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1. INTRODUCTION

Welcome to Yale, and to the Department of Near Eastern Languages & Civilizations. This handbook, compiled by graduate students and faculty, is intended to provide practical information on the policies, procedures, and resources of the Department. Other sources of information you may wish to consult are the relevant sections of Yale’s GSAS policies and our departmental website: [http://nelc.yale.edu/](http://nelc.yale.edu/). The latter includes profiles of all faculty members in the NELC Department, as well as links to other departments and units affiliated with NELC.

In the case of discrepancies between this Handbook and the departmental policies in the GSAS Bulletin, the Bulletin takes precedence. The department entry is here: [http://www.yale.edu/printer/bulletin/htmlfiles/grad/degree-granting-departments-and-programs.html - near_eastern_languages_and_civilizations](http://www.yale.edu/printer/bulletin/htmlfiles/grad/degree-granting-departments-and-programs.html).

**Contact Information**

The NELC administrative and faculty offices are located in the Hall of Graduate Studies (320 York Street, third floor). The NELC office includes a computer and copier/printer, both available for student use during regular business hours, as well as student and faculty mailboxes.

**Mailing address:**
Department of Near Eastern Languages & Civilizations
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M. Arturo Perez-Cabello
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For up-to-date contact information for faculty and staff, consult the NELC online directory: [http://nelc.yale.edu/faculty](http://nelc.yale.edu/faculty)

Current graduate student biographies and contact information can be found here: [http://nelc.yale.edu/graduate-program/students](http://nelc.yale.edu/graduate-program/students)
In 1841 Yale began offering the first formal program of study in Near Eastern languages in the United States. Early department faculty such as Edward Salisbury produced the first American scholarly studies on Arabic and Islam, cuneiform studies, and Semitic epigraphy, and founded and edited the first professional journal in America devoted to Oriental Studies.

Other department faculty of the later nineteenth and early twentieth centuries, such as William Dwight Whitney, Charles Foster Kent, and William Rainey Harper, were leaders in the creation of American philology, linguistics, and Sanskrit studies, and pioneered modern undergraduate and graduate instruction in the language and literature of biblical Hebrew and the history of Judaism. Charles C. Torrey, professor of Arabic and Semitic languages, founded the first American school for research in the Near East, at Jerusalem, and directed the Jerusalem school's first archaeological excavation in 1900, as well as editing the first major text in Classical Arabic published in the United States. More recent faculty, including the Egyptologists Ludlow Bull and William Kelly Simpson; the Assyriologists Albert T. Clay, Raymond Dougherty, Albrecht Goetze, Ferris Stephens, J. J. Finkelstein, and William W. Hallo; the Semitists Julian Obermann and Marvin Pope; and the Semitist and Arabist Franz Rosenthal, have made Yale one of the world's leading centers for the study of the Near East.

Throughout fluctuations in scholarly agendas and priorities, wave after wave of dramatic discoveries, and in the face of often adverse winds of college and university administrative, sociological, and political change, the Department of NELC, as it approaches its 175th anniversary, has held fast to its bedrock principle of educating a few very good students very well, by precept and by example, in order to prepare them for superior competence, personal satisfaction and success, and, eventually, professional leadership in the rich, fascinating, and often rapidly evolving disciplines to which they have chosen to devote their adult lives.
Yale’s Department of Near Eastern Languages & Civilizations is part of the Graduate School of Arts & Sciences and offers degrees in four programs: Assyriology, Egyptology, Arabic and Islamic Studies, and Graeco-Arabic Studies. Though the four programs are independent of one another, some requirements and courses are shared among them. The first three years of the PhD are dedicated to coursework (with 24 courses normally required for graduate study); qualifying examinations are taken at the end of the third or beginning of the fourth year; the prospectus is approved shortly after the qualifying exams; and students write their dissertations during their fourth through fifth or sixth years.

The MA program lasts for two years, the first dedicated to coursework and the second to a combination of remaining coursework and writing a master’s thesis.

(a) Assyriology
Over the past century, the Department of Near Eastern Languages & Civilizations has awarded its largest number of doctorates in Assyriology, the study of the languages and civilizations of ancient Mesopotamia. The graduate program in Assyriology emphasizes both Sumerian and Akkadian, as well as offering a full sequence of courses in Mesopotamian history and civilization. Development of a secondary area, such as comparative Semitic languages or Egyptology, is required.

The Department’s program in Assyriology is closely connected to the Yale Babylonian Collection, the largest collection of cuneiform tablets (and other Mesopotamian artifacts) in America. Students have the opportunity to develop skills in decipherment, interpretation, and publication of original cuneiform documents. Since significant portions of the collection remain to be published, students have the opportunity to base their dissertation research on collection holdings. The collection also maintains a complete reference library in the fields of Assyriology and ancient Near Eastern studies and sustains several series of monographs and text publications. Frequent visits by visiting scholars, regular colloquia, and daily experience with one of the world’s most important collections of Mesopotamian source materials enrich graduate study in Assyriology at Yale.

A typical core course plan for a graduate student in Assyriology includes three years of Akkadian as well as two or three years of Sumerian, in both cases with broad exposure to all periods and forms of the language. There is a sequence of courses in Mesopotamian history from earliest times to the Christian era and numerous other courses on special topics, depending on the needs and interests of the graduate students in the program. The secondary areas of study vary, according to the individual student, and may include such languages as Aramaic, Egyptian, Hebrew, and Ugaritic. Students in their second, third, and fourth years of study find teaching opportunities, in accordance with Graduate School policy, which ensures that PhD students receive two full years of funded teaching experience.

For further information about the program in Assyriology, contact Eckart Frahm (eckart.frahm@yale.edu).
(i) Babylonian Collection

Founded in 1909 by a gift from J. Pierpont Morgan, the Yale Babylonian Collection is the largest collection of documents, seals, and other artifacts from ancient Mesopotamia in the United States, and one of the leading collections of cuneiform tablets in the world. Housed in the Sterling Memorial Library, it comprises about 45,000 items, ranging in date from around 3000 BCE to early in the Christian era. An independent branch of Yale University, the Babylonian Collection holds virtually every genre, type, and period of ancient Mesopotamian writing, such as commemorative inscriptions, scholarly treatises, letters and business documents, administrative accounts, and literature in poetry and prose, in Akkadian, Sumerian, and Hittite. Noteworthy manuscripts include the world’s oldest epic narratives, a group of recipes 1500 years older than any other known from the ancient world, a large corpus of magic spells and mathematical texts, royal letters in Sumerian and Akkadian, a Sumerian agricultural manual, and the oeuvre of the first author in history whose work can be identified: a woman, whose passionate and obscure poetry, composed over 4200 years ago, was deciphered and edited in the Babylonian Collection workroom. The Collection is also a center for the conservation of cuneiform tablets.

In addition to its function as a museum repository, the Yale Babylonian Collection has a unique role in the University’s educational mission. It is the only major University collection closely allied with an academic department and has its own classroom (SML 323), where the department’s courses in Assyriology are carried on. The curators have always been professors of Assyriology. The Collection also maintains active community outreach, frequently hosting school groups from throughout Connecticut.

Tablets in the Babylonian Collection have been catalogued on a sophisticated electronic database, made possible by the National Endowment for the Humanities Access to Collections Program. Most tablets in the Collection are now electronically searchable under various rubrics such as text type, date, period, and keywords.

The Babylonian Collection maintains a complete reference library, adjacent to the workrooms, in the fields of Assyriology and Ancient Near Eastern studies, including about 13,000 books and serials and over 10,000 offprints. There is also an extensive cast collection representing major monuments of Mesopotamian art.

The Collection regularly mounts special exhibitions in the public areas of Sterling Library. Recent shows include: METRON and Mesopotamia (2002); Man & Beast in Mesopotamia (2002); Love in Mesopotamia (2004); Mayhem in Mesopotamia (2005); Magic in Mesopotamia (2006); Madness in Mesopotamia (2007); Birds in Babylonia (2008); School Days in Sumer (2011); Monarchs in Mesopotamia (2012). Justice in Mesopotamia (2007) was displayed in the Law School Library.

The Yale Babylonian Collection is an active participant in several international projects, including “Interactions between Man and the Environment in Mesopotamia,” under the auspices of the Research Institute for Humanity and Nature, Kyoto, Japan. The Collection is the first participant in the project to permit sampling of cuneiform tablets for Neutron Activation and X-Ray
Diffraction Analysis, as well as Magnetic Susceptibility Measurements, and is currently developing a major digitization project.

For further information on the Yale Babylonian Collection, contact the Curator, Benjamin Foster (benjamin.foster@yale.edu).

(ii) Babylonian Collection Reading Room
Students in the Assyriology program are assigned individual desks in the Reading Room (Sterling Memorial Library, Room 322) and are issued keys to the room, which typically remains locked during regular library hours to safeguard personal computers and other valuables. Books do not circulate and scanning/photocopying is not permitted. The room contains most of the relevant books for the study of Assyriology and operates on a unique shelving system not based on call numbers (but note that books in the other workrooms are shelved by call numbers). All collection books are on Orbis, the Yale Library cataloguing system, but may also be found by using a card catalogue in the Collection’s Reading Room.

For further information on the room, desk assignments, and finding books, consult the subject librarian, Ulla Kasten (ulla.kasten@yale.edu), or the conservator, Elizabeth Payne (elizabeth.payne@yale.edu).

(b) Egyptology

[The department is not currently admitting new graduate students to its Egyptology program.]

Egyptology at Yale University provides instruction in the philology and cultures of ancient Egypt and Nubia. Egyptology courses at Yale present the history and archaeology of ancient Egypt and her neighboring regions from the earliest predynastic through the Coptic period, and students receive instruction in all phases of the Egyptian language, from the texts of the Proto-dynastic period through the literature of Coptic Egypt. Lectures, seminars, and reading courses cover topics such as art history, administration and society, burial practices, ceramic technology, military history, and others.

Much of the course work emphasizes the study of the Egyptian language and textual material, and all courses stress the importance of examining philological material in conjunction with archaeological evidence, including material in Yale collections. Beyond the introductory Middle Egyptian level, students participate in text-based seminars in which a variety of text corpora are read. Text courses at Yale often focus on corpora in which students must acquire and use a diachronic understanding of the Egyptian language and text genres. Because of the wealth of epigraphic material discovered by Yale expeditions in the field, students routinely have the opportunity to read newly discovered and unedited inscriptions, often in difficult forms of the cursive scripts. In addition to courses on Old, Middle, and Late Egyptian, Yale also provides instruction in the Demotic and Coptic phases of the Egyptian language. Through its association
with the Council for Archaeological Studies and with other departments, the Egyptology program also offers students the ability to acquire a broad grounding in the archaeology of the Nile Valley and surrounding regions. Courses are often team-taught with other members of the Near Eastern Languages and Civilizations department as well as other departments within the university. Visiting scholars, often from outside the United States, augment the range of course offerings. As with instruction at the university, so in field-work, Yale Egyptology spans the full range of Egyptian civilization. Yale-sponsored expeditions now work in two large areas of the Egyptian Western Desert and at Coptic monastic sites in Middle Egypt and the Wadi Natrun.

(i) Simpson Fund

Graduate students in Egyptology, and Yale students studying Egypt and its history, may apply to the Simpson Fund for support. Applications should be made to the Simpson Fund committee, currently comprising the Chair of NELC, faculty working in Egyptology, the cognizant Deputy Provost, a representative from GSAS, and J.G. Manning, Simpson Professor (Classics/History) (email to joseph.manning@yale.edu).

The Simpson Fund provides support for Egyptology at Yale. Students eligible to apply and activities for which applications will be considered are normally:

1. graduate students in the field of Egyptology within NELC: any intellectually rigorous project related to their professional and/or intellectual development as Egyptologists
2. graduate students researching Egyptological topics or needing support for research in Egypt
3. proposals for conferences held at Yale on Egyptological themes

Egyptology graduate students are normally limited to $2500 per year over 6 years, for a total of $15,000, though in exceptional cases a student may ask to be awarded more than $2500 for a given project. For students currently in the program (spring of 2014), the total amount awarded will be prorated (so, students in their current 4th year will receive up to $7500).

(ii) Yale Institute in Egypt

The Yale Egyptological Institute in Egypt, including its archaeological expeditions and affiliated expeditions, is funded by the William K. and Marilyn M. Simpson Endowment for Egyptology.

Yale University has a long history of archaeological work, including participation in the Nubian Salvage Campaign and excavations at the site of Abydos (for the results of this work, see Yale Egyptological Publications). Under the aegis of the Yale Egyptological Institute in Egypt, funded by the William K. and Marilyn M. Simpson Endowment for Egyptology, Yale currently has three archaeological projects in Egypt. The concession of the Theban Desert Road Survey (TDRS)/Yale Toshka Desert Survey (YTDS), both directed by John Coleman Darnell, co-directed by Deborah Darnell, encompasses much of the desert region between the northern edge of the Qena Bend, extending west to Kharga Oasis and south to Dunqul Oasis and the region of Aniba. Within this area, the TDRS/YTDS surveys ancient caravan routes through the Western Desert of Egypt, recording the numerous associated rock inscription sites, habitation areas, way stations, and
military structures. The important Persian temple and settlement at Gebel Ghueita in Kharga Oasis is the site of further epigraphic and archaeological work. The Yale Egyptological Institute in Egypt is also involved in the archaeology of Coptic Egypt. In addition to the monastic sites and Coptic remains in the concession of the Theban Desert Road Survey, the Institute supports the work of the Yale Monastic Archaeology Project (YMAP), organized under the executive direction of Stephen J. Davis. YMAP currently sponsors work at two centers of early Christian monasticism: the White Monastery near the town of Sohag, and the Monastery of St. John the Little in the Wadi al-Natrun. The White Monastery project involves excavation and analysis of monastic remains; restoration and conservation of wall paintings; and architectural documentation of the main church, led by Bentley Layton. The Wadi al-Natrun project has conducted excavations of a monastic midden and a large mud-brick residence, as well as archaeological surveys of almost one hundred other structures, including a central church.

Further information can be found at [http://www.yale.edu/egyptology/](http://www.yale.edu/egyptology/)

(iii) Egyptology Reading Room and Other Resources
The Egyptology Reading Room is located in Sterling Memorial Library, Room 329. PhD and MA students are issued a key. Books do not circulate to ensure their availability to all students.

Various museums and library collections at Yale University serve as the repositories for over 5,000 objects from Egypt and Nubia, ranging in date from remote prehistory through late antiquity. These collections serve as resources for classroom instruction, and provide numerous subjects for research projects. The following links provide information about individual collections:

Yale University Art Gallery

Yale Peabody Museum of Natural History
[www.yale.edu/peabody/collections/ant/index.html](http://www.yale.edu/peabody/collections/ant/index.html)

Beinecke Rare Book and Manuscript Library
[www.library.yale.edu/beinecke/brblhome.html](http://www.library.yale.edu/beinecke/brblhome.html)

Medical Historical Library and Collection, E. C. Streeter Collection of Weights and Measures
[www.med.yale.edu/library/historical/about/founders/streeter.html](http://www.med.yale.edu/library/historical/about/founders/streeter.html)

The Natacha Rambova Archive, Yale University
[http://www.yale.edu/egyptology/rambova](http://www.yale.edu/egyptology/rambova)

(c) Arabic and Islamic Studies
Since its establishment in 1841, the doctoral program in Arabic and Islamic studies at Yale—the oldest such program in the United States—has focused on the study of all aspects of the history and culture of Islamic societies. It emphasizes the acquisition by all students of thorough language
skills in Arabic and training in philology, manuscript studies, and textual and literary criticism. Arabic is the language of the Qur'an and Muslim practice; it is the universal language of medieval scholarship, philosophy, and science; in modern times, it is one of the six international languages of the United Nations and the living medium of a vibrant and constantly developing modern literature. With approval of their advisor and the DGS, students may select one of two tracks of specialization offered by the department, the standard program or the interdisciplinary program.

(a) Standard Program. The goal of the program is to develop Arabists who both meet the high standards of scholarship that have traditionally characterized Arabic and Islamic studies and advance the field with innovative thought and research. In addition to the introductory seminar NEFC 850 “Introduction to Arabic and Islamic Studies” which students take in their first semester, the Arabic Seminar (ARBC 505) is required for every student every term. The department may offer advanced seminars that aim to train students especially in philosophy, science, medicine, and poetry.

(b) Interdisciplinary Program. Students wishing to specialize in areas and approaches that may enrich the field but have conventionally lain outside it may take courses in other departments with the approval of the advisor. Such departments include Comparative Literature, Classics, History, History of Medicine and Science, Philosophy, Judaic Studies, or Religious Studies.

Yale University has exceptional resources in Arabic and Islamic Studies. The Near East Collection in the University Library includes more than 150,000 volumes. Since Yale was the first American research library to collect Arabic books, the collection is particularly rich in early Arabic printed materials. The Library currently receives about 1000 periodicals on Near Eastern subjects in Western languages and about 900 in Near Eastern languages. The manuscript collection in the Beinecke Library includes more than 3000 items in Arabic, Persian, and Ottoman Turkish.

For further information on the program in Arabic and Islamic Studies, contact Dimitri Gutas (dimitri.gutas@yale.edu).

(d) Graeco-Arabic Studies
Students in this interdisciplinary specialization study all aspects of the translation of classical Greek works into Arabic, their dissemination in medieval Islamic civilization, and the scientific and philosophical tradition of Arabic works that developed on their basis. Particular emphasis is placed on philological issues such as translation techniques, Graeco-Arabic lexicography, textual criticism and editing of translated Greek works, and the Arabic language that was used in the translations. Some knowledge of Greek (a minimum of one year at the college level) is prerequisite for admission to the program. Upon matriculation, students may take for credit up to eight term courses in Greek, while the rest of their work will concentrate on Arabic. After their third year of study, students will have the opportunity to gain research experience in the field by assisting in the compilation of *A Greek and Arabic Lexicon* (GALex), edited by Professors Gutas (Yale) and Endress (Bochum, Germany), as well as in the preparation of critical text editions of translated works. For further information on the program in Graeco-Arabic Studies, contact Dimitri Gutas (dimitri.gutas@yale.edu).
(i) Near East Collection and Reading Room

The Near East Collection at Yale University Library is one of the oldest collections in North America, established in 1841 with the appointment of Prof. Edward Elbridge Salisbury (1814-1901) to teach Arabic and Islamic studies at Yale University.

Building a library for this subject was difficult as Arabic-script printing was still in its infancy at this time, and printing presses were not yet widespread in Middle Eastern countries. Nevertheless, Salisbury was able to select and collect important books and manuscripts, laying the foundations of a collection which has evolved to become one of the most comprehensive collections in Arabic and Islamic studies in the United States.

According to Leon Nemoy (1901-1997), formerly curator of Hebrew and Arabic Literature at Sterling Memorial Library, the Arabic collection comprises:

1. Salisbury's personal collection, which he donated to the library. Most of this collection was purchased with his own money from the sale of the private collection of the French Arabist Silvestre de Sacy (1785-1838).
2. The collection of the Swedish Arabist Carlo Landberg (1848-1924) of some seven hundred volumes, purchased from him by Connecticut philanthropist Morris Ketchum Jesup (1830-1908) and donated to the library in 1900.
3. Additional materials acquired by Yale University from various sources, including some 300 Arabic manuscripts purchased from the Wellcome Museum in London by the antiquarian book-dealer Hans P. Kraus in New York and sold to Yale University in 1949. A preliminary checklist of this collection was compiled by Prof. Landberg.
4. Modern Arabic books from Egypt and other Middle Eastern countries began to be acquired systematically through the PL-480 program beginning in the 1960s. When this program came to an end, the Near East Collection at Sterling Memorial Library continued to acquire materials in modern Middle Eastern languages directly from vendors located in the Middle East, North Africa, Iran, and Turkey.

The librarian for Middle East studies selects materials published in the Middle East and North Africa in Middle Eastern and Western languages: books, serials, microfilms, manuscripts, archival and audiovisual materials, and electronic resources to support the teaching and research needs of Yale faculty and students working on topics related to the Middle East and Islamic studies.

The Near East Collection at Sterling Memorial Library has amassed a considerable amount of materials in Arabic, Persian, Turkish and Western languages related to Near East studies. Today, the Sterling Memorial Library houses more than 400,000 items relating to Near East studies in Western languages and spread over numerous libraries and collections. There are over 250,000 Arabic and Persian volumes covering a wide variety of subject areas. In addition, there are ca. 1900 periodicals, 1500 documentaries and classical motion pictures, and ca. 1300 Arabic film posters housed in the Department of Manuscripts and Archives. The collection is particularly strong in classical texts, Islamic law, history, philosophy, and Arabic literature. The majority of the materials
are in Arabic. The Arabic and Persian collections are housed mainly on the 6th floor of Sterling Memorial Library and are classified according to the Library of Congress Classification System. The older collection, containing materials classified under the old Yale classification system, is housed on the 7th floor of Sterling.

The manuscripts—some 4,000 codices in Arabic, Persian and Ottoman Turkish—are housed at the Beinecke Rare Book and Manuscript Library. Some of the manuscripts are very old, including a 7th century Quran leaf and a partial 8th century Quran in 134 leaves.

A special reading room for Middle East and Islamic Studies is maintained in Sterling Memorial Library, Room 333 (http://guides.library.yale.edu/middle_east_reading_room). It contains more than 1,000 reference materials written in Arabic, Persian, Turkish, English, French, and German. Reference works include bibliographies, dictionaries, and encyclopedias covering topics ranging from history to literature to religion and more. A computer workstation is available for searching the library catalogs and the Internet. The room is open during regular SML hours. In addition, the room is often used by faculty in NELC for seminars.

For more information, consult the subject librarian, Roberta Dougherty (roberta.dougherty@yale.edu), or visit http://web.library.yale.edu/international/near-east-collection

(ii) Additional Library Resources: American Oriental Society (AOS) Library
The library of the American Oriental Society (AOS) supports and documents research in the languages and literatures of Asia. Its holdings include materials in Arabic, Persian, Turkish, Assyrian, Babylonian, Sumerian, Pali, Prakrit, Chinese, Japanese, and Armenian.

The collection's printed materials are located in Room 329 of Sterling Memorial Library (SML), while its manuscripts are housed in the Beinecke Rare Book and Manuscript Library. Many of these materials have been cataloged and can be discovered through Orbis (the online catalog of the Yale University Library) and the Beinecke's Uncatalogued Acquisitions Database (http://brbl-legacy.library.yale.edu/acqwww/).

The Catalogue of the Library of the American Oriental Society (Elizabeth Strout, ed., New Haven: Yale University Library, 1930) describes the printed materials in the collection as of the date of its publication. It can be accessed here: http://babel.hathitrust.org/cgi/pt?id=mdp.39015033602007;view=1up;seq=7

Opening hours for the AOS Library change every semester, according to staff availability, but materials can be paged from the collection at any time from the SML Circulation Desk during normal operating hours. These materials do not circulate outside of the building. To contact the AOS Library, call: (203) 432-1842 (http://guides.library.yale.edu/aos).

(e) Additional Resources: The Council on Middle Eastern Studies
Many of the NELC department's faculty are affiliated with the Council on Middle East Studies. As globally significant developments in the Middle East unfold daily, CMES continues its role as an academic platform where students and faculty can debate the myriad contemporary, historical,
political, and cultural issues of relevance to the Middle East and North Africa and beyond. As a National Resource Center for Middle East Studies (funded by the U.S. Department of Education's Title VI), CMES serves as a central resource for the Yale community, the region, and the nation on issues pertaining to the Middle East. CMES has been pivotal in the organization of major international conferences on wide-ranging topics -- such as the region's relations with the U.S., Middle Eastern immigration to the Americas, and the social and historical geography of the Middle East. To build upon the existing faculty base at Yale, CMES hosts a number of visiting scholars each year, supports expansion in the instruction of Middle Eastern languages, and assists in supporting the acquisition of new materials in the Near Eastern Collection at Yale's Sterling Memorial Library. CMES also offers a weekly lecture/luncheon series, a year-long film program, and many other educational events, all free and open to the public. For further information on CMES and its various roles and activities, browse their website (http://www.yale.edu/macmillan/cmes/overview.htm) or contact cmes@yale.edu.
4. DEPARTMENTAL POLICIES

(a) Basic requirements for the PhD
The department normally requires three full years of course work for the PhD, four year courses or eight term courses per year being considered a full load. This may be reduced to two years in cases of exceptional background in Near Eastern languages (see below, Course Waivers). Normal progress in course work is considered to be consistent achievement of grades of High Pass or better, and at least four term courses or two year-long courses with Honors per year.

Course work should be planned to meet two departmental general standards: core languages for the primary fields of study, and minimum competence in a secondary (or “minor”) field. The core languages in each of the major fields of study are as follows: Arabic and Islamic Studies: Arabic, Persian (Farsi) or Syriac or Greek; Graeco-Arabic: Arabic, Greek, and a third language; Assyriology: Sumerian and Akkadian; Egyptology: Egyptian and at least four terms of Demotic or Coptic. Minimum competence in a secondary field of study is defined as follows: at least two terms of a Near Eastern language to be evaluated either by examination or with a course grade of High Pass or better, or at least two terms of non-language courses outside the area of specialization, within or outside NELC. A minimum grade of High Pass in these courses will be considered successful fulfillment of this requirement. Of the 24 required courses for graduate study, at least 18 should, as a rule, be taken within the Department, usually within the student’s primary field of study. Courses taken outside of the Department should be clearly related to the student’s primary field or constitute a coherent second field.

Students in all programs of the department will be expected to declare their choice of a secondary language or minor field by their third term of study.

The Department allows students to participate in the Exchange Scholar Program, which enables a graduate student enrolled in a doctoral program in one of the participating institutions to study at one of the other graduate schools for a limited period of time so as to take advantage of particular educational opportunities not available on the home campus. Approval of the DGS is required, who will make a decision after consulting with the advisor; there is also a GSAS form/procedure (see below under Graduate School Resources).

(b) Basic Requirements for the MA degree
Students may apply for and pursue a Master of Arts degree. Students enrolled in the MA program should complete a minimum of twelve term courses with at least two term grades of Honors and an average of High Pass in the remaining courses, and will be required to submit a master’s thesis no later than April 1 of the fourth term of study. They should demonstrate proficiency in either French or German. (All MA students are encouraged to gain a good knowledge of both French and German.) Because of the thesis requirement, the Graduate School procedure of automatic petitions for the MA degree is not available to doctoral students in Near Eastern Languages & Civilizations, though PhD students may qualify for an MA by fulfilling the requirements for the degree.
(c) Modern Language Examinations and Courses
Evidence of a reading knowledge of both French and German is required of all doctoral students. Proficiency in one of these languages is normally prerequisite for admission and deficiency in the second language must be rectified before admission to a second year of study. Proficiency will be certified by passing a departmental examination upon registration at Yale. Students admitted with only one of the two required languages or who fail the departmental examination are expected to enroll in an appropriate course given by the French or German department at Yale.

Courses in German and French for reading are offered through Yale College every year. German for Reading is a year long course, while French for Reading is traditionally taught only during the spring semester. Students have the option to take these courses instead of taking the departmental exams, and the language requirement is considered fulfilled if a student earns a B or higher in the course. Because German for Reading is a year long course, many students take the departmental exam after the first semester, and take the second semester of the course only if they fail the exam. Language reading courses are also available at Yale during the summer, including French, German, Italian, Latin, and several others. Students interested in summer courses should determine in advance if the desired language will be taught.

Native speakers of French and German may be excused from the language requirement with recommendation from the Director of Graduate Studies.

(d) Course waivers and advanced standing
PhD students who have already completed relevant coursework at the graduate level at other universities before matriculation at Yale and who can demonstrate significant prior knowledge in their discipline may apply for a course waiver. Up to eight courses may be waived, at the discretion of the student’s advisor and the Director of Graduate Studies, who will consult the faculty. Decisions on applications for course waivers will normally be made no later than the end of a student’s second year in the PhD program. MA students are not eligible for advanced standing.

(e) Comprehensive Examinations
The comprehensive examination is normally taken at the end of the third year of study or no later than the beginning of the fourth year of study. (When advanced standing has been granted the comprehensive examination could be taken at the end of the second year.) They normally include three written and one oral examination including language, literature, history, and other topics to be determined by the DGS in consultation with the student and the relevant faculty. Comprehensive examinations may be based in part on reading lists of primary core texts and secondary literature compiled well in advance by the student and the relevant faculty. Primary texts and secondary literature studied by the students during their years of course work may also become topics of the examination. For language examinations, texts that the student has not seen may also be included. The written examinations will be set by the individual faculty members responsible for particular areas of study, but the oral portion will be conducted by the full staff of the department.
There are currently no standardized reading lists: students work in conjunction with the relevant professors well in advance to prepare reading lists of primary core texts and secondary literature. The exams will be based in part on these lists, and may include any primary texts or secondary literature studied by the student during their coursework years. The language exams may include both seen and unseen texts.

The examinations are evaluated as follows: Pass with distinction, Pass, Fail (with specification of the subject(s)—of the 5 or 6 taken—which were failing). The evaluation is by acclamation of the departmental members present in the exam. In the case of failure, the candidate is asked to take again the examination in the subject(s) that were failed; depending on the sense of the departmental members present, the make-up exam may also take the form of extended paper(s) in the subject(s), the form of which is specified. An exam may be retaken only once.

Student Comments on the Comprehensive Examinations:

"After taking many courses on very specific topics, the comprehensives offer an opportunity to look at the bigger picture. It's a stressful period, though, so students should make sure to work out topics, readings, and the exam schedule with their advisor to minimize anxieties."

"I didn't do very well on my comprehensives, but they taught me that in NELC scholarship is not about a list of texts I've read or a set list of topics I could work up, but about how I see my field as a whole and how well I can move around in it. I saw that I had an awful lot to learn but I felt I was making a transition from class assignments to my own choices. If I'd seen that before, I probably would have done a lot better. I had spent too much time on details and I was really nervous because I thought they'd be looking for what I don't know. I didn't really understand that the faculty wanted me to do well and wanted to find out what I was good at."

"Fair but tough and completely exhausting."

"It should be like a conversation about your coursework."

"These exams are a kind of ‘rite of passage’. Passing them and getting ABD status is exhilarating. While the exam week is certainly quite challenging, it feels good to be ‘done’. When I was preparing for my comps, a senior student's advice helped put my mind at ease. He told me that the purpose of the exams was not to display knowledge of every single bit of information (none of us is omniscient), but to demonstrate one's awareness of the field as a whole. Even if one doesn't know how to answer a question on the exam, it is perfectly acceptable to say, 'I don't know, but here's how I would go about finding out'."

"Try to plan everything (exam date, fields, reading lists) as early as possible to avoid unnecessary stress and complication. You are allowed to take the exams as early as the end of your third year, but it will be nearly impossible to prepare for exams in your third year, while taking a full load of coursework in addition to teaching. Those interested in taking their exams in the third year and using the summer afterwards for language study or
prospectus research (rather than exam prep) may want to consider teaching as second-years, whether for a semester or the full year.

(f) Advising: Coursework and Exams
Students are normally assigned an advisor from their respective fields upon matriculation, regardless of possible dissertation or thesis topic. This advisor oversees his or her students’ coursework years, and course selection each semester must be approved by both the advisor and the Director of Graduate Studies. Students’ coursework years are also supervised by the Director of Graduate Studies, with whom students meet regularly.

(g) Advising: Dissertation/Thesis
Before submission of the dissertation prospectus or thesis proposal, students choose their primary dissertation or thesis advisor, who is normally a professor in the NELC Department. Students should meet regularly with the advisor of their choice to begin working out a dissertation or thesis topic. The choice of advisor is generally dependent upon topic and specialization (such as genre, time period, language specialty, etc.).

(h) Dissertation Committees and Readers
Students in the PhD program may choose to have a dissertation committee comprising their primary advisor from NELC and one, two, or more other professors qualified to review the dissertation. These secondary advisors may be selected from within the department, from another department, or even from another university. Interested students are encouraged to actively seek out suitable and willing faculty to serve on their advisory committees. Committees must be approved by the Director of Graduate Studies.

Once the committee is formed, students are expected to communicate regularly with all committee members and to determine with each advisor how and when they will submit their ongoing work for review. Committee members are not necessarily dissertation readers, who are selected in consultation with the primary advisor when the dissertation is submitted for final review. Dissertations must have a minimum of three and a maximum of five readers, all of whom must have a PhD, with at least two members selected from Yale ladder faculty.

Student Comment on Advising:
“I find that mentoring is an important on-going part of my dissertation writing experience. My advisor encourages me to show him ‘work-in-progress’ portions of my chapter, which makes the writing far less intimidating.”

(i) Professional Mentoring
NELC faculty will, upon request, assist students preparing grant applications, conference papers, and their first publications.
Student Comment on Professional Mentoring
“I received much encouragement and indispensable feedback on my application to a conference and for a research grant.”

“I have greatly benefited from my professors’ advice and careful reading of the grant proposals, conference abstracts and papers that I have written.”

“For my first article, the professors read multiple drafts and offered suggestions ranging from the style and format to the interpretation of texts and the structure of the argument.”
5. PROGRAM SPECIFIC REQUIREMENTS

(a) Assyriology

Every semester, before the beginning of the term, the Assyriology program holds an organizational meeting for current students and interested students from other fields. Because Assyriology is a relatively small subfield, this meeting is used to schedule class meeting times as well as to determine the content of advanced language courses. This gives students flexibility each semester to plan their courses and course schedule in conjunction with their professors. The time and location of this meeting will be sent out via email before the beginning of each term. Students are advised to come to this meeting with a list of any extra-departmental classes they are planning to take, as these are often pre-scheduled and are unlikely to be changed, whereas Assyriological courses can be scheduled around them with advance warning.

Comprehensive doctoral exams in Assyriology are held over the course of one week. The first three days are for the written exams—Akkadian, Sumerian, History—the fourth day has no exams, and the fifth day is the oral exam. The written exams are approximately six hours each, and students may be permitted sign lists and dictionaries for the language exams. No aids or notes are permitted for the history exam, although students may request a departmental computer so that they can type their answers. The oral exam usually lasts two hours and is conducted by all relevant faculty members.

A typical Assyriology plan

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<td>Exams</td>
<td>German (preferred) or French exam (may be met through German or French for reading course)</td>
<td>Exams</td>
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<tr>
<td>Courses</td>
<td>-Elementary Akkadian and/or Sumerian -Mesopotamian history I -1 or 2 other courses; may count toward second field</td>
<td>Courses</td>
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<td>-Advanced Akkadian and/or Sumerian -Mesopotamian history II -1 or 2 other courses; may count toward second field</td>
<td>-Advanced Akkadian and/or Sumerian -Mesopotamian history II -1 or 2 other courses; may count toward second field</td>
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<td>Mesopotamian history III</td>
<td>Mesopotamian history III</td>
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<td>-3 other courses, most in Assyriology</td>
<td>-2 other courses</td>
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<td>Directed Reading – Prospectus Preparation</td>
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<td>Teaching</td>
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<td>Course 1</td>
<td>Course 2 [this may be waived if there was teaching in Year Two]</td>
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<td>Exams</td>
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<td>Comprehensive exams in May</td>
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### Year Four

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<td>Dissertation prospectus due</td>
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<td>Course 3</td>
<td>Dissertation</td>
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<td>Exams</td>
<td>Course 4</td>
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### Year Five

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<td>Dissertation fellowship year: no teaching</td>
<td>Dissertation fellowship year: no teaching</td>
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**Typical Schedule of Examinations**

**Year 1**

*French and German written translation exams* (both must be passed by the beginning of year 2; may be waived if student received a B or better in an approved course or is a native speaker). Language exams are usually administered at the end of each term in Akkadian and Sumerian elementary courses.

**Year 3**

**Comprehensive exams**
These include a written and oral component; students discuss their coursework with both professors before the exams are set.

The three written exams will be in Akkadian, Sumerian, and History (the last examined via 4-6 essays). The student may take an entire day to complete each exam. The oral exam topics include, but are not limited to, history and historiography, art, archaeology, and knowledge of the secondary literature within the field. Any faculty member in the department may attend the oral exam, which lasts between 1-2 hours.
(b) Egyptology
The Egyptology program consists of two portions: a) 3 years of coursework and b) dissertation-completion years. The coursework years include both core classes in Egyptian language and culture, and courses in the 'minor' language/area of choice. The student should expect to take courses in the five language phases of Egyptian (Old, Middle, Late, Demotic and Coptic), as well as in general historical, cultural topics in the course of the first three years. The goal of this is to train the student for the qualifying exams (normally taken at the end of the third year or beginning of the fourth year), where the student will need to demonstrate proficiency in four out of the five language phases (normally: Old, Middle, Late and the option of Demotic/Coptic). In addition to the language exams, there is an oral examination that the student will have to take and pass. Preparation for this test will draw on major topics covered in classes, but the majority of it will rest on side-studying and qualifying-exam preparation leading up to the last year of coursework.

In general, Egyptology students will take 24 courses (4 courses per semester for 6 semesters). Topics of these courses will vary, but will usually have a strong focus on translation in a seminar format. Sometimes if there is a subject a student was particularly interested in, professors have incorporated it into an upcoming class, or taught it as a directed study course. Students may also audit other classes. Four credits of Coptic are required, as are two credits of a “minor”. This can be another Near Eastern language (often Akkadian), another ancient language such as Greek, or other related subjects such as Archaeology, Anthropology, or Art History. Translation (text-based) courses are usually restricted to graduate students or advanced undergraduates. These usually meet once a week, and focus on translating selected texts, discussing grammar, and incorporating relevant contextual information. Lecture courses are open to both undergraduate and graduate students. These are larger classes, often meeting twice a week, and will focus on material delivered by the professor during class; they normally are assessed by a major research paper due at the end of the semester.

Students normally take part in Yale’s archaeological excavations in Egypt in their second year, often once (in the summer), but they may participate twice in a year (summer and winter).

In the first year, a student without previous knowledge of Middle Egyptian will take a yearlong introductory course covering the basics of ancient Egyptian grammar. Other courses will include: Coptic, Late Egyptian and a seminar (or two) on various Egyptology topics. Students are normally asked to take a reading test in German/French at the beginning of the first semester (if possible), and another one at the end of the first year of coursework. This means that the student may have to take modern language classes in addition to the regular Egyptology coursework.

In the second year, the student will continue to take courses in Egyptian language and will be required to take seminars that are being offered that year. The student normally discusses with the faculty what type of “minor” he or she will pursue (normally two courses). In the past, people have normally opted for a minor in Greek/Akkadian, but students have been allowed to have a minor in topics such as Art History or Archaeology.

During the course of the third year, the student will begin to prepare for the written and oral portions of the comprehensive exams. This requires intensive-study time in addition to regular coursework. The student should review the texts that have been read in classes and begin to draft a
‘reading-list’ for each of the four language phases that will be included in the exams. As for the oral portion of the qualifying exams, students are expected to have an outstanding knowledge of Egyptian history, religion, archaeology and culture.

**A typical Egyptology plan**

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<td>Exams</td>
<td>German (preferred) or French exam (may be met through German or French for reading course)</td>
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<tr>
<td>Courses</td>
<td>Middle Egyptian I Elementary Biblical Coptic I Love Poetry (Late Egyptian) Egyptian Rock Instriptions</td>
<td>Courses</td>
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<tr>
<td>Courses</td>
<td>Egypt and Nubia texts Coptic Monastic Texts Amarna-Age Seminar Biblical Greek I</td>
<td>Courses</td>
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<td>Teaching</td>
<td>One semester of teaching if approved by advisor</td>
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<tr>
<td>Excavation</td>
<td>Normally one visit to Yale’s sites in Egypt (summer)</td>
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<tr>
<td>Courses</td>
<td>3-4 Egyptology courses</td>
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<td>Dissertation fellowship year: no teaching</td>
<td>Dissertation fellowship year: no teaching</td>
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Typical Schedule of Examinations

Year 1

French and German written translation exams (both must be passed by the beginning of year 2; may be waived if student received as B or better in an approved course or is a native speaker)

Reading lists for comprehensive exams should be compiled during the first year and a half of coursework, in consultation with the adviser.

Year 3

Comprehensive exams: Exams are held over the course of one week, usually at the end of the 6\textsuperscript{th} semester (3\textsuperscript{rd} year) or the beginning of the 4\textsuperscript{th} year (September). Students should discuss with their adviser their plans for the comprehensive exams no later than the beginning of the 6\textsuperscript{th} semester (during the course of the 5\textsuperscript{th} semester is encouraged), and set a firm date for the exams in coordination with their adviser, the DGS, and any other interested faculty, preferably 6–8 weeks in advance. The exams typically comprise 5 written components and one oral component.

The written component includes 4 text translation exams, focusing on Old Egyptian, Middle Egyptian, Late Egyptian, and Demotic or Coptic (student’s choice). The exams can involve any combination of transcription and translation, and each exam will have a seen and an unseen portion. Paleographies are allowed for the unseen portions. No dictionaries are allowed. The last writing component is a series of essay questions on historical and religious topics. The typical schedule for the written exams is: Monday 9–12/1 Old Egyptian, 1–4/5 Middle Egyptian, Tuesday 9–12/1 Late Egyptian, 1–4/5 Coptic/Demotic, Wednesday 9–12/1 History/Religion.

The oral component normally takes place on Friday afternoon, and lasts between 1–2 hours. The student will answer questions from any faculty member present (all department faculty are welcome to attend) to the best of their abilities. It is normal for the student not to be able to answer every question posed, but they should be able to answer most questions. The oral exam will focus on material covered in classes during the previous three years, as well as material from the reading lists.

Student comment on exams

Talk to older students in order to learn what type of resources are available for studying, as well as for general coaching on “what to expect”. In the past, older students have agreed to help upcoming students with their oral-exam preparation by suggesting topics that the student needs to review/expand on, as well as by creating mock oral exams. In terms of scheduling the exams during the spring semester of the third-year or the beginning of the fall semester, the decision should be consulted with the faculty, but the student should also be able to decide, based on his/her own perception of what would be a more appropriate timeframe. There is no ‘better’ time to schedule the exams, but taking the exams later than the third year will delay the preparation of a dissertation proposal, which is something that should be taken into account based on the student’s goals and funding.
(c) Arabic and Islamic Studies and Graeco-Arabic Studies
A course of study leading to scholarly proficiency in the areas of concentration selected by each student is planned upon matriculation. This normally consists of three years of course work within the department; students in the interdisciplinary program may devote up to a third (one year) of their required course work to the minor field of their choice. Depending on their interests and intended specialization, students may include in their program of study other languages of the Islamic world, such as Persian and Turkish, or languages relevant to their area of concentration, such as Greek, Hebrew, Spanish, or Syriac.

Annual and biennial courses include:
- ARBC 505 Arabic Seminar (offered each semester; topics and instructors alternate)
- NELC 829b History of the Arabic Language
- NELC 844b Arabic Textual Criticism and Editorial Technique
- NELC 850a Introduction to Arabic and Islamic Studies

The program also actively encourages students to spend one summer, during the first three years of their study, attending courses in an Arabic-speaking country in order to perfect their language skills; if students are not engaged in language study, they are expected to be performing some sort of work related to their field of study. At the dissertation stage, a significant amount of time (up to a year) may be spent for research in another academic environment in the Near East or Europe.

Comprehensive exams in Arabic and Islamic Studies and in Graeco-Arabic Studies are held over the course of one week. The first two or three days are devoted to the written exams for languages (depending on how many the student is taking), the fourth is free, and the fifth is reserved for the oral exam. The written exams take approximately five or fewer hours, depending on the specific case; students are permitted dictionaries if they choose (in which case evaluation is stricter), but no aids or notes are permitted, although students may request a departmental computer to type their answers. The oral exam usually lasts about two hours and normally covers three subjects, as discussed and agreed upon ahead of time by the candidate and his advisor(s).

**A typical Arabic/Graeco-Arabic plan**

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<td>German or French exam (may be met through German or French for reading course)</td>
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<tr>
<td>Courses</td>
<td>NELC 850a</td>
<td>NELC 505</td>
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<td>ARBC 505</td>
<td>Second Arabic Seminar</td>
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<td>Second Arabic seminar</td>
<td>NELC 829b</td>
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<td>Elective (often used for minor language, e.g. Turkish, Persian)</td>
<td>Elective (often used for minor language)</td>
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<td>Dissertation prospectus due</td>
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<th>Year Five</th>
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<td>Fall</td>
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<tr>
<td>Dissertation fellowship year: no teaching</td>
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**Typical Schedule of Examinations**

**Year 1**

*French and German written translation exams* (both must be passed by the beginning of year 2; may be waivered if student received as B or better in an approved course or is a native speaker)

**Year 3**

*Comprehensive exams (modified according to program):*
Arabic translation (unseen texts); (2) Graeco-Arabic translation and commentary; (3) Second language exam (mix of seen and unseen), (4) Oral exam (on the field generally, with several topics covered, which may include history, scripture, history of the language, theology, literature).

In the case of the program in Arabic and Islamic Studies with an interdisciplinary minor, the written portion will consist of two language examinations and one subject in the minor field, and the oral of two subjects in Arabic studies and one in the minor field.
6. AFTER THE COMPREHENSIVE EXAMS

(a) Dissertation Prospectus
The prospectus is the dissertation topic proposal and is submitted at the latest at the end of the seventh term of study. With the permission of the DGS and the advisor, students in their final semester of coursework may take a “Directed Reading” course to facilitate the development of the prospectus and their preliminary dissertation research. This course will include the preparation of a comprehensive, annotated bibliography for the proposed dissertation topic, and will culminate in a research paper exploring some aspects of the topic. Students who opt for the “Directed Reading” course should expect to present their work at the NELC Roundtable.

The prospectus may be up to 30 pages in length, double-spaced, not including the proposed bibliography, and should include a preliminary schedule and chapter outline. (In Arabic, the prospectus is normally shorter, but it should be precise, accurate, and thorough. Its final form is usually agreed upon after several drafts.) Students should provide the full-length prospectus to their dissertation advisor and their committee members, if applicable. Students will also be expected to write a short (2–3 page) summary of the prospectus to be circulated among and voted upon by the faculty outside of the student’s discipline, although the full prospectus will also be made available for review.

The form for Qualifying Examination/Prospectus Certification must be completed by the Director of Graduate Studies and can be found here:
http://www.yale.edu/graduateschool/academics/forms/examProspectus.pdf

(b) Advancement to Candidacy
After a PhD student has completed his or her qualifying exams and the dissertation prospectus has been approved, the DGS will recommend the student for advancement to candidacy. Advancement means that a student has completed all of the program requirements except the dissertation (i.e., the student is ABD=all but dissertation). Only after a student has advanced to candidacy can he or she request the University Dissertation Fellowship.

The Admission to Candidacy Certification form must be filled out in conjunction with the Director of Graduate Studies and the dissertation advisor. Note that there is a different form for combined programs, if applicable.
http://www.yale.edu/graduateschool/academics/forms/admissionCandidacy.pdf

(c) Master of Philosophy (MPhil)
Students who have advanced to candidacy in the PhD program may receive an MPhil en route to the PhD. Students must petition for this degree with the same deadlines as dissertation submission. The form can be found here: http://www.yale.edu/graduateschool/academics/forms/degree-petition-masters.pdf
(d) Dissertation Guidelines
There is no departmental policy regarding the structure and length of the dissertation. Dissertations are normally written in English, unless special arrangements are made well in advance.

(e) Dissertation Progress Reports and Typical Timeline
The Dissertation Progress Report (DPR) is meant to facilitate communication among the student, his or her advisor, and the Director of Graduate Studies. Students will be asked to submit DPRs after their admission to candidacy and then once yearly until the dissertation is complete. DPRs and reminders are sent via email from the Graduate School and are completed online. The DPR consists of several questions for the student about the progress of his or her research, as well as goals for the upcoming year. Once the student submits the DPR, the advisor and Director of Graduate Studies will provide comments on the student’s work, and the responsible dean will review all comments before approving the report and adding it to the student’s academic file. Students have access to their submitted DPRs, as well as their Director of Graduate Studies’ comments. The deadline for annual DPR submission is May 1.

While students’ progress will vary, a typical timetable of years 3–6 may be:

**Third year:** course work, teaching and exams
   Spring: Exams and prospectus
   Summer: Prospectus or chapter one; gather evaluations for your teaching (Graduate Teaching Center)

**Fourth year:** exams and teaching
   Fall: Exams and prospectus, or chapter two
   Spring: Chapter one or chapter three; gather evaluations for your teaching (Graduate Teaching Center); consider sending abstract for conference
   Summer: chapter two or four; ask for recommendations

**Fifth year:** Dissertation fellowship or year abroad
   Fall: chapter three or five; [if ready: job market applications for post-docs and tenure track jobs; mock interviews]
   Spring: Chapter four and/or Conclusion and revisions; [if ready: interviews and campus visits; apply for short term and visiting positions, UK post-docs]

**Sixth year:** dissertation fellowship or teaching
   Fall: chapter four or five; job market applications for post-docs and tenure track jobs; mock interviews
   Spring: Conclusion and revisions; interviews and campus visits; apply for short term and visiting positions, UK post-docs
(f) **Dissertation Submission**
Students who are ready to submit their dissertations, with the approval of their advisor and/or committee, are advised to review the dissertation submission guidelines and policies well in advance. The main dissertation deadlines are found in Important Deadlines, above.

The dissertation submission checklist form can be found here:
http://www.yale.edu/graduateschool/academics/forms/dissertationChecklist.pdf

(g) **Final examination**
After completion of the dissertation, the candidate may receive a final examination concerned primarily with the defense of the thesis.
7. PROFESSIONAL DEVELOPMENT

(a) Entering the Job Market.
If your graduate education has been guided and supervised by your teachers, job-hunting is the time you take charge of your own professional life. It is up to you to find employment; your teachers can advise and support you but they cannot find a job for you. Normally the search begins when the end of your dissertation is in sight. A long period to degree is a disadvantage in the job market. An applicant without the doctorate in hand or expected in the current academic year is generally non-competitive. While it is gratifying to find a position in your area of specialization, remember that many NELC alumni hold teaching jobs entirely unrelated to their research interests, so be prepared to cast your net widely. One proven strategy is to look for “non-western” opportunities in history, literature, or religion departments, or “pre-Classical” opportunities in Classics or ancient history departments and programs, in colleges, universities, and seminaries. In your professional life, no one will judge you by where or what you teach but solely by your scholarship and contribution to your field.

Resume and Letters.
Prepare a resume and a dossier of letters of recommendation. The Graduate School offers advice in constructing a resume but you should also ask your teachers for guidance as to what works best in your particular profession. Don’t pad it with a lot of irrelevant material, extravagant claims of competence, or over-the-top graphics; omit personal information such as your age or marital status. You may want to have more than one resume, depending on the type of job you are applying for (for example, a teaching or a research emphasis). Your teachers can advise you. The Graduate School sponsors two years of Interfolio (online dossier service) for graduate students. If you use it, check to be sure your dossier has all the letters you have requested. Many employers and HR departments require individual submission of letters by your referees through a secure website. If this is the case, be sure to allow your referees plenty of time to do this; they may have many such requests to act on and the different websites vary in how easy they are to use. You should have letters from your advisors who know you and your work best, plus, if possible, a letter from another faculty member who knows you best as a teacher. A total of three letters is the norm.

Job Listings vary according to your field. Ask your teachers for advice. For example, many Arabic jobs are announced through MESA. Ancient Near East jobs are announced on the Agade web list. Egyptology jobs are announced on egyptologyforum.org. If you are a member of the American Historical Association, Society for Biblical Literature, or other such organizations, they may have their own job listings; a good open source for job opportunities in ancient history is the Chronicle of Higher Education (http://www.chronicle.com).

Professional Society Memberships.
In your degree year, if not earlier, join one or more professional societies appropriate for your discipline and interests, such as the American Oriental Society, American Research Center in Egypt, American Schools of Oriental Research, the Middle East Studies Association, the Society for Biblical Literature (see below, section 13). In addition, you may want to join professional associations in areas you realistically think, based on your interests and training, might be useful to you for finding employment, such as those for history, linguistics, religion, history of art, or Judaic
Studies. In your final dissertation year, plan on attending at least one key professional meeting in your field and giving a paper. NELC provides travel funds for graduate students in Arabic and Islamic Studies, Graeco-Arabic, and Assyriology who have passed their comprehensive exams to attend one conference to give a paper. The Egyptology Endowment provides funds for students in Egyptology to attend professional meetings.

**Giving a Paper at a Professional Meeting.**
Your first paper at a professional meeting is very important. In small fields like ours, colleagues will remember it and how you dealt with questions, for better or worse. Prospective employers in our fields sometimes attend professional meetings expressly to listen to papers by young scholars as an inexpensive way of scouting talent; it saves a lot of interviewing. Therefore you will want to prepare and practice your paper carefully and ask your advisors to read and critique it, several times if necessary. Plan to stay well within the time limit. Avoid forcing too much information into it; a single strong point is better than much scattered learning. Do not self-characterize your own work or boast of your dissertation, but let your topic speak for itself. Avoid claiming that everyone else has overlooked the importance of what you are doing. Before you present, read your paper aloud several times in a crisp, engaged, relaxed tone, with close attention to style and comprehensibility, and don’t be afraid to keep cutting extra verbiage and to shorten sentences for effective oral delivery. Practice eye contact around the room. Have complete control of your power point so you can do it without flailing. Be sure it is informative, not just what you are saying, and avoid elaborate charts of data that cannot be readily absorbed. You will want people to be pleasantly surprised when you are done rather than wishing you would finally sit down. If there are questions, restate them in a few words so everyone can hear (that gives you time to sort your thoughts), then respond, briefly and respectfully. Don’t go on and on in reply but be brief, serious, and cordial and give others a chance. Give the impression that you think the question is interesting, or, if you are cool-headed enough, say so: “That’s a really interesting question because it cuts to the heart of my point about …” The old-timers won’t be taken in but they will appreciate the maneuver. It is a sign of a skilled teacher and they will be looking for that. If you are asked something that floors you and you have no idea what the answer is, don’t get flustered! Try to make an opportunity of it: “I really don’t know what the first French book translated into Ottoman Turkish was. If I had to guess, it would be Euclid’s *Elements*, maybe from a French edition of the late 16th or early 17th century. Does anyone in the audience happen to know?”

**Preparing for an Interview.**
NELC faculty give practice job interviews to students who have reached this critical stage in the employment process, both for telephone/skype interviews and for on-campus visits; don’t hesitate to ask. You can prepare for the practice interview in four ways.

First, be ready to talk about your dissertation research in such a way as to make it sound interesting and important but without so characterizing it yourself. The best way to do this is to look at your work from the outside in, rather than from the inside out (as is more natural for a graduate student in the throes of finishing or recently done). What larger issues is your work related to? Start with those larger issues, then move to your project, keeping your style informal so it does not sound rehearsed: “It seems to me that the relationship between the religious establishment and other stakeholders in a society at any time in history is a really rich and fascinating agenda. Although there is a lot of work on the relationship between religious doctrine,
for example, and politics, I've found economic aspects very rewarding too. I was led to work on charitable trusts, or waqfs, in 17th century Tabriz, because they …” This is better than starting off with something like, “My dissertation is an analysis of 34 waqf-properties in Safavid Tabriz …”

Second, be ready to talk about where you see your research going after the dissertation, giving a broader, long-range picture of your interests and goals. You should come across as eager and full of ideas but focused.

Third, have in mind two or three specific but varied courses you would like to teach if given a free choice, with reasons why, and have several copies of sketches of proposed syllabi and of your resume in hand, easy to locate without nervously fussing in your briefcase. Full syllabi invite plagiarism. Never say something boring like “Whatever the Department needs ...” The interviewers are looking for ideas and signs of life.

Fourth, have in mind at least six questions you would like to ask your interviewers about their program (being sure you cannot find the answer from their website or catalogue!) and hope that you get to pose at least one or two of them. Surprisingly few candidates have interesting questions to ask of their prospective employers. Experienced interviewers may test you by asking what questions you have; your questions may start an interesting conversation that leaves behind the prepared format of the interview. You can always take advantage of a pause to say, “I wonder if I could ask you one or two questions?” It makes a very positive impression and suggests real interest in their program. Your teachers will be glad to suggest some good questions. Above all, present yourself as enthusiastic, alert, and emotionally engaged in your work and plans!

Ask your practice interviewer, in advance, to be frank with you about your style, any mannerisms, and the quality of your responses; save any hurt feelings to work through privately later. Remember: a large part of any interview will be looking to see if you are a good fit for their program, not whether or not you are the most brilliant or qualified person on their list. This means that there is always a major factor of the irrational in the process, just like choosing friends; never take it personally if you are not the finalist.

The best interview strategy is to answer the question and give something back (answer plus one, answer plus two), making it easier for your interviewers. For example, if they ask, “Do you like beer?” Don’t say “some” and wait for the next question, but help them: “I like good German beers, but, given the choice, I prefer Italian red wines, they make me less sleepy and I have some Italian heritage.” That will give them much more to go on. They are looking for you as a person as well as for you as a scholar and teacher. Try to engage with everyone in the group, even if one seems like a bored procedure person or another seems hostile or unpleasant or is surreptitiously texting. Your practice interviewer will coach you with these situations, just ask.

The Campus Visit:
This requires extensive additional preparation and you will benefit from extra coaching, so ask for it. You may also want to ask your teachers for examples of unfortunate campus visits they recall here at Yale and why they went wrong, so you can avoid the mistakes of others. It is an excellent practice to attend occasional job talks in other departments at Yale during your dissertation year, assuming there are none scheduled in NELC, to get some ideas of the good and the bad; many departments, such as History, announce them publicly.

Remember: Most alumni of your Department who completed their doctorates have found jobs! It was no easier for them than for you; do not imagine that there has ever been a golden age of ready employment in your chosen field. There may be discouragements and disappointments, maybe
keen ones, during your search. If you put the same high energy and creativity into the job search that you have invested in completing your dissertation, you should eventually find the job that is waiting for you.

Student Comment on Professional Development:
“The department has a strong record of helping its graduates find top academic positions. Faculty members assist students in writing job applications and in preparations for interviews — and even conduct ‘mock interviews’ prior to campus visits. In my case, this experience has been indispensable in finding an academic position.”

“Once I was invited to interviews, [Prof. X in NELC] coached me through various stages, told me how to present my research, and pointed out what search committees are looking for in candidates. It was incredibly helpful in navigating the job market. Students should also consult with the Graduate Career Center, which is a another great resource.”

(b) Graduate Career Center
The Graduate Career Center (GCS) offers events, advising, and information about both academic and non-academic jobs. The GCS is located in the Hall of Graduate Studies on the first floor, and offers help for students at all stages of their PhD, for anything from CVs to preparing a job portfolio. Students should consult the main webpage for upcoming events, “drop-in” hours, and to sign up for advising appointments: http://www.yale.edu/graduateschool/careers/index.html The website also includes information about using Interfolio, the online system used to compile and store academic credentials needed for the academic job market.

(c) Business Cards
Yale students may order business cards through the official university printing and publishing services. Many students find it useful to order cards after they have advanced to candidacy and are attending conferences regularly. Further information can be found here: http://ypps.yale.edu/business-cards
8. NON-DEGREE AREAS OF STUDY

While the following disciplines do not award doctoral degrees, students are permitted and encouraged to take courses offered.

(a) **Comparative Semitic Languages**
The Department of Near Eastern Languages & Civilizations currently no longer maintains an active independent doctoral program in Northwest Semitic languages, Bible, or Comparative Semitics, although courses in Ugaritic, Aramaic, Syriac, Ethiopic, and cognate languages are regularly available in the Department. (Biblical Hebrew is taught in the Divinity School.) Students interested in doctoral study in Bible and Northwest Semitic languages or in the history, culture, and religion of Israel are advised to consult the Department of Religious Studies. Graduate students in the Departments of History and Religious Studies and students in the Yale Divinity School can receive beginning and advanced training in Near Eastern languages in the Department of Near Eastern Languages & Civilizations, but carry on their doctoral research in their home departments, often with consultation and guidance from NELC faculty. The Department maintains a Semitic reading room and a small Semitic Reference Library, open to all qualified students, in Room 314, Sterling Memorial Library.

For further information, please contact Aaron Butts (aaron.butts@yale.edu).

(b) **Art and Archaeology**
Students have the opportunity to take courses in art history and archaeology. Offerings include surveys of art history and archaeology in the Eastern Mediterranean and Greece, Egypt, and Mesopotamia. Yale also maintains an excavation at Tell Leilan (Shubat-Enlil) in Syria (not currently active) and excavations in Egypt (see above, Section 3).

For further information about offerings in art history, contact Karen Foster (karen.foster@yale.edu). For information about archaeology, students should consult the Council on Archaeological Studies at Yale at [http://www.yale.edu/archaeology/](http://www.yale.edu/archaeology/).

Students interested in archaeology are encouraged to attend Archaeology Brown Bag meetings held by the Council of Archaeological Studies, which provide opportunities for both students and professors to share the results of their recent research and to receive valuable feedback. In addition, by inviting distinguished scholars and students from nearby institutions, they provide the archaeological community with a chance to widen their intellectual knowledge as well as their academic social sphere. Meetings are generally held on Fridays from 12:00-1:00pm in Room 105, 10 Sachem Street. Interested students should contact rong.fan@yale.edu or lingyi.zeng@yale.edu
(c) The Yale Initiative for the Study of Antiquity and the Premodern World (YISAP)

YISAP is a collaborative forum that brings together one of the largest groups of scholars in the world working on early civilizations. Scholars in the Humanities and Social Sciences join with those working in the Yale Divinity School, the Yale Law School, the collections and the university libraries. While admiring and encouraging traditional modes of work and traditional fields of scholarship, we build a new inter- and multi-disciplinary framework that redefines old disciplinary boundaries.

Very few programs anywhere bring together around the table in sustained dialogue literary scholars and archaeologists, art historians and cuneiformists, legal historians and anthropologists, papyrologists and numismatists. Via description, analysis, and comparison, the YISAP collaboration allows for broader exposure to new ideas and methods that will stimulate new research agendas across disciplines encompassing the whole of the premodern world. We aim to enhance an already world class graduate education by exposing students early in their careers to a wider intellectual world, and to understand in new ways the value of antiquity, from the Mediterranean to Japan, and its rich cultural heritage for our own world.

Interested students can receive a Qualification in this program upon satisfactory completion of the requirements. Students should indicate an interest in the interdepartmental program at the time of their application to NELC and can earn the qualification en route to the doctorate. The qualification in YISAP is open to Yale Ph.D. students and to students at the Divinity School.

A program of study for completion of the qualification must include the Core Seminar (or an approved substitute) introducing students to issues in the study of the premodern world. In addition, a minimum of three other courses plus a capstone project is required, the courses to be selected in consultation from the current year’s offerings of advanced language study and seminars related to the premodern world at the graduate level. The course of study must be approved by YISAP’s graduate coordinator and by the director of graduate studies (DGS) of the student’s home department, who together with the student will lay out a blueprint for completing the requirements, articulating a field of concentration and a direction for the capstone project, and identifying potential mentors.

For contact information and details of the qualification, consult the YISAP website at [http://www.yale.edu/yisap/](http://www.yale.edu/yisap/).
9. UNIVERSITY/GSAS POLICIES

(a) Graduate School Policies
All students are advised to review the policies set forth by the Graduate School. The main resource for these is the Yale Bulletin, found here:
http://www.yale.edu/printer/bulletin/htmlfiles/grad/policies-and-regulations.html

The homepage for the Yale Graduate School of Arts and Sciences is also an important resource, found here: http://www.yale.edu/graduateschool/ Students can navigate from this page to find further information about policies, student life, upcoming graduate school events, and academic resources.

The registrar’s website also includes important links, such as information for online course selection, transcript requests, and academic forms: http://www.yale.edu/sfas/registrar/

Student billing, academic information (such as grades and course enrollment), and contact information can be accessed via the student’s individual page in the Student Information System (http://www.yale.edu/sis/).

(b) Grading System
Yale Graduate School courses use a system of H (Honors), HP (High Pass), P (Pass), and F (Fail) instead of letter grades (which are used only for Yale College courses). The Yale Divinity School uses a system that includes +/−, but these notations are not included on the transcript if the student is enrolled full time in the Graduate School. There is no grade point average, although students in both the MA and PhD program are required to maintain an average of High Pass or better. The NELC department also requires that PhD students must achieve Honors in at least four term courses or two full-year courses per year. (Note that this is more demanding than the Graduate School’s minimum requirement, which requires earning Honors in one full-year or two term graduate-level courses before the fifth term of the PhD.) MA students must earn Honors in at least two full-term graduate courses over their two years.

Courses may also be assigned a TI (Temporary Incomplete) or I (Incomplete) in applicable cases. If a student faces special circumstances that would make meeting final deadlines for a course impossible, the instructor may grant a Temporary Incomplete. The student must fill out a Temporary Incomplete form, which includes the expected date of completion for the coursework involved, and must be signed by the instructor and the Director of Graduate Studies. The student’s grade for the course will read TI until the new deadline, and if a final grade is not submitted to the registrar by October 1 of the following year, the TI will be converted permanently to I (Incomplete). Only one TI is allowed per term.

The form is found here:
http://www.yale.edu/graduateschool/academics/forms/Incomplete_Grade_Form.pdf
(c) Registration and Leaves
Course registration is done online via Online Course Selection. The course listings can be found here: [http://students.yale.edu/oci/search.jsp](http://students.yale.edu/oci/search.jsp) From this page, students add courses to their schedule during the registration period. Before finalizing their schedules, students meet with the Director of Graduate Studies as well as their advisor. Once the schedule is determined to be satisfactory, students submit the schedule online through the Student Information System ([http://www.yale.edu/sis/](http://www.yale.edu/sis/)). Notification will be sent to the DGS and advisor, who will approve the schedule electronically. At that point, changes to the schedule can be made only before the deadline to change course enrollment/withdraw from a course and must be done via a paper form. The form can be found at the following link, and students must have it signed by the Director of Graduate Studies before taking or sending it to the Graduate School Registrar (246 Church Street): [http://www.yale.edu/graduateschool/academics/forms/courseChange.pdf](http://www.yale.edu/graduateschool/academics/forms/courseChange.pdf)

Other important graduate school forms, including Temporary Incompletes or Registration in Absentia, can be found here: [http://www.yale.edu/graduateschool/home/forms.html](http://www.yale.edu/graduateschool/home/forms.html)

For the full academic calendar, including holidays and leaves of absence deadlines, see: [http://www.yale.edu/printer/bulletin/htmlfiles/grad/schedule-of-academic-dates-and-deadlines.html](http://www.yale.edu/printer/bulletin/htmlfiles/grad/schedule-of-academic-dates-and-deadlines.html)

Residence Requirement
Students in the PhD program are required to live in the New Haven area for at least three academic years, normally during the first four years of study. Students who will not be in residence must register in absentia (below).

Registration in Absentia
Depending on individual dissertation research and fieldwork, PhD students may find it useful or necessary to be away from New Haven during the academic year. This primarily applies to students who spend a year or semester abroad. In these cases, students must request to register in absentia, which is approved by the Director of Graduate Studies and the associate dean. If the residence requirement has not been met at the time of request, students may not be granted registration in absentia except when deemed absolutely necessary. Registration in absentia also affects Yale Health insurance coverage and students traveling abroad will generally have to enroll with another insurance provider for that time period.

The form can be found here: [http://www.yale.edu/graduateschool/academics/forms/absentia.pdf](http://www.yale.edu/graduateschool/academics/forms/absentia.pdf)

Leaves of Absence
A leave of absence is a temporary interruption of a student’s course of study, either for one term or an academic year for both PhD and MA students. Leave is renewable for PhD students, but not MA students. During this time, students may not fulfill degree requirements except coursework for which they have been given an Incomplete. The three types of leave are personal, medical, and parental. Students considering a leave of absence for any reason are strongly encouraged to review the Graduate School policies as found in the Yale Bulletin and to communicate early with their
advisors, as well as their associate dean. Leaves of absence affect funding, access to university facilities, health care coverage, and (for international students) visa status. Leaves of absence are granted only with departmental recommendation and approval of the associate dean, and with the recommendation of a Yale Health physician (in the case of a medical leave). Students who go on leave do not have to apply for readmission, but must give an official notice of their intent to return to the registrar at least eight weeks before the end of their scheduled leave. Failure to register for the term after the leave ends will result in the student’s withdrawal from the Graduate School.

Personal leave of absence form: [http://www.yale.edu/graduateschool/academics/forms/leave.pdf](http://www.yale.edu/graduateschool/academics/forms/leave.pdf)
Medical leave of absence form: [http://www.yale.edu/graduateschool/academics/forms/medicalLOA.pdf](http://www.yale.edu/graduateschool/academics/forms/medicalLOA.pdf)

(d) Funding

(i) Doctoral Degrees

Students in the PhD program are guaranteed five years of funding, paid in bi-monthly installments throughout the calendar year. The first year is intended for coursework only. In years two to four, students are expected to serve as teaching fellows in a total of four courses. The fifth year is funded by the University Dissertation Fellowship (UDF), intended to allow students to focus on finishing their dissertation. Teaching and coursework during the UDF year are not allowed. The UDF may be delayed to the sixth year, but cannot be delayed past that point. Students must inform the Graduate School of their intent to take their UDF a semester before their intended UDF year.

The UDF form can be found here: [http://www.yale.edu/graduateschool/financial/forms/UDF_application_form.pdf](http://www.yale.edu/graduateschool/financial/forms/UDF_application_form.pdf)

(ii) Sixth and Seventh Year Funding

Because NELC programs traditionally take at least six years, students may find it a challenge to secure funding past the five years of guaranteed Yale fellowships. Many students opt to apply for a year long, funded exchange program (see Study Abroad, below) during their fifth year, and thus postpone their UDF until their sixth year. Study abroad may also be possible in the sixth year, although it is more challenging to secure funding at that stage. Students who do not travel abroad may apply for external fellowships (see Additional Funding, below), but the majority of students in their sixth year find funding through teaching positions. Although teaching positions are assigned with preference for students in their teaching years, efforts will be made to accommodate sixth year students who cannot otherwise secure funding. Some students opt to teach during their fifth year as well, when possible, and thus postpone their UDF until their sixth year. A funded seventh year is especially challenging, and usually possible only if the student has studied abroad or taught an extra year.
(iii) Study Abroad Opportunities
Depending on the dissertation topic, students may find it worthwhile to spend a year at another institution for research purposes. Most students who spend a year abroad do so during their fifth year of the PhD program, after their teaching requirements and qualifying exams have been completed. This is also strategic in terms of finances, as the University Dissertation Fellowship that normally constitutes fifth year funding can be postponed until the sixth year (but no further) and the student’s fifth year is instead financed by the exchange program or non-Yale research fellowship. To choose an institution, students are advised to select an institution with faculty members who are experts in their specific dissertation topic and who are willing to mentor a visiting student. It is suggested that students who want to pursue this avenue begin learning the language of the country they plan to live in as early as possible. In the past, NELC students have done year long exchange programs primarily in Germany, as Connecticut has an exchange program with universities in the Baden-Württemberg region. For the US Exchange Scholar Program see below under “Graduate School Resources”.

Students interested in studying abroad opportunities in Germany should consider applying through the Baden-Württemberg Exchange or the Deutscher Akademischer Austausch Dienst (DAAD). For further information, see http://www.ctohe.org/germany/ for the BW-Exchange and https://www.daad.org/ for the DAAD. NELC faculty can also provide contact information for the many alumni who have studied in Germany.

(iv) Masters degrees
MA students are not funded by Yale. Students in the MA program have several avenues they can pursue for financial aid. The first of these is teaching, if appointments are available. Another possibility is work-study through the University. These jobs are listed online here: https://www.yalestudentjobs.org/JobX_FindAJob.aspx. External scholarships and grants can be found through the Yale database.

(v) Additional Funding Opportunities
Students seeking additional funding are encouraged to consult the Yale online funding database, which lists grants and fellowships offered through Yale and at the national level. Applications can be created and submitted through the database as well. Because this database includes grants and fellowships for all levels of study, students should be careful to read eligibility requirements before applying. The database can be found here: http://studentgrants.yale.edu/

The Yale Graduate School funding opportunities webpage is found here: http://www.yale.edu/graduateschool/funding/index.html

Yale also maintains an online database of on- and off-campus jobs available for students. Several NELC students have worked for the Sterling Memorial Library, for example, or for local schools as tutors. Interested students should consult the Yale Student Employment website: https://yalestudentjobs.org/. Students who intend to pursue part-time employment that would require working more than an average of ten hours per week must have their plans approved by the Director of Graduate Studies and the associate dean. International students should first consult the Office of International Students and Scholars (OISS) before seeking employment.
10. TEACHING APPOINTMENTS

(a) General Policies
Students in the PhD program are required to teach for four semesters. While general Graduate School policy is that students teach during their third and fourth years, because the NELC department requires three years of coursework, many students have found it to their advantage to teach at least one semester in their second year instead of the second semester in their third year. This change means that students will not have to teach the semester before their qualifying exams, which are traditionally taken at the end of the second semester of the third year, or at the beginning of the first semester of the fourth year. Details about securing an appointment are found below.

The responsibilities and expectations of faculty and teaching fellows are outlined here: http://www.yale.edu/graduateschool/academics/forms/Expectations_for_Faculty_and_Teaching_Fellows.pdf.

(b) Types of Appointments

(i) Teaching Fellows (TF)
Teaching Fellows are appointed to teach weekly discussion sections or lectures as part of a lecture course taught by a professor. There are five levels of Teaching Fellow (TF) at Yale, which are outlined at http://teaching.yale.edu/becoming-teachers/appendix-teaching-fellow-program. The levels are determined by number of students, types of responsibilities, and hours per week of expected work. All TFs are under the direct supervision of the professor for whom they are teaching. Courses in NELC that require TFs are traditionally TF level 3 or higher. While some courses will hire a TF to run one optional lecture course, most TFs in NELC will teach a weekly discussion section. TFs who teach for classes that are not Writing Intensive may be asked to teach two or more discussion sections per week (TF level 4). However, NELC Teaching Fellows are often part of a Writing Intensive course (see below).

(ii) Teaching Fellows for Writing Intensive (WR) Courses
Teaching Fellows for a Writing Intensive course (marked with a WR in the course listings) are TF level 3.5. TFs for WR courses teach only one discussion section per week, with an enrollment capped at 15 students. Because WR courses consist of more advanced responsibilities for the TF, who is asked to assign and grade weekly writing assignments, as well as midterm and final papers or exams, the Yale Writing Center requires new WR TFs to take their teaching workshop. WR TFs should be notified automatically about the dates of this workshop, and are compensated for their time.

(iii) Part-Time Acting Instructors (PTAI)
PTAIs are student teachers who teach a course independently, or with nominal supervision from a professor in the respective department. Students who are PTAIs will need to handle all of the bureaucratic necessities of running a course, such as booking a room in advance and informing the technology services if they will need projectors, computers, and so forth, as well as arranging course materials. In order to book a room under the Registrar’s control, contact the Registrar’s office at
classrooms@yale.edu. For help with using technology in the classroom, visit http://its.yale.edu and follow the link for teaching resources.

Assyriologists teaching an elementary language course (Akkadian or Sumerian) should email Ulla Kasten to reserve the Assyriology Classroom once the class meeting time has been established.

(iv) Associates in Teaching
Participation in this program is not determined through the department, but rather through the Graduate School. Associates in Teaching is an opportunity for students to design and teach their own undergraduate-level course in collaboration with a professor. Interested students must apply a year in advance, and information can be found through the Yale Teaching Center website (http://teaching.yale.edu). The program is competitive across the graduate school.

(c) Finding an appointment
Once courses are set for the next academic year (typically during spring semester), NELC professors will notify the Director of Graduate Studies about the courses for which they anticipate needing Teaching Fellows. The Director of Graduate Studies then circulates this list to the NELC graduate students who have finished their first year of study. Students should then inform the Director of Graduate Studies about which courses they would prefer to teach, with the understanding that students in their teaching years will be given preferential treatment except in rare cases that the particular course is better suited to a student not in a teaching year. The relevant professor, in consultation with the Director of Graduate Studies, will then select his or her Teaching Fellows. Students who know they will need a teaching appointment should consult this list and contact the Director of Graduate Studies as early as possible. Teaching appointments are also available outside of the department, but are more difficult to obtain. Students in their teaching years who cannot find a teaching appointment will be assigned to one by the Graduate School on the basis of need, not specialty. You may also consult the Teaching Fellow Program Information Board, which lists teaching opportunities at the start of each term: http://www.yale.edu/graduateschool/academics/tfpinfo/index.html

(d) Course Materials
Teaching Fellows are expected to read all course materials, even if they are only teaching a supplementary discussion section or lecture. Professors generally ask their students to buy books at the Yale University Bookstore (77 Broadway) or create course packets of required and supplementary readings, which are usually made available at Tyco Printing (262 Elm Street, at Broadway). Teaching Fellows should ask the employees at the Yale Bookstore or Tyco for the teaching copies by course number and professor’s name. Course packets are free for Teaching Fellows. They are advised to ask the course leader to pre-order free packets for them, as well as desk copies of books.

Students teaching their own courses as PTAIs must arrange for their course materials themselves. Because it takes time for the Bookstore to order books and for Tyco to make and bind course packets, student teachers should be in contact with these businesses well before classes begin (ideally in May for the fall and October for the spring term).
If the course does not require books or course packets, student teachers may opt to instead provide PDFs of materials on Classes*v2 (below).

The NELC departmental office has a copy machine that TFs and PTAIs may use for course materials; students teaching in other departments may be given printing and copying privileges by that department as well.

(e) Classes*v2
Classes*v2 is an online teaching tool for Yale professors, student teachers, and students. Graduate students should be familiar with this system. Teaching Fellows and PTAIs are strongly encouraged to use this system for their courses, although levels of access and privileges will vary among the different teaching levels. Teaching Fellows will be able to use Classes*v2 to send emails to their discussion sections, post announcements, and upload resources such as section syllabi and additional readings or assignments. They may also set up a forum for students, if applicable. Teaching Fellows may not change the main course page or resources and are restricted to their discussion section. PTAIs will have the same access, but will have added privileges such as access to the class roster and control over the main course page. The Classes*v2 main page is found here: [https://classesv2.yale.edu](https://classesv2.yale.edu)

Classes*v2 has two online resources for help navigating the site, one for instructors and Teaching Fellows ([http://help.classesv2.yale.edu/instructors-and-teaching-fellows](http://help.classesv2.yale.edu/instructors-and-teaching-fellows)) and one for students ([http://help.classesv2.yale.edu/students](http://help.classesv2.yale.edu/students)). Both of these links can be found after logging in under “help” on the page my*workspace. For more advanced questions or troubleshooting, please contact the Yale Teaching Center.

(f) Navigating the Yale College System & Course Evaluations
Most graduate students in NELC teach undergraduate courses during their teaching years. Because the Yale College system works differently from the Graduate School, graduate students are strongly encouraged to consult the Yale College Handbook for Instructors of Undergraduates to familiarize themselves with the policies and available resources. This handbook is found online at the following link: [http://yalecollege.yale.edu/content/instructors-handbook](http://yalecollege.yale.edu/content/instructors-handbook). Of particular importance are the sections on “shopping period” (i.e. the undergraduate course selection period), Reading Period, and course evaluations. Yale’s FAQ about those evaluations are posted here: [http://www.yale.edu/sfas/registrar/ocene_faqs_faculty.html](http://www.yale.edu/sfas/registrar/ocene_faqs_faculty.html).

Courses with undergraduate enrollment under five students are not officially evaluated: in that case, graduate students may want to design their own evaluation form. There are some samples on the web, or you can use the Yale questions (on line at the FAQ link above). Student teachers should keep copies of the course evaluations for their job portfolios and application materials. Course evaluations can accessed through the registrar’s webpage.

Student Comment on Mentoring Teaching:
“The mentorship that I received from professors and instructors in the department has been instrumental in my personal development as a teacher.”

“Students should ask course leaders to attend one or more of their sections to give them feedback on their teaching.”

(g) Grade Submission
Teaching Fellows for an undergraduate course are responsible only for the grades of the students in their discussion sections or lecture course. The Yale College grading system uses the traditional letter grading system (although A+ is not permitted, and F can have neither a plus nor minus). Grading rubrics are normally provided by the instructor of the course, and Teaching Fellows must submit final grades for their respective students directly to the instructor. In most cases, TFs are responsible for only a portion of the student’s final grade in the course, and the instructor determines the overall grade.

PTAIs, both for undergraduate and graduate level courses, will be responsible for determining and submitting final grades themselves. Grades in this case are submitted through the Faculty Grade Submission system: yale.edu/sis/fgs. PTAIs will receive more detailed instructions for grade submission towards the end of the semester via email.

(h) Teaching a Graduate-Level Course
Advanced PhD students are sometimes asked to teach introductory graduate level courses within their own programs. These are usually introductory language classes that are required for first-year PhD and MA students. The students teaching these courses are traditionally PTAIs and are given relative independence to design and teach the course, with supervision from a faculty member. Teaching at the graduate level presents different challenges and opportunities from teaching at the undergraduate level, and students who will be teaching a graduate course should consult with their advisors and any graduate students who have taught the course before, if applicable. The Yale Teaching Center occasionally provides workshops aimed towards students who teach graduate courses, but the majority of offerings at the YTC are targeted towards undergraduate-level teaching. Students who will be teaching a graduate level course should be prepared to design the course syllabus, set the class meeting schedule, arrange for a classroom, make available any resources and teaching materials, write quizzes and examinations, and set course objectives. Syllabi, course requirements and expectations, quizzes, examinations, and grades should be submitted to the faculty supervisor of the course before they are given to students. As with all graduate level courses, grading is done on the H/HP/P/F system.
11. GRADUATE SCHOOL RESOURCES

(a) Yale Writing Center
The Yale Writing Center (35 Broadway) is the main resource for students who are interested in improving their academic writing. The Graduate Writing Center (GWC, Room 210) offers workshops, dissertation advice and editing, individual consultations, and online tutorials specifically for graduate students. PhD students who are in their writing years are advised to take advantage of dissertation events such as the boot camps, study halls, and peer-review groups. The GWC will also help with job application materials, grant proposals, and articles. TFs for WR courses should also advise their undergraduate students to consult the Writing Center for assistance with their term and final papers, or for tutoring in cases of students who find academic writing particularly challenging. There are also resources for students for whom English is a second language. The GWC homepage is found here: http://www.yale.edu/graduateschool/writing/index.html

(b) Yale Teaching Center
The Yale Teaching Center (YTC) is a useful resource for graduate students who are teaching, whether for the first time or not. Graduate students who are new to teaching are strongly encouraged to attend Yale Teaching Center events, especially Teaching @ Yale Days (held at the beginning of each semester) and to familiarize themselves with the official teaching guide, Becoming Teachers (http://teaching.yale.edu/becoming-teachers). Students should also take advantage of the many workshops and consultations offered by the Yale Teaching Center, which are advertised on the main webpage, found here: http://teaching.yale.edu/

(c) Certificate in College Teaching Preparation
PhD students may choose to pursue a certificate in college teaching preparation through the Yale Teaching Center, which requires the completion of a training program according to the YTCs guidelines. This program consists of several teaching workshops, teaching observations, and the compilation of a teaching portfolio, among other requirements. Completion of the training is not meant to be an evaluation of the quality of a student’s teaching, nor is it a teaching degree program, but the certificate will be recorded in students’ transcripts. Requirements and registration can be found here: http://teaching.yale.edu/programs/graduate-students/certificate-college-teaching-preparation

(d) Office of International Students and Scholars (OISS)
International students receive support from the Office of International Students and Scholars (OISS), information on which is found at http://www.yale.edu/oiss/. OISS is especially helpful with visa matters.

(e) Graduate Students Assembly (GSA)
The Graduate Student Assembly is a group of elected student representatives from each department and degree-seeking programs in the Graduate School of Arts and Sciences. Their goal is to advocate for students’ academic and social needs and to work closely with the administration
to improve graduate student life at Yale. The NELC department is allowed one elected student representative. Current PhD students are encouraged to be the NELC representative for at least one year as service to the department and to meet students from other departments and programs.

(f) Exchange Scholar Program
The Exchange Scholar Program enables a graduate student enrolled in a doctoral program in one of the participating institutions to study at one of the other graduate schools for a limited period of time so as to take advantage of particular educational opportunities not available on the home campus. In the case of a student accompanying a dissertation advisor who has joined the host school, more than a year’s enrollment as an Exchange Scholar is permitted. The academic experience, including courses taken and/or research conducted with particular faculty at the visited institution will be registered on the academic record maintained by the student’s home institution.

The required form is here:  [http://www.yale.edu/graduateschool/academics/exchanges.html](http://www.yale.edu/graduateschool/academics/exchanges.html)

The graduate schools of the institutions listed on the program description are participants in the Exchange Scholar Program. If you are currently in a Ph.D. program at one of these institutions (your “home institution”) and wish to study for a term or academic year at another (the “visited” or “host” institution), you should read the program description and complete the application as indicated. All approvals must be obtained two months before the registration date at the host institution. Please be in touch with robin.ladouceur@yale.edu (GSAS) and your advisor/DGS as soon as you know you may want to take advantage of this program.

Please be aware that the host institution may charge an application fee or fees for services that are not covered by tuition such as health and hospitalization charges. It is your responsibility to meet these charges.
Outside of coursework, the NELC department strives to provide students with opportunities to share their work and to bring in scholars from other institutions to present their current research. Students are expected to attend the relevant colloquia, both to support their own colleagues and to make connections with advanced scholars in their fields. The colloquia listed below comprise only the major events and lecture series held regularly and affiliated with the NELC department, and is not a comprehensive list of all such events at Yale.

**NELC Roundtable**
The NELC Roundtable is a forum intended to allow current graduate students to share their research with professors and fellow students in all fields. The Roundtable is run by student representatives in each field and meets typically once or twice a month, with refreshments provided. Any student may present their research, but all students in their writing years are required to give a presentation, including students who have completed the prospectus “Directed Reading” course. Advanced students should expect to serve on the Roundtable executive committee for at least one year during their program: the responsibilities include applying for funding through the Dean's Fund, setting the calendar for the year, budgeting for and ordering the refreshments, printing and posting flyers, and sending out announcement emails. The Roundtable executive committee must be made up of at least one student from each departmental subfield (Arabic and Islamic Studies/Graeco-Arabic may be counted as one subfield).

**Assyriological Seminar**
The Assyriological Seminar is a seminar series hosted by the Yale Babylonian Collection. These meetings are held almost every month and feature professors or advanced students from around the world who are invited to present their current research projects. All Assyriology students are expected to attend. There is traditionally a small reception afterwards so that students can speak to the visiting scholars in an informal environment.

**Cuneiforum**
The Cuneiforum brings together faculty, graduate students, and sometimes visitors, to study and discuss as a group a particularly interesting, difficult, often newly discovered cuneiform text, in the hope of arriving at improved understanding.

**Yale Arabic Colloquium**
The Yale Arabic Colloquium, sponsored by the Department and the GSAS Dean’s fund, is a monthly workshop in which students and faculty whose research involves Arabic are invited to present their work and discuss texts with their peers. Speakers include advanced students from various departments, Yale professors, and scholars from other institutions. For information contact julia.goetz@yale.edu or michael.rapoport@yale.edu.

**Arabic Philosophy Group**
This working group, sponsored by the Whitney Humanities Center, promotes the study of Arabic philosophy at Yale. It addresses itself equally to philosophers, Arabists, and Islamicists as well as to students and scholars of Classics, and Medieval, Renaissance, and Judaic studies. The speakers are
asked to present original texts in English translation, so that knowledge of Arabic is not required to follow the presentation and participate in the discussion. For information contact geoffrey.moseley@yale.edu.

The K.W. and E.K. Rosenthal Memorial Lectures
The K. W. and E. K. Rosenthal Memorial Lectures in Ancient and Near Eastern Civilizations, endowed in memory of his parents by Franz Rosenthal, one of the Yale's most distinguished faculty members, feature eminent scholars in the Department's major fields of study. Speakers have included D.O. Edzard, M. Liverani, and S. Brock.

Ancient Societies Workshop
The Ancient Societies Workshop is run by faculty from the Divinity School and the departments of Classics, NELC, Religious Studies, and History. It is affiliated with the Yale Initiative for the Study of Antiquity and the Premodern world. Meeting generally once a month, the Workshop features talks by scholars both from Yale and other institutions, as well as advanced Yale PhD students. There is a specific theme every year, which is announced in advance; talks may concern any aspect of the ancient world that fits the theme. The meetings traditionally take place on Fridays at noon, and a light lunch is served. To join the contact list please email francois.gerardin@yale.edu.
13. MAJOR CONFERENCES

The following conferences are the major meetings for each field, listed by discipline. Students are not required to attend but are strongly encouraged to give papers towards the end of their dissertation years. Many students find that attending conferences before this point is useful for making connections in the field, learning about current research, and preparing themselves for when they will give their first talk.

(a) Assyriology

American Oriental Society (AOS)
The main American conference for Assyriologists is the American Oriental Society (AOS). This conference takes place annually, usually during Yale’s spring break in March. The location is in a different city each year, rotating among the various regions (East, Midwest, West). It is recommended that students attend for the opportunity to be amongst the major scholars in the fields of Assyriology, South and East Asian Studies, and Arabic and Islamic Studies. Students should become members of the Society before attending, although one can sign up at the conference itself. Further information, including calls for papers, membership information, and future meetings, can be found here: http://www.umich.edu/~aos/

Rencontre Assyriologique Internationale (RAI)
The Rencontre is the main international Assyriological conference and is held annually in different cities (primarily) in Europe, generally during June or July. It is reserved exclusively for Assyriological topics, with a specific theme each year. The languages of the conference are English, French, and German. Students are encouraged to become members of the International Association for Assyriology, since members are given a discount on conference fees. Further information can be found here: http://www.let.leidenuniv.nl/rencontre/

American Schools of Oriental Research (ASOR)
ASOR is another large, annual conference aimed towards scholars of the Near East, including modern and ancient archaeology, linguistics, and anthropology. The meetings are generally held in November in various American cities, and are almost always held the week immediately preceding the Society of Biblical Literature conference so that scholars may attend both easily. As with the conferences above, membership in the society is a prerequisite for attendance. Further information can be found here: http://www.asor.org/index.shtml

(b) Egyptology

The American Research Center in Egypt (ARCE)
ARCE is the main Egyptian conference in America. Founded in 1948, the American Research Center in Egypt (ARCE) is a private, nonprofit organization composed of educational
and cultural institutions, professional scholars, and private individuals. ARCE’s mission is to support research on all aspects of Egyptian history and culture, foster a broader knowledge about Egypt among the general public, and strengthen American-Egyptian cultural ties. The Research Center sponsors educational opportunities in the United States and Egypt for scholars, students, and the general public; it publishes a scholarly Journal of the American Research Center in Egypt, a general audience bi-annual ARCE Bulletin, and ARCE Conservation, an annual publication about ongoing ARCE conservation activities. The annual conference offers a professional venue for ARCE scholars and students to share their research, and an opportunity for all ARCE members to hear about the latest archaeological activities and scholarly research going on in Egypt. Students are encouraged to join the Center, since members are given a discount on conference fees. Non-members may attend the conference: http://www.arce.org/events/annualmeeting/overview

(c) Arabic and Islamic Studies

American Oriental Society (AOS)
As described under Assyriology (above), AOS includes specific sessions for scholars interested in the Arabic language in all periods, as well as Islamic studies.

Middle East Studies Association (MESA)
The Middle East Studies Association (MESA) is a private, non-profit, non-political learned society that brings together scholars, educators and those interested in the study of the region from all over the world. From its inception in 1966 with 50 founding members, MESA has increased its membership to more than 2,700 and now serves as an umbrella organization for more than sixty institutional members and thirty-nine affiliated organizations. The association is a constituent society of the American Council of Learned Societies, the National Council of Area Studies Associations, and a member of the National Humanities Alliance. It is responsible for the International Journal of Middle East Studies, the premiere journal on the region, the MESA Review of Middle East Studies and a biannual newsletter. The annual conference offers a professional venue for MESA scholars and students to share their research. Students are encouraged to join the Association, since members are given a discount on conference fees. Non-members may attend the conference: http://www.mesa.arizona.edu/annual-meeting/index.html.

American Academy of Religion (AAR)
The American Academy of Religion is not of interest to all students in the Arabic and Islamic Studies program, as its focus is exclusively on topics about religion, both ancient and modern. It brings thousands of professors and students, authors and publishers, religious leaders and interested laypersons to its Annual Meeting each year. Co-hosted with the Society of Biblical Literature, the Annual Meetings are the largest events of the year in the fields of religious studies and theology. Non-members may attend the conference, though as usual, members are given a discount on conference fees: https://www.aarweb.org/annual-meeting