruction in Ottoman paleography and reading later Ottoman printed texts, as well as Persian grammar for Ottoman. For more information, please visit: www.summer.harvard.edu

Secondary Field in Near Eastern Languages and Civilizations

There exists among undergraduates a wide-spread interest in all aspects of the cultures and societies of the Near East (as the region was known for centuries) and the Middle East (as the region is known in the United States and elsewhere today). Interest in this region and its cultures will likely grow as Middle Eastern societies continue to develop and play an increasingly large role in international affairs, and as understanding of the great civilizations of the ancient Near East, as well as the ancient and classical roots of Judaism, Christianity, and Islam, and Western civilization generally – all of great importance in their own right – becomes more urgently needed for an understanding of the contemporary world.

The department offers four secondary field pathways:

- The Middle East in Antiquity
- Histories and Cultures of Muslim Societies (Islamic Studies)
- Jewish Studies
- Modern Middle Eastern Studies
-

REQUIREMENTS: 5 half-courses

A description of each pathway follows.

The Middle East in Antiquity

The secondary field pathway in The Middle East in Antiquity focuses attention on the rich and diverse history of the civilizations of the Ancient Near East, which witnessed the first complex societies and the first major developments in social and political organization, literacy, technology, religious institutions, and many other arenas, whose consequences remain a critical force in subsequent Middle Eastern, and world, history. The goal of this pathway is to give students an articulate acquaintance with the history and culture of the principal civilizations of the Ancient Near East, and to provide instruction in how such history and culture can be reconstructed through the critical analysis and synthesis of linguistic, textual, artistic, and archaeological evidence.

Harvard is an ideal place to pursue this field given the richness of its resources in libraries (Widener, History of Art, Tozzer, Law, Andover-Harvard), museums (Semitic, Peabody, and Sackler), and faculty (Near Eastern Languages and Civilizations [NELC], but also Anthropology, History of Art and Architecture, Linguistics, and the Divinity School).

1. At least two "gateway courses."

2. Three additional half-courses in the area of Middle East in Antiquity, with the approval of the Director of Undergraduate Studies (DUS) of NELC or his/her designee; at least two of which must be at the 100-level or above.

The electives allow the students to pursue study of one or several of the civilizations and arenas that are introduced in the two gateway courses. Qualified students are encouraged to consider taking their elective courses in languages important to the study of the ancient Near East (e.g., Classical Hebrew, Aramaic, Akkadian, Egyptian, either as language or as literature courses).

However, no more than two of these courses may be courses whose primary focus is language instruction.

Histories and Cultures of Muslim Societies (Islamic Studies)

The goal of this secondary field pathway is to provide a basic exposure to fundamental elements of the history, literature, philosophy, religious thought, and legal institutions of the civilizations of the Muslim world. As the study of Islam and Muslim societies at Harvard is an interdisciplinary endeavor, the program in Histories and Cultures of Muslim Societies (Islamic Studies) is structured to allow students flexibility in their approach to the field; this is done by incorporating one of the disciplinary perspectives currently available in the Harvard curriculum: study of religion, anthropology, history, history of art and architecture, gender studies, literature and language, and law.

1. At least two "gateway" courses.
2. Three additional half-courses in Histories and Cultures of Muslim Societies (Islamic Studies), at least two of which must be at the 100-level or above.

Students are free to pick from any three courses in Histories and Cultures of Muslim Societies (Islamic Studies) offered in NELC or elsewhere, these courses to be approved by the DUS or his/her designee. Qualified students are encouraged to consider taking their elective courses in languages important to the study of the Muslim world (Arabic, Persian, Swahili, Turkish or Urdu; these can be either language or literature courses). However, no more than two of these courses may be courses whose primary focus is language instruction.

2. Three additional half-courses in Islamic Studies, at least two of which must be at the 100-level or above.

Students are free to pick from any three courses in Islamic Studies offered in NELC or elsewhere, these courses to be approved by the Director of Undergraduate Studies (DUS) or his/her designee. Qualified students are encouraged to consider taking their elective courses in languages important to the study of the Muslim world (Arabic, Persian, Turkish or Urdu; these can be either language or literature courses). However, no more than two of these courses may be courses whose primary focus is language instruction.

Jewish Studies

The goal of this secondary field pathway is to provide a basic exposure to fundamental elements of the history, literature, religious thought, and legal institutions of Jewish civilization. As in other areas of undergraduate liberal arts education, and even more so in a secondary field of five courses, our goal is not to impart comprehensive knowledge of an entire academic field, but rather to ensure that students will have a basic framework for asking questions and tools for seeking answers.

A combination of a historical survey focusing heavily on the pre-modern experiences of the Jews, with a course about modern Jewish history or literature and additional courses in different specific areas provide secondary field students with an exposure to Jewish culture through the ages, equipping them with a basic familiarity with Jewish culture, history, and literature.

1. Two "gateway" courses.
2. Three additional half-courses in Jewish Studies, at least two of which must be at the 100-level or above.

Students are free to pick from any three half-courses in Jewish Studies offered in NELC or elsewhere, these courses to be approved by the DUS or his/her designee. Qualified students are encouraged to consider taking their elective courses in languages important to the study of Jewish cultures (Hebrew, Yiddish, Aramaic; these can be either language or literature courses). However, no more than two of these courses may be courses whose primary focus is language instruction.

Modern Middle Eastern Studies

This secondary field provides Harvard undergraduates, whose concentration is outside the field of Near Eastern Languages and Civilizations, the opportunity to engage in foundational study of the cultures, history and politics of modern Middle Eastern societies. It encourages such study through a combination of courses in the humanities and interpretive social sciences.

Requirements: Five half-courses which must be approved by the Director of Undergraduate Studies of the Department of Near Eastern Languages and Civilizations or the advisor designated for this field by the department.

The requirements are designed with sufficient flexibility so that students may pursue the field as an introduction to the region as a whole, or as a more narrowly-focused exploration of a particular country or theme, depending on their interests.

1. One half-course, The Modern Middle East 100 (formerly Near Eastern Languages 100). Approaches to Middle Eastern Studies. All students must enroll in this course, which serves as the gateway course to the secondary field.
2. Four additional half-courses related to the study of Middle Eastern societies, at least two of which must be at the 100-level or above. These courses are to be approved by the DUS or his/her designee and may be chosen from those offered in NELC or elsewhere, including the Program in General Education. For a list of possible courses, please consult the NELC web site. Qualified students are strongly encouraged to consider taking some of these elective courses in languages important to the study of the Middle East (Arabic, Hebrew, Persian, or Turkish; these can be either language or literature courses). However, no more than two of these courses may be courses whose primary focus is language instruction.

Other Information

All courses must be taken for a letter grade and must be completed with a grade of B- or above, with the exception of approved Freshman Seminars, which may be applied toward the field with a grade of SAT. Credit for courses from Harvard Summer School and other Harvard faculties may be granted upon petition. Study abroad in the region is encouraged, and one half-course of study abroad credit may be applied toward the field with prior approval of the Middle Eastern Studies academic adviser.

Other Information

One course taken abroad that has been approved for Harvard College credit (either over the summer, a semester, or a year; the DUS or his/her designee will advise students on approved programs) may count towards the requirements as may Freshman Seminars. Other than Freshman Seminars, all courses must be letter graded. Courses taken in other departments that fit into the intellectual focus of the chosen track may also be counted.

At least two courses should be at the 100-level or above. No more than two of the courses may be language courses. Students seeking to focus primarily on language should consider pursuing a language citation.

For more information, students should contact the Director of Undergraduate Studies, Khaled El-Rouayheb (kel@fas.harvard.edu).

GENERAL INFORMATION

SPECIAL CONCERNS AND GRIEVANCES – There are specific university procedures for complaints regarding discrimination, sexual harassment, racial harassment, or gay and lesbian harassment (see the Handbook for Students). Please contact your Resident Tutor or Resident Dean of Freshmen 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 to the Director of Undergraduate Studies, Prof. Khaled El-Rouayheb, or the Department Chairman, Prof. Shaye Cohen.

PHYSICAL SPACE – The NELC Department office is located on the first floor of the Semitic Museum building. The building itself is open from 8:30 a.m. to 5:30 p.m. during the academic year. 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 10:00 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 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 Ashkelon Excavations (The Leon Levy Expedition) provides students with the opportunity to dig at the ancient seaport of Ashkelon, capital of Canaanite kings, harbor of the Philistines, and stomping ground of the biblical hero, Samson. Students may earn college credit while digging in a beautiful national park overlooking the Mediterranean, 30 miles south of Tel Aviv and within walking distance of modern Ashkelon. Eight undergraduate or graduate academic credits are available through Harvard Summer School for an additional tuition fee for qualified full Summer Session volunteers.

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 from Joe Cook in the Department Office, or by e-mailing nelc@fas.harvard.edu.

DEPARTMENT EQUIPMENT

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.

2. **Fax Machine.** The fax machine is restricted to faculty and staff use.
3. **Computer.** There is a computer and printer available for students to use in the student lounge, room 204. Printing is free and paper is provided for the printer, but if you need to print out large documents (over 30 pages), please send documents to the photocopiers on the first floor. Please be aware if there are other students waiting to use the computer and limit your time accordingly.

SENIOR THESIS TITLES OF FORMER NELC CONCENTRATORS

2013-2014

- Clare Duncan The Territory of War and the Territory of Islam: The Reconstitution of the World in the Statements of Osama Bin Laden
- Kelsey Hunt Searching for the Fertile Grounds of Revolution: Comparing the Demands of the 2006-2008 Workers' Movement and the 2011 Uprisings in Egypt
- Joshua Lipson Ashkenazi Revolution: The Politics of Reaction, Heresy, and Suppression in 1960s Israel
- Asmaa Rimawi Barrenness in Medieval Muslim Societies

2012-13

- Monica Dodge From the Streets to the Ballot Box: Political Parties and the Foundation of a Tunisian Democracy
- Candace Graff Pockets of Lawlessness in the "oasis of Justice": The Origins and Implications of the Security Fence in Jerusalem
- Mark Jahnke Opiates and Antiretrovirals: Addressing the Evolving HIV/AIDS Epidemic in the Islamic Republic of Iran
- Colby Wilkason Agents of Change: An Analysis of the Role of Women's Rights Non-Governmental Organizations in Post-Conflict Bosnia and Libya

2011-12

- Sarah Akhtar The Government's Children: Orphans' Rights in Morocco and Tunisia
- Yair Rosenberg Einstein and the Rabbi: Conversations with Chaim Tchernowitz on the Talmud, Zionism, Race and God

2010-2011

- Anna Boch The Female Body at the Vanguard: Developments in Islamic Head Coverings in Public in France and in Turkey
- Colin Donovan Born this Way or Made this Way? An Evaluation of Western

	Involvement in Creating Gay Identity in the Arab World
Benjamin Lerner	A Portrait of the Hebraist as a Multifaceted Man: Using Reuben Wallenrod's Be' ein Dor to Examine American Hebraism
Kristin Smith	Journey to (our) Mecca: Islam, Identity, and Redemption among Black-Male Prisoners in America
Jana Suleiman	Creative Nonviolent Resistance in the Palestinian Struggle for Independence: A Paradigm Revisited
Nicolas Roth	Politics in the Park: Public Green Spaces and the Negotiation of National Identity in India and Oman
2009-2010	
Tristan Brown	Sino-Muslim Education and Changes in Chinese Muslim Identity in Republican China, the Zhonghua Minguo (1911-1949)
Ayodeji Ogunnaike	God, Gods, and Prophets: The Cosmology of Muslim Babalawo
2008-2009	
Killian Clarke	Saying 'Enough' The Impact of Authoritarianism in Egypt on the Kefaya Movement
Kyle Haddad-Fonda	The anti-imperialist tradition and the development of Sino- Egyptian relations, 1955-1956
Simon Williams	A Canon of Subversion: Counter-Narratives of the Modern Saudi Arabian Novel
2007-2008	
Richard Cozzens	"We're not Gs - We're Arabs:" Arab Identity in the Politics and Poetics of Rap in Jordan, Syria and Palestine
Asher Fredman	Revolutions, Constitutions and Compromise in Divided Democracies: The Israeli Case
Samuel Hodgkin	Popular Literary Culture in Russian Imperial Turkestan
Elizabeth Kurtz	Defending and Defining Difference: The American Self and the Arab Other/How the experiences of American soldiers in North

Africa during World War II shaped their perceptions of Arabs and Muslims

Susan Lee Individual Suffering as Vindication for the Community: A Study of Negotiating Modern National Identities in Egypt

Sereen Massoud The Druze in America: Esotericism and Identity

Neil Sawhney A Democratic Brotherhood? A Post-Islamist Analysis of the Democratic Reorientation of Egypt's Brotherhood

Matthew Schrimpf Immigre, Amazigh, or Franco-Berber? The Use of History in Constructing a Berber Identity in France, 1980-2007

Deena Shakir Our Own Jihad: September 11 and the Struggle for Identity among Arab Students in the United States, Egypt, and the United Arab Emirates

2006-2007

Jessica Bloom A Glance at Argentina's Post-1950 Yiddish Culture through the Lens of the Yiddish Press: The Journalism of Shmuel Rollansky and Tsalel Blitz

Nicholas Boylston Mystical Philosophy: Logic, Intuition and Spiritual Realization in Suhrawardi's Philosophy of Illumination and Utpaladeva's Stanzas on the Recognition of the Lord

Alexander Britell Translating the Divine: ... in the Greek and Aramaic Texts of the Hebrew Bible

Alexander Edelman The History of Non-History: Edwin Locke, Point four, and the UNRWA

Rabia Mir Does the Law not Matter? Pakistani Child Camel Jockeys in the United Arab Emirates

Rami Sarafa From Mesopotamia to Michigan: Identity and Political Preferences of the Chaldean-American Diaspora

Daniel Stolz From Shellfish to Apes: Socialism and the Changing Politics of Evolution in al-Muqtataf

Adam Strich Paul, Palestinian Judaism, the Popular Philosophers, and the Law

2005-2006

- Elisabeth Cohen Selected Poems by Al-Khansa' A Metrical Verse Translation With Introduction and Commentary (A.M. Thesis)
- Ayelet Lebovicz Jewish Sex and the City: Modern Orthodox Jews and Sexual Behavior on Manhattan's Upper Westside
- Iliana Montauk Molière for Morocco: Postcolonial Negotiations of French Theater Policy (1950-1994)

2004-2005

- Max Brodsky Military Service and Social Standing in the State of Israel: a Comparison of the Druze and the Ultra-Orthodox Jews of Israel
- Dov Grumet-Morris The Cooperative Bi-Lateral Relationship of the Hashemite Kingdom of Jordan and the State of Israel
- Liora Halperin The Arabic Question: Zionism and the Politics of Language in Palestine, 1918-1948
- Arie Hasit EVERYBODY TALKS ABOUT PEACE, Politics and Identity in Israeli Hip Hop
- Raphael Hulkower Parenting and Childhood in Classical Rabbinic Literature
- Marisa Lee Jordan and the Gulf War: The Influence of Identity in Foreign Policy
- Nicholas Ma U.N. Mechanisms for Peace Creation in Southern Lebanon Following the Israeli Withdrawal in 2000
- Gerby Marks Algiers 1963: Le Parti Avant-garde et le Parti Pris Esthetique Avant-garde
- Aaron Montano Complications of Dialect: A Study of Four Families in Jordan

2003-2004

- Kieval, Shira Deborah The Exilic Longing For Form: Women, Love and Nationalism in *Beer in the Snooker Club* and *Hunters in a Narrow Street*
- Mitchell, Joel Maghribi Identities in Conversion: An interdisciplinary approach to North Africa's shift from marginalization in the Late Roman/Byzantine world to integration into Early Islamic society

- Ramarajan, Naresh Local Islam in its Global Context: The Tariqa Muridiyya of Senegal and Doctrinal Responses to a changing environment
- Vana IV, George Unraveling a Miscellany of Armenian Monastic Mysticism (A.M. Thesis)
- Vedenyapin, Yuri "Doctors Prescribe Laughter:" The Yiddish Stand-Up Humor of Shimen Dzigan

2002-2003

- Aicher, Rachel Arabs in the Land of Israel: Mechanisms Determining the Outcome of Arab Israeli Efforts to Gain Recognition of their Land Rights
- Reiter, Keramet In Search of Legitimacy: Women, Empowerment, and the Challenge of Development A Case Study of Illiterate Women in a Rural Moroccan Village
- Sheffield, Daniel Darius I and the Legitimization of Power in the Achaemenid Empire (A.M. Thesis)

2000-2001

- Brody, Myles S. A Time to Keep Silent and a Time to Speak: Judicial Activism and Passivity in the Thought of Rabbi Tzvi Hirsch Chajes
- Dydek, David Cody The Semantics of Structure: An Iconic Analysis of Reduplication in Semitic
- Henshaw, J. Marshall The Sudanese Mahdiya from Within and Without: The Charisma of a False Prophet
- Katz, Tamar Characterizing Crisis: The Reshaping of the Modern Individual in the Writings of Isaac Leib Peretz, Sholem Asch, and Fishl Schneourson