Memorandum

To: University Senate

From: Raymond A. Noe, Chair
Council on Academic Affairs

Date: January 31, 2006

A PROPOSAL FROM THE COUNCIL ON ACADEMIC AFFAIRS TO ESTABLISH A PH.D. PROGRAM IN NEAR EASTERN LANGUAGES AND CULTURES

WHEREAS this program will help respond to a national and international need for a better understanding of the civilizations and languages of the Middle East, past and present; and

WHEREAS this program will enhance the scholarly reputation of the University by offering a rigorous, innovative program in Near Eastern Languages and Cultures at the doctoral level; can link with faculty in several colleges (Humanities, Social and Behavioral Sciences, Arts); it will build on a successful M.A. program; and

WHEREAS the proposal was reviewed and approved by the Council on Research and Graduate Studies at its meeting on January 19, 2005; and

WHEREAS the proposal was approved by the reviewing Subcommittee, and then reviewed and approved by the full Council on Academic Affairs at its meeting on January 18, 2006;

NOW THEREFORE BE IT RESOLVED that the University Senate approve the proposal to establish a Ph.D. program in Near Eastern Languages and Cultures, and respectfully request concurrence from the Board of Trustees.
Dick and Stafford:

I am pleased to inform you that the proposal to establish a Ph.D. Program in Near Eastern Languages and Cultures was approved by the Council on Academic Affairs at its meeting on January 18, 2006. Thank you for attending the meeting and responding to questions/comments.

This proposal now will be sent to the University Senate for action at its meeting on February 9, 2006 (3:30 pm - Mortiz College of Law). Professor Raymond Noe, Chair, Council on Academic Affairs, will present the proposal at that meeting, but it will be necessary for you to be in attendance to respond to detailed questions/comments. Please hold that date and I will contact you soon with more details. If the proposal is approved at that meeting, it will be sent to the Board of Trustees for the final "internal" level of review/approval at its meeting on March 3, 2006. As you know, however, approval by the Ohio Board of Regents also will be necessary and Professor Elliot Slotnick, Associate Dean, Graduate School, will work with you on that process.

This message represents my formal communication with you about this action. You will not receive a separate letter from me. Please make a copy of this message for your file(s) on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions, please contact Professor Noe (noe.22@osu.edu) or me.

Congratulations on the completion of this important stage of the review process!

Randy

W. Randy Smith
Vice Provost
Memorandum

To: Council on Academic Affairs

From: Subcommittee C
Electra D. Paskett, Ph.D., Chair

RE: Near Eastern Languages and Cultures Ph.D. Program

Date: January 5, 2006

Subcommittee C reviewed a proposal from the Department of Near Eastern Languages and Cultures to establish a Ph.D. program in Near Eastern Languages and Cultures. All concerns the subcommittee had have been addressed by the proposers.

Subcommittee C recommends approval of this proposal.

EP:tl
Questions/Comments from Subcommittee C

1. **Page 1 – Is this still a PDP or a full proposal now? If it is a full proposal, please change the title and the first sentence.**

   This is now a full proposal. The document’s title has been changed, and its first sentence has been revised from “…(NELC) seeks approval to proceed with the development of a proposal to establish a program…” to read “…(NELC) proposes to establish a program…”

2. **Page 3 and 4 – Please clarify if it is two European languages for research or two professionally relevant non-NELC research languages. Either is fine, just be consistent in the document.**

   The statement on p. 3 relating to research languages is now revised to read “…two professionally relevant European research languages…” making it consistent with the statement on p. 4.

3. **Page 5 (top) – “Faculty are not expected to read drafts that are handed in less than two months…” Is this 2-month time frame realistic?**

   The time frame has been changed to one month.

4. **Page 6 – What is the status of the “To Be Proposed” classes (#3, 4 & 5)?**

   This statement has been revised to read “The courses listed below as ‘to be proposed’ are currently being developed. They will initially be taught by the NELC faculty identified. One of these courses will be proposed for approval during the current academic year, and the rest shortly thereafter.”

   The status of NELC 680 (now Class #1) which was given as “[existing course Arabic 680 to be renamed]” is now changed to “[existing course]”; it will be offered as NELC 680 for the first time in Winter 2006.

5. **Page 6 – Is Class #5 an appropriate class for seniors since graduate status is a pre-requisite for the program? Is the class repeatable? If so, please state this in the proposal.**

   This class will be offered for both undergraduate and graduate credit, as are other 700-level courses in the department, because advanced undergraduates would also be able to benefit from its content. The course description has been revised accordingly: “This course or pro-seminar offers entering graduate students and seniors in NELC majors…” now reads “This course or pro-seminar offers entering graduate students and advanced undergraduates in NELC and related majors…”; and the statement “It could also serve as a capstone course for”
graduating majors intending to go on in post-graduate studies” now reads “It could also serve as a course for advanced undergraduates.”

This course will be proposed as repeatable to a maximum of ten credit hours.

6. Page 7 – If core classes were taken for the MA degree as core classes, can these classes be counted as core classes for the PhD or only be counted as credits? Please edit the proposal to explain. Who are the MA students (1st full paragraph) discussed here?

This paragraph has been revised as follows:

“Admission to the doctoral program requires completion of the M.A. in NELC or a related discipline (such as History) or interdisciplinary field (such as International Studies). There are no plans to admit a student directly into the doctoral program without presenting an M.A. first or earning one prior to admission. An M.A. student in NELC taking any relevant core courses will be able to apply them toward the master’s degree requirements, in consultation with the faculty adviser. If such a student continues as a Ph.D. candidate within the department, these courses can count toward the doctoral core course requirements. It is expected that students admitted to the doctoral program with a background in other fields will be able to complete the core courses, which will be offered on a three-year rotating basis, in a timely manner.”

7. Page 4 (chart) – How many credits are needed for the MA? How many MA credits can be counted towards the PhD?

The M.A. requires completion of 55 graduate credit hours, plus the satisfaction of a research language requirement in one relevant European language of scholarship. The chart has been revised to state that all of these credits can be counted toward the Ph.D., subject to adviser approval.

8. Page 10, 8a – Who are the outside GTA’s now working for? Will the GTA’s in these departments have trouble finding funding?

Outside GTAs are studying in such departments as Electrical Engineering, Germanic Languages and Literatures, History, Human and Community Resource Development, and the School of Teaching and Learning in the College of Education.

As new NELC Ph.D. students are admitted to the program and gradually phased in as GTAs, we expect them to replace GTAs from other departments in a similarly gradual manner, and we do not envisage terminating the employment of GTAs from external departments.
9. Responses to RACGS comments:
   a. Page 3 from Cleveland State reader #2 – response to definition of “mastery” was not included in the proposal itself.

      This response is now included in the proposal (p. 3, second full paragraph from bottom).

   b. #3 – if every student will be encouraged to take the class, why not make it required? If required, change the proposal and if it is taken for the MA, have it count towards the PhD. This is not clear in the proposal.

      NELC 680 is now proposed to be the only specifically required core curriculum course for doctoral students. Thus the first sentence in its description has been changed from “The course examines…” to “The course, to be required of all NELC Ph.D. candidates, examines…” In addition, the program description chart on p. 4 has been revised to reflect its status as a required course.

Please respond to each point and also edit the proposal accordingly. Responses and revised proposal should be sent to Dr. Paskett at electra.paskett@osumc.edu. Please check carefully for typos.

(rev. 11/08/05)
November 19, 2004

Dr. Eliot Slotnick  
Associate Dean  
Graduate School  
250 University Hall  
190 North Oval Mall  
Campus

Dear Eliot:

During the 19903-04 academic year, the College of Humanities completed a thorough review of the proposal for the doctoral program developed by the faculty of the Department of Near Eastern Languages and Cultures (NELC). The proposal was reviewed by both the College’s Curriculum Committee and its Graduate Committee. Both groups made substantive suggestions for revisions designed to improve the conception of the degree program and the overall clarity of the proposal. After NELC responded to these suggestions through revisions and clarifications, the committees reviewed the proposal again. Following this second review, both committees recommended to the dean acceptance of the proposal.

Based on these recommendations as well as my own review of the proposal, I offer my endorsement of the proposal for a doctoral program in NELC. The department has put forth a proposal that delineates a coherent program of study capable of providing students a strong foundation in language and cultural study focusing on the region. It also provides a convincing case for faculty strength in near eastern studies at Ohio State. These faculty strengths are located both in NELC and in other departments. In addition, the department offers a persuasive plan for financing the doctoral program without an infusion of additional funds from the College.

As the faculty argues in its proposal, the addition of a doctoral program in near eastern languages and literatures will be very beneficial both for the department and the university. The department has a strong language program, a well-articulated cultural focus, and a world-calls faculty. With a doctoral program, it will bring to campus very talented graduate students whose presence will not only enhance the quality of graduate education in the department but also the quality of undergraduate education. Students will have the opportunity to both study with world-class faculty and some of the brightest advanced graduate students in the nation. In addition, the historical and contemporary importance of this cultural region on the world scene makes it a strong candidate for becoming a doctoral program in near eastern languages and cultures that will make Ohio State the envy of many of our peer institutions.
If I can offer additional information, please feel free to let me know.

Sincerely,

[Signature]

John W. Roberts
Dean
Dear Dick,

The NELC Ph.D. proposal returned to the Curriculum Committee of the Research and Graduate Council where it received a thorough vetting at today's meeting. The proposal was quite well received and, with attention to the relatively straightforward matters listed below--and the folding in of your responses to these concerns in a clear and clean copy of your revision (the Committee would appreciate one last read through at your end for clarity/prose/syntax and the like), I think we will be at the doorstep of Committee approval, which is the most critical stage in the processing at our level.

Listed below are the concerns the Committee raised. In a cover letter to what I anticipate will be your final revision for us, could you please indicate where, in the revised proposal, each of these matters is addressed. That will simplify the Committee's task and, of course, underscores that these specific concerns are the predominant issues that remain.

1. Elaborate on the level of competency that you expect students to have in their third and fourth languages. Since there is no course work required here, where does that competency come from? How will it be assessed?

2. Elaborate in greater detail on how you plan to support students in this program. What impact will this have on support in your MA program? Department resources?

3. Clarify--will students be directly accepted to the Ph.D. program or must they present an MA first or earn one prior to admission to the Ph.D. program?

4. Are faculty resources in place for the three new core courses? Who do you anticipate teaching them? Is it a matter of shifting resources? Making new hires?

5. Please update the letters in the file that are not "definitive," specifically the one from Dean Roberts dated 10/14/03 which offers "in principle" support while you were still undergoing college level review. Also, does the proposal reflect your already having addressed the concerns of the College Curriculum Committee as outlined in the letter of 6/19/03 from Steven Fink?

6. Elaborate on the anticipated length of student programs. When will the Candidacy Exam be taken? Is 4-5 years from the BA degree to the doctoral degree a realistic expectation?

7. Finally, please describe the nature of the Candidacy Exam. What will it be like?

I think that you'll find that answering these questions will not be terribly burdensome. Rather, they mostly seek greater elaboration of points already made in the proposal. Thanks, in advance, for your attention to these details in a clean version of the proposal with the answers to these queries folded in to the text. I think we're almost there, Dick.

All best,

Elliot E.

Elliot E. Slotnick
Associate Dean
The Graduate School
The Ohio State University
250 University Hall
230 N. Oval Mall
Columbus, Ohio 43210
Hi Kathy,

For the record, here is what I sent to Dick Davis last April after the first go-round on the NELC proposal. I fear that the monstrosity that came back to us may not have been responsive to our opening salvos. We shall see.

I suspect that you've already read my RACGS related e-mail. If, indeed, I'm gone next Friday, I'd be out on Thursday as well. So, we need to chat about the CC meeting, just in case. In particular, I think that there remain some issues with the Human Ecology proposal that are a little dicey and should at least receive some consideration by the Committee--so let's chat about that (early next week?) and anything else that will be coming up at that meeting. I do expect Allan Yates will be back with his responses by then...

As for covering Chairing the RACGS meeting, whatever direction that goes, could you still be the minutes-wo)man? Regarding the Curriculum Committee, do you want to just be me there if I'm not? So, let's chat...

Thanks, Kathy...

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Date: Tue, 13 Apr 2004 13:10:04 -0400
To: davis.77@osu.edu
From: "Elliot E. Slotnick" <slotnick.l@osu.edu>
Subject: NELC Ph.D. Proposal
Cc: roberts.420@osu.edu, wallace.l50@osu.edu
Bcc: smith.70@osu.edu
X-Attachments:

Dear Dick,

Your proposal for the development of a Ph.D. offering in Near Eastern Languages and Cultures received its initial subcommittee vetting by the Curriculum Committee of the Research and Graduate Council last Friday. The proposal was released for our review by John Roberts and you appear to be our primary contact person on it. If there is somebody else whom we should be sharing this and future memos with, please let me know.

As you know, our Curriculum Committee and Council represent the first "post program/college" view of your proposal and, in due course, the proposal will be reviewed internally by the Council on Academic Affairs, University Senate, and OSU's Board of Trustees and, externally, by the Regents Advisory Council on Graduate Study (RACGS) which reports its recommendation to the Ohio Board of Regents. With these future reviews as well as our own in mind, the Curriculum Committee requires that a clean, coherent, document be submitted for further review at our level. Presently, the materials that we have in hand are somewhat disjointed with a number of appendices (E and F, for example) that contain information that should, clearly, be folded in to the main textual presentation of the proposal. We recognize that the current state of your submission is a consequence of your having had to respond to questions and concerns that were raised about your proposal at the college level. Moving forward, however, in the review process, it is imperative that we have a "finished" document in hand that reflects the culmination of the revisions that have been made to date. In addition, it would well serve you (as I think ahead to the external review process) to not include documentation that raises red flags and concerns about the proposal, particularly if those have already been addressed by your revisions.

While the necessity of obtaining what I have characterized as a "finished" proposal is the major
message the Curriculum Committee has asked me to convey, their preliminary review did uncover some matters that, while not exhaustive of the concerns that they may raise in the long run with a more “reviewer friendly” version of the proposal in hand, should be addressed now in the next iteration of the document. I’ll outline these concerns below.

1. Greater development and elaboration is needed regarding comparing your proposed program and its strengths to those already in existence. And how does it differ from these programs? Committee members felt that addressing the issues raised by Chris Zacher’s e-mail is important and would be helpful with regard to these questions.

2. Related to these comparisons, can you offer more systematic, academically driven evidence/documentation of need for the program? Much of what you offer in the relevant appendix comes from popular press sources and appears impressionistic/anecdotal.

3. Elaborate more on the time frame expected to be followed by students in the program. How long will it take them? When will the candidacy exam be taken? What, specifically, will the candidacy exam be like?

4. Some clarification is needed on the course offerings regarding which presently exist, which are to be revised, and which are new.

5. Please add some commentary on why the four languages you have offered for possible concentration were chosen. Does this simply reflect program staffing realities or is there some programmatic justification for the choices? Here, too, comparisons should be drawn to other programs. Are you following suit in this regard or offering an alternative?

Again, Dick, these are thoughts/concerns that emerged from Committee review of a document that they had difficulty getting their hands around and seeing “whole” so, I suspect, there may be more to come when they review a proposal that is a bit easier to read and follow from start to finish. I do hope, however, that by attending to these concerns now, things will be a bit easier as we proceed.

Please don’t hesitate to contact me with any questions or concerns. It seems to me that there is nothing un-doable here, though it may take some time to get the proposal back in our hands in the form the Committee is requesting.

Best,

elliot

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Printed for "Kathleen R. Wallace" <Wallace.150@osu.edu>
FULL PLANNING PROPOSAL
NEAR EASTERN LANGUAGES AND CULTURES
COLLEGE OF HUMANITIES, THE OHIO STATE UNIVERSITY

1. Designation of the new degree program, rationale for that designation, and a brief description of its purpose.

The faculty of the Department of Near Eastern Languages and Cultures (NELC) proposes to establish a program to be designated Ph.D. in Near Eastern Languages and Cultures. The department currently offers a successful M.A. degree program in NELC.

The need for enhanced language and cultural studies teaching capacity and expertise focusing on the Middle East is now acutely felt nationally. It is an anomaly within the American university system that a department of NELC’s depth and breadth of expertise does not already run its own Ph.D. program or directly recruit Ph.D. students for the University. The present NELC faculty provides excellent theoretical depth and disciplinary breadth, offering support for and in turn benefiting from the work of faculty elsewhere across the Colleges of Humanities, Social and Behavioral Sciences, and the Arts who share the Department’s theoretical and/or regional commitments. Six major factors support our potential to achieve national prominence almost immediately: NELC’s proven track record as a provider of excellent teaching in the areas of Near Eastern languages and cultures; the recent hiring of new NELC faculty in our core subject areas: the excellent existing library collections in Middle East Studies and Judaica; the success of the Middle East Studies Center (among the five most productive in the country over the last eight years, as gauged by the regular increases in its federal funding); the well-established, nationally visible Melton Center for Jewish Studies; and the highly research-productive and visible Mershon Center for International Security and Public Policy.

Rationale for and purpose of the proposed Ph.D. designation--departmental and University-wide.

1. To enhance the scholarly reputation of Ohio State by offering a rigorous, innovative program in Near Eastern Languages and Cultures at the doctoral level competitive with any in North and South America and Europe, and to create by 2010 one of the top ten national programs in Near Eastern Languages and Cultures. We currently regard the programs at Columbia University and the University of Chicago as the two best nationally, the others being (in no particular order) Harvard, New York, and Princeton Universities and the Universities of California (Berkeley and Los Angeles), Michigan, Texas, and Washington. We aim to take creative advantage of (a) the pressing need to develop a deeper understanding of the peoples, languages, and cultures of this region, (b) the youth and intellectual range of the NELC Department faculty (see Appendix A), and (c) the University-wide mandate under the Academic Plan for interdisciplinary teaching and research across programs and schools, to reconfigure departmental resources for maximal intellectual impact in the University and the national and international academic community, and to provide OSU students fullest exposure to international opportunities.

2. To attract and retain the best possible teaching and research faculty in Middle Eastern Studies; the addition of this Ph.D. program can help retain excellent faculty University-wide and encourage their professional development, by intensifying the level of scholarly exchange in the Department and across the University.

3. To make full, cost-effective, and efficient use of OSU’s resources and scholarly and administrative energy by augmenting and improving interdisciplinary cooperation of students and faculty with shared theoretical or geographical areas of interest across departments and colleges (see Appendix B). These faculty not only currently offer courses on a regular basis that would be relevant to the interests of some NELC Ph.D. students, but they would also be in a position to serve on the Advisory Committees of such students. We expect that NELC faculty will teach an approximate 2:3 ratio of graduate to undergraduate courses. As the number of Ph.D. candidates available to teach undergraduate courses increases, the faculty would teach a wider range of graduate topics with fewer repetitions. The proposed doctoral core curriculum courses (see p. 5 below) would be gradually included among these offerings. This expanded curriculum should also attract additional graduate students supplementing their programs in other departments.

4. To recruit graduate students of the highest quality. In our fields, the best prepared and most committed undergraduates seek programs offering the Ph.D. over an M.A., no matter how good the M.A. program.
Eighteen NELC M.A. recipients (see Appendix C) are currently pursuing the Ph.D. at another university or OSU department. Eight of our M.A. graduates have completed the Ph.D. and are appropriately employed in academic or related fields. Most if not all of these 26 M.A. graduates would have preferred to continue as Ph.D. candidates in NELC.

5. To recruit a wider range of outstanding undergraduate students by showcasing an outstanding Ph.D. program, providing exposure to a world-class faculty and to excellent graduate students both as well-trained and committed GTAs and as professional role models. Undergraduate students would benefit not only from better instruction provided by longer-serving GTAs, but also from the experience of taking upper-level courses alongside graduate students, affording a sense of academic community which can be elusive in smaller departments. It is envisaged that this sense of community would serve to raise the level of undergraduate intellectual life and discourse.

6. To exploit fully the strength of the Library’s collections in Middle East and Jewish Studies, already among the nation’s largest, and encourage their continued growth (see Appendix D).

7. To make best use of the World Media and Culture Center in Hagerty Hall to offer enhanced intermediate and advanced language instruction, media studies, and teaching and pedagogy-training opportunities in our less commonly taught languages.

Rationale for and purpose of the proposed Ph.D. designation—state, national, and international.

1. To respond to a national and international need for a better understanding of the civilizations and languages of the Middle East, past and present. While this need is an ongoing intellectual concern, it has become particularly acute in recent years. Within the State of Ohio the NELC faculty, a number of whom have national and international reputations, are in a unique position to contribute to that understanding. At this point, OSU’s capacity to meet this need is in place but not fully exploited; thus no faculty expansion is required to offer this enhanced program.

When we compare NELC’s projected PhD with those of comparable universities, a number of factors in NELC’s favor immediately become apparent. The relative decline of some of the older and most prestigious Near Eastern / Middle Eastern programs in the country (partly because of recent retirements by a number of distinguished faculty, partly because of financial neglect by the institutions in which the programs are housed) has meant that the way is open for a new, strong PhD program to move vigorously into the scholarly and pedagogic space left open. In many cases program descriptions provided in various universities’ publications reflect former but not current practice, and as such may be misleading for comparative purposes. NELC has a number of clear strengths that give it an advantage over other programs. These include:

(a) With the appointment of an endowed Chair in Arabic studies in the near future (The Sofia Chair), NELC will be poised to become one of the foremost centers of Arabic in the United States.

(b) NELC boasts a cluster of distinguished medievalists, especially but not exclusively in Hebrew, which would be the envy of any department in the US, and the prestige and fame of its faculty in this area will certainly attract very high caliber students of the Medieval Near East to the department.

(c) An almost unique quality of the NELC faculty is the number of professors who are conversant with both Arabic and Hebrew. Three of the Hebrew professors work comfortably and fluently in Arabic, and use Arabic in their research, and one of the Arabic professors is wholly fluent in Hebrew. This is an almost unprecedented situation in a department such as ours, and at a time when interdisciplinary research and teaching is rightly emphasized as an academic priority, it gives the department a clear advantage over rivals. Given the present world political climate, we need hardly point out that such examples of mutual respect and scholarly understanding are all the more valuable for their rarity.

(d) NELC is one of the very few departments in the US which has faculty expertise in Central Asian studies, an area of increasing geo-political importance.

2. To retain students desiring to do advanced graduate work who are now leaving the State of Ohio because there is no such program in the state (see Appendix C).
3. To respond to the needs of students in Ohio and nationally for an enhanced Ph.D. in Near Eastern Languages and Cultures by integrating the most recent developments in the fields of interdisciplinary area studies, including linguistics, language pedagogy, history, ethnology and literary and cultural studies with other fields (e.g., Anthropology, History of Art, Political Science, and Sociology) available through OSU. The program proposed builds an interdisciplinary structure upon a set of core courses made possible by the traditional strengths of the NELC program already in place.

4. To act more visibly, in cooperation with the Middle East Studies Center, Melton Center, and Mershon Center, as a resource center for examining cultural realities distinct from our own.

2. Description of the proposed curriculum.

The terms “Near Eastern Studies” and “Middle Eastern Studies” are variously applied as designations for the American university departments and programs that concentrate on this global region. To the extent that they can be meaningfully distinguished, it might be said that “Middle Eastern Studies” seek to examine especially the contemporary phenomena in this region through the lenses of the social and behavioral sciences, while “Near Eastern Studies” are thoroughly grounded in the humanities as they develop an understanding of the region’s languages, literatures, and cultures, past and present.

The proposed NELC Ph.D. program builds on linguistic, literary, and cultural studies to support a selection of interdisciplinary studies (See Appendix E). It is envisaged that the four primary languages taught in NELC (Arabic, Hebrew, Persian, and Turkish), which are in reality the four major languages of the Middle East and as such are at the center of every comprehensive program in this field nationally, can each be the basis of a course of study leading to the Ph.D. A specific balance between the classical and modern versions of the language can be worked out with the faculty adviser, subject to the student’s needs and the availability of courses (see Appendix E.6). The program is further envisaged as providing an intellectually rigorous but flexible set of core courses providing the student with a foundation for the pursuit of more specific individual research interests, which may include language pedagogy, relevant cultural studies, history, ethnology, coordinated theoretical grounding in one or more disciplines, and the mastery of two NELC languages as well as competence in at least two professionally relevant European research languages besides English. By “mastery” of language it is envisaged that the student will be able to function as a proficient speaker and reader of his chosen primary NELC language; while speaking proficiency in the designated second language will certainly be encouraged, reading proficiency will be seen as the more important requirement. Some students will specialize in periods of a language which are not now spoken: here, obviously, reading proficiency is all that will be required. Students will choose one or two departmental theoretical foci in areas such as comparative literary or cultural studies, folklore and ethnology, language pedagogy and applied linguistics, gender studies, or historiography. Plans of study also would normally include selected, pertinent courses in other departments, as negotiated with the appropriate units depending on individual students’ qualifications and specializations.

The curriculum proposes the following course distribution, totaling a minimum of 135 graduate credit hours. These would consist of: core courses [15 cr hrs]; primary language/culture focus [50 cr hrs]; secondary language/culture focus [25 cr hrs]; ancillary or allied disciplinary field(s) [25 cr hrs]; and dissertation research [20 cr hrs maximum]. We expect that a well-prepared student (i.e., one entering the program with an undergraduate major in a NELC language or its equivalent and with an M.A. in a relevant field) will be able to complete the doctorate in approximately 4-5 years.

The Ph.D. program we propose builds upon a focused but flexible set of core courses. The program entails full utilization of the department’s broad language and culture competencies, and it gives students selective access to the wide range of interdisciplinary resources in the University’s other departments and colleges. In this design we take our cue from the University Academic Plan’s invitation to create innovative interdisciplinary programs, and to strengthen international studies. Building upon OSU’s historical pattern of interdepartmental cooperation, we propose to accommodate a variety of professional goals, which may include the classical language and literature focus of traditional (but increasingly interdisciplinary) academic careers in the humanities, teaching and research in comparative cultural studies or interdisciplinary social sciences, and language pedagogy. We also envisage that the Ph.D. will provide specialized expertise for those wishing to enter the fields of foreign/diplomatic service,
international development, international business and law.

All these interests and career paths have been represented by M.A. students recently passing through our department and/or students from other programs who have sought language and culture training through NELC. Thus we propose a strong language and culture program to the Ph.D. level, anchored by a set of core courses which our faculty are uniquely qualified to teach, with substantial disciplinary/interdisciplinary options included in the degree. These options would be negotiated with graduate faculty in the appropriate departments, depending on individual students’ qualifications. Our program’s distinctive qualities will reside in part in utilization of the extensive range of allied disciplinary training available at OSU, compared to other institutions with comparably strong Near Middle East faculties in place.

The basic architecture of the PhD degree is as follows (minimum graduate credits):

1. **Required course:**
   NELC 680
   5 credits

2. **Other Core Courses:**
   Selected from among 4 five-credit courses, offered in a 3-year rotation
   10 credits

3. **Primary Language/Culture focus:**
   50 credits

4. **Secondary Language/Culture focus:**
   One or both of the language/culture foci may include study abroad at advanced intermediate or advanced level
   25 credits

5. **Ancillary or Allied Disciplinary field(s):**
   One or two designated fields
   25 credits

6. **Thesis (998) or dissertation (999) research:**
   20 credits (maximum)

**TOTAL:**

135 credits

(This total may include 45 credit hours taken toward the NELC M.A., subject to adviser approval)

**Advising of Doctoral Students**

A. During the first quarter of study, each new student will be assigned an adviser. The student may change the adviser upon consultation with and approval of the Graduate Studies Committee Chair and the faculty involved. The adviser for the Ph.D. student must have Graduate Faculty Category P status. All courses will be chosen in consultation with and approval of the adviser.

B. By the autumn of the second year of study, the student will, in consultation with the adviser, select the fields of concentration which will later form the basis of the student’s Candidacy Examination. The student shall also, with adviser approval, select the other members of the Advisory Committee, who should be representative of the areas of the student’s specialization. The Advisory Committee is composed of at least three authorized graduate faculty members, including the student’s adviser.

Each student will select two disciplinary foci (e.g., literature and history; literature and religious studies; culture and development studies; literature and ethnology/folklore; historical linguistics and language pedagogy), as well as a temporal focus (e.g. ancient, ancient/medieval, modern). It is expected that the secondary language focus may require intensive basic-to-intermediate language study not for degree credit (e.g., through intensive summer programs in the US or abroad), if the student is starting the second Near Eastern language in graduate school. Reading knowledge in two European languages for research purposes is also required, as a great deal of important scholarship on Near Eastern languages and cultures is only accessible in these languages.

C. After passing the Candidacy Examination, the student becomes a Ph.D. candidate and begins work on the dissertation. The Candidacy Examination Committee (including the student’s adviser), with any necessary or appropriate membership adjustments, now becomes the Dissertation Committee. The Chair of the Dissertation Committee must have Graduate Faculty Category P status. The candidate is responsible for supplying Committee
members with drafts of the dissertation for their criticism and suggestions during the course of writing. Faculty are not expected to read final drafts that are handed in less than one month before the proposed date of the final Oral Examination.

Core Curriculum Courses

Faculty resources are currently in place to support the regular offering of the proposed core curriculum courses in a rotation that will become part of normal faculty teaching loads. Three prospective new hires (one search, for a cultural anthropologist at the Assistant Professor level, is now completed; two, for the Sofia Chair in Arabic and for an Assistant Professor in Turkish, are currently under way), to join the department in AY 2006-07, will ease this transition.

The core courses for the proposed doctoral program will present an interdisciplinary array of topics, cross-cultural in scope and comparative in approach, which are intended to provide an essential context for the development of more specific research interests. Since the NELC faculty's expertise ranges across geographical, historical, and national as well as disciplinary boundaries, the cultural discourses and research practices which these courses are designed to address will help students to identify and explore the longstanding reciprocities existing between the different cultures of the Middle East, while at the same time fully appreciating the distinctive features, values, and legacies of each culture.

Descriptions of core curriculum courses.

The courses listed below as “to be proposed” are currently being developed. They will initially be taught by the NELC faculty identified. One of these courses will be proposed for approval during the current academic year, and the rest shortly thereafter.

(1) NELC 680: BASIC BIBLIOGRAPHIC AND REFERENCE TOOLS IN NEAR EASTERN LANGUAGES AND CULTURES
[existing course; required core curriculum course]

An examination of basic reference works needed to perform research in Near Eastern languages and cultures. Prereq: 10 cr hrs in Near Eastern history or literature or equiv. Taught in English.

This course, to be required of all NELC Ph.D. candidates, examines basic research methods in Near Eastern Studies and works with major reference tools necessary for research at the upper undergraduate or graduate level. The tools covered include: books, periodicals, government documents, manuscripts, biographical materials, microfilm, and non-print media. Students work with reference works, bibliographies, and indexes to produce a subject bibliography on a topic of their choice. The quarter-long bibliography project consists of six smaller segments which define the topic, examine its limitations, and investigate source material in a variety of formats and media. At the end of the course, students are able to research in depth any topic in Near Eastern studies and have a clear understanding of search strategies and basic research methodologies. There is no textbook for the class. It is essential that all students attend class meetings for handouts and discussion. Evaluation is done of the six short bibliography assignments and of the completed bibliography. Evaluations of the project and topic make up the remaining part of the grade.

(2) NELC 612: LANGUAGES AND CULTURES OF THE MIDDLE EAST
[existing course]

This course aims at providing students with a wide overview of the languages spoken in the Ancient, Medieval, and Modern Middle East. The goal is to go beyond the merely linguistic sketches of the main grammatical features of these languages. In fact, the focus will be placed on historical, literary, social, anthropological, and ethnic matters: language contact settings; relations between language and ethnicity; sociolinguistic aspects of language evolution, language variation, bilingualism, and diglossia; relations between historical and social patterns and the literary, bureaucratic, and popular uses of language; etc. In order to address this ample variety of issues, the students will be introduced first to the essential set of facts needed to comprehend the sociolinguistic history of each region, i.e., basic overviews of the
languages in question, their linguistic affiliation, the main periods of their history as evolving linguistic realities, and their different writing systems. These overviews will immediately open the door to the discussion of a tapestry of topics concerning the realities behind these languages, especially their speakers and their ethnic, historical, and political identity. This inquiry into the facets of language as an inherently human reality will lead to a miscellaneous constellation of problems, such as, for instance, the construction of a national identity through the use, revival, or vindication of a concrete language or dialect.

(3) NELC 781: RELIGION AND DISCOURSE IN THE NEAR EAST [to be proposed: Assistant Professor Parvaneh Pourshariati]

Socio-political and economic concerns of the ruling polities and the ruled populations in the Near East have, throughout the millennia, often articulated themselves in the garb of religious discourse. This course will be a broad survey of the manners in which this transformation of the "this-worldly" concerns to "other-worldly" beliefs was effected throughout centuries. The over all problematic that this course will seek to address is 1) the relevance of religious discourse to concrete social and political issues surrounding life in Near Eastern societies in their past history, and 2) the ways in which these legacies have informed our present cultural heritage. Some of the questions that we will be addressing will be the following: Why did the ancient Egyptians and Mesopotamians have such contrasting views of life and after-life? What might the rise of a mercantile class have to do with the growth of the Irano-Semitic "Confessional" religions during the axial age (800-200 BCE), and how could this have affected the development of the Judaic, Christian and Islamic traditions? What did the Byzantine Caesars have to do with defining Christian "orthodoxy"? And what were the "masses" trying to establish by espousing "heterodoxies"? Why did the Zoroastrian clergy conspire with Iranian kings in pre-Islamic Iranian history? And can one explain the Iranian revolution of 1977-78 in reference to this? What role has religious discourse played in the state-building endeavors of the Zionist movement and in the politics and culture of contemporary Israel? And finally what socio-political forces have triggered and shaped the rise and development of religious "fundamentalism" in their Christian, Jewish and Islamic contexts in our modern history? This course will examine, in broad outlines, the legacy of religion as discourse in the Near East.

(4) NELC 782: LITERATURE AND SOCIETY IN THE MODERN NEAR EAST [to be proposed: Associate Professor Joseph Zeidan]

This course is designed to provide students with in-depth analysis of issues of vital importance to modern Near Eastern literature and its place in society. One of the main objectives of this course is to go beyond the esthetic aspects of this literature and address its functional roles within the culture. The issues to be covered include: the emergence of modern literature; the impact of Occidental literature; the role of the classical literary and intellectual tradition; the process of canonization of new literary genres; the role of literature in initiating social changes; the role of literature in constructing cultural and political identities such as nationalism and statehood. An interdisciplinary approach will be adopted.

(5) NELC 784: DIRECTIONS IN CONTEMPORARY NEAR EASTERN STUDIES [to be proposed: Professor Margaret Mills; repeatable to a maximum of 10 cr hrs]

This course or pro-seminar offers entering graduate students and advanced undergraduates in NELC and related majors an overview of the disciplines, current research questions and methodological developments in the specializations of NELC and associated faculty. The itinerary will vary each time the course is offered, but the general object is to introduce NELC's and related students to research work in progress, to the ways new research subjects and questions are being formulated and addressed in different scholarly disciplines within our program. This course would showcase a series of lectures by NELC and associated faculty, helping to ensure that graduate students would have direct introduction to a range of NELC faculty and their work, early in their programs. It could also serve as a course for advanced undergraduates. Each student would have as the main task of the course, to develop an annotated bibliography on a research area likely to figure in their MA of PhD work, under the supervision of one of the NELC or affiliated faculty presenting lectures in the course.

Admission to the doctoral program requires completion of the M.A. in NELC or a related discipline (such as History)
or interdisciplinary field (such as International Studies). There are no plans to admit a student directly into the doctoral program without presenting an M.A. first or earning one prior to admission. An M.A. student in NELC taking any relevant core courses will be able to apply them toward the master’s degree requirements, in consultation with the faculty adviser. If such a student continues as a Ph.D. candidate within the department, these courses can count toward the doctoral core course requirements. It is expected that students admitted to the doctoral program with a background in other fields will be able to complete the core courses, which will be offered on a three-year rotating basis, in a timely manner.

A list of existing non-NELC courses potentially appropriate to fulfill different allied interdisciplinary field requirements is presented in Appendix E.4. Samples of individualized programs organized along the lines proposed are presented in Appendix E.5.

3. Administrative arrangements for the proposed degree.

The Department of Near Eastern Languages and Cultures in the College of Humanities would house the proposed Ph.D. degree program. The Department’s Graduate Studies Committee would administer the program within the rules of the Graduate Faculty and the policies of the Council on Research and Graduate Studies as implemented by the Graduate School.

4. Evidence of need for the new degree program.

Background: By 1994, the Department’s Self-Study and External Review Committees had completed comprehensive academic program reviews and a Plan of Action strongly recommending the establishment of a Ph.D. program. The faculty of the Department, working with the College of Humanities, undertook a major reorganization of the Department in 1996 which focused its linguistic mission on Near/Middle Eastern Studies strictu sensu. Given the Department’s current searches for new faculty in core areas, NELC is ready to establish its Ph.D. program. We would seize an opportunity to help address the national need for leadership in the field of Near Eastern languages and cultures and related areas.

Present situation: Currently, in addition to the M.A. in Near Eastern Languages and Cultures, the Department serves students in other academic units pursuing graduate study in Arabic, Hebrew, Persian and Turkish as well as in ancient Near Eastern languages (Akkadian, Hittite, Aramaic, Syriac, Ugaritic, and Phoenician) and comparative linguistics. These programs include the interdisciplinary Ph.D. in Comparative Studies (Cultural Studies; World Literature; Folklore and Ethnology; or Science and Technology Studies) and other language-dependent courses of study in departments such as History, Linguistics, Musicology (Ethnomusicology), African-American and African Studies, History of Art, and Political Science, as well as interdepartmental initiatives such as the Program in Mediterranean Religions.

Beyond our contributions to other programs, there is a need for primary expertise in Near/Middle Eastern Studies in academia, in government, and in international business and development settings that remains unmet by Ohio-educated citizens without the availability of a Ph.D. in Near Eastern languages and cultures. Thus many of our best students, often students from Ohio, are obliged to leave the State to continue studies post-M.A. (see Appendix C).

The business community, both national and international, has criticized American businesses for their lack of interest in or facility with the languages and cultures of the nations with whom they are trying to do business. This situation is particularly evident in the Middle East. In Ohio, we are presently unable to accommodate students with serious commitment to cultural competence and career interests in Middle Eastern law or business.

Ohio has substantial, concerned communities and groups with ties to the Middle East who have already contributed to OSU programs (the Melton Center, the M.S. Sofia Chair project, the Diane M. Cummins Scholarship). Local groups and individual donors interested in Judaic studies have had a long-standing active interest in OSU’s growth: financial support has been received from private individuals toward establishing faculty positions and setting up endowments for student scholarships and distinguished lecture series. NELC has been successful in competing for funds to hold national seminars, workshops, institutes and conferences and for faculty research grants and fellowships awarded by, among others, the National Endowment for the Humanities, the Social Science Research Council, the Fulbright Commission, the U.S. Department of Education, and the Guggenheim, Rockefeller, and Woodrow Wilson Foundations.
as well as more than a dozen other, more specialized grant sources. Over a period of ten years these scholarly and development initiatives have brought more than $1,220,000 to the University. The Ph.D. program will increase OSU's competitiveness for such external support. As the 1994 External Review Committee noted, "the ability to offer a doctorate is essential to the healthy growth and national prestige of the unit."

At a time of dramatically growing interest in relations of the West to the wider Muslim world, including the Islamic Central Asian states, this Department's firm interdisciplinary grounding acquires urgent critical relevance. In an era of globalization, this Ph.D. program would address national needs in area studies by training to a high level an internationally informed student body and building a core of alumni at home and abroad. Such a highly visible program could be a future source of financial, scholarly and business support, as well as academic distinction, for the University and the State of Ohio.

5. Prospective enrollment.

We normally enroll 12-18 M.A students each academic year. We do NOT propose an overall increase in the number of NELC graduate students, but more selective admission and longer retention of the best of our applicants. Even with no Ph.D. program to offer, the Department receives an average of 25 to 30 inquiries a year from students seeking a Ph.D. program at OSU. Still others write to particular faculty whose work is pertinent to their interests and whose visibility leads them to assume we have a Ph.D. program in place. It is increasingly the case that the best prepared and most highly motivated graduate students today often do not seek M.A. admission but rather a Ph.D. program; thus, with a Ph.D. program, we would remove the structural impediments to our recruiting and retaining them. In short, we anticipate that students whose ultimate goal is the Ph.D. will now apply to OSU, whereas without this degree option, the best of these students are choosing to go elsewhere. Finally, while the need which this program seeks to address is national in scope, as noted above, our primary constituency is expected to be drawn initially from residents of Ohio, where there are currently no programs available for graduate study in this field.

6. Special efforts to enroll and retain minority students and/or women.

The Department has been very successful at recruiting women students as well as international students—due mostly to the alertness of individual faculty members to promising recruits found at foreign universities or in undergraduate courses. There is a fierce competition for the best minority graduate students nationally. Having a rigorous but flexible interdisciplinary Ph.D. program in place will facilitate recruitment of minority and women students. The Department vigorously supports the University's stated nondiscrimination policy in matters relating to equal opportunity and affirmative action.

7. Faculty expertise and programmatic strength.

(a) The areas of specialization of current NELC faculty extend chronologically from the ancient and late ancient Near East (Sam Meier, Reuben Ahroni, Michael Swartz, Michael Zwettler) to the present (Joseph Zeidan, Sabra Webber, Margaret Mills), and geographically from North Africa (Sabra Webber) to Afghanistan and the Islamic Republics of Central Asia (Margaret Mills). Disciplines covered include those of folklore/cultural anthropology (Sabra Webber, Margaret Mills), literature and society (Adena Tanenbaum, Joseph Zeidan, Michael Zwettler, Dick Davis), religion and society (Parvaneh Poursarhiai, Michael Swartz, Daniel Frank), the study of the Hebrew Bible and its interpretation (Reuben Ahroni, Sam Meier, Michael Swartz, Daniel Frank), and language pedagogy and applied linguistics (Mahdi Alosh).

The Department is especially strong in the medieval period, and can show almost as much strength in the colonial and modern periods. In the medieval period and late antiquity we have outstanding specialists in Hebrew (Adena Tanenbaum, Daniel Frank, Michael Swartz), Arabic (Michael Zwettler), and Persian (Parvaneh Poursarhiai, Dick Davis). In the modern period we are nationally recognized as strong in Arabic (Sabra Webber, Joseph Zeidan) and in the folklore of the Islamic world (Margaret Mills, Sabra Webber). While these three fields, Late Antiquity and Medieval Studies, contemporary Islamic societies, and the folklore of the Islamic world, constitute our obvious major strengths, we also have excellent faculty in other areas, such as Gender Studies (Margaret Mills, Sabra Webber, Joseph Zeidan) and Arabic language pedagogy (Mahdi Alosh). A distinctive feature of NELC at OSU is the interdisciplinary work between Arabic and Hebrew, carried on by a number of our faculty: Joseph Zeidan, of our Arabic faculty, is fluent in Hebrew, while three of our Hebrew faculty (Reuben Ahroni, Daniel Frank, Adena Tanenbaum) are fluent in
Arabic and use Arabic primary materials extensively in their research.

Outside of NELC, our interdisciplinary connections are primarily with History, Comparative Studies, the Center for Medieval and Renaissance Studies, International Studies, and Women's Studies, in all of which units NELC faculty regularly teach courses. Faculty are also drawn upon to participate in ancient to modern Mediterranean studies (Sabra Webber, Adena Tanenbaum, Sam Meier, Michael Swartz) as well as studies that focus on the Pakistan-India region (Margaret Mills) and on Africa (Sabra Webber). We envisage developing further connections across the Colleges of the Arts and Sciences, and we have received encouraging responses from a number of departments with relevant course offerings (see Appendix E.4).

The Department has been given approval this year to conduct searches to fill two vacant faculty positions in critical areas (Turkish and the Sofia Chair in Arabic). We hope in the near future to search for a specialist in language, culture, and society in the Middle East. In addition, if enrollments warrant expansion in the future, the Department would propose that positions in language pedagogy be opened for those languages which currently lack specialists in this field.

Besides the 12 NELC faculty currently in place, there are numerous faculty at OSU who specialize in the Middle East or teach relevant disciplinary theory and methods courses (see Appendix B). Appendix E.4 lists a wider range of disciplinary faculty course offerings which we would seek to make available to Ph.D. students, in consultation with the relevant departments and faculty members.

OSU's library holdings in Jewish and Near Eastern languages and cultures are already more than sufficient for Ph.D. research, even outstanding on a national scale in certain areas (e.g., Hebrew and Judaica).

The Middle East Studies (MES) collection at Ohio State contains over 150,000 books on the history and culture of the Middle East and North Africa from the 7th century A.D. to the present; on the religion of Islam throughout the world; and on Arabic, Persian and Turkish languages and literatures. The MES Reading Room in Room 320 on the third floor of the Main Library is a non-circulating reference collection. This is just a small part of the total Middle East collection. The Reading Room contains the specialized encyclopedias, dictionaries and bibliographic tools, in Western and vernacular languages, necessary for the study of the Middle East, its languages and cultures and Islamic Studies.

The MES Reading Room also contains academic and popular journals from and about the Middle East as well as newspapers from the region. Only the most recent issues are in MES; older issues may be accessed via OSCAR.

The MES office (Room 308 Main Library) manages the Middle East collection, providing bibliographic assistance for researchers in Arabic, Persian, and Turkish as well as sources in Western languages.

The Hebrew and Jewish Studies collections consist of more than 200,000 titles. The Jewish studies Reading Room contains reference materials and current periodicals dealing with Old Testament and Talmudic studies, Jewish history including the modern State of Israel, and Judaic languages and literatures. Most books and bound journals on these subjects are in the stacks near the reading room.

8. **Need for additional facilities and staff along with the plans for meeting this need.**

The Department's needs assessment calls for no increases in (a) the total number of Graduate Associates and Lecturers or in (b) the inventory of library holdings.

(a) It is expected that some of the present Lecturers and the graduate students in other departments whom we currently hire to cover basic language and lower-level (GEC) teaching will be replaced by NELC PhD-enrolled GTAs, amounting to a reassignment of some existing resources from Lectureships to GTAs. This year NELC is employing 19 Lecturers and outside GTAs (in addition to one GTA of our own) to teach basic language and culture courses. We envisage that these courses will provide support to our own graduate students as the Ph.D. program is implemented. This conversion to increasingly NELC-based GA employment, undertaken gradually, should have a beneficial impact on students in the M.A. program as well.
(b) Library holdings are already excellent and enhanced annually under the existing budget, with a substantial supplement from the Middle East Studies Center’s Title VI grant.

(c) The Department’s present and planned facilities are adequate. The recent move to Hagerty Hall, with direct access to its World Media and Culture Center, has put state of the art technology at our disposal.

9. Projected additional cost associated with the program and adequacy of expected subsidy and other income to meet this cost.

No additional costs other than those mentioned above (item 8a: marginal costs of converting Lectureships to GTAs) are projected.

10. Information about the use of consultants and advisory committees in development of the degree program proposal.

We have contacted Associate Dean Elliot Slotnick (Graduate School) and Professor William Childs (History), who have read earlier drafts of this proposal as internal consultants, and we continue to seek their advice, as well as that of relevant OSU faculty members and departments whose existing courses we seek to include in our curriculum.
APPENDICES

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APPENDIX B: OSU Faculty in Allied Fields

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APPENDIX F: Faculty Grant Information

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APPENDIX H: Representative doctoral programs at other universities
APPENDIX A: NELC Faculty Information

A.1 Faculty Profiles

A.2 Faculty CVs
APPENDIX A.1: NELC Faculty Profiles
NELC Faculty Profiles

Reuben Ahroni, Professor
B.A., Tel Aviv University, 1954
Ph.D., Hebrew Union College, 1973

Dr. Ahroni's areas of research are Biblical studies and Yemenite Jewish literature and culture. He is the author of numerous articles on the Bible, as well as three books on Yemen: *Yemenite Jewry: Origins, Culture and Literature* (1986, Indiana University Press); *The Jews of Aden: A Community That Was* (Heb., 1991, Afikim); and *The Jews of the British Crown Colony of Aden* (1993, E.J. Brill). He is also the editor of volumes 7-11 of the *Hebrew Annual Review*. Volume 14 of this periodical was issued in his honor.

Dr. Ahroni has received grants from numerous sources, including the Jesselson and Littauer Foundations. He was the recipient of a 1983 Arts and Sciences Student Council Award for Outstanding Achievement in the Field of Education. He served as the Acting Chair of the Department of Near Eastern Languages and Cultures (1995-1997). Dr. Ahroni also served as the resident of the Biblical Society of the Great Eastern Lakes.

Mahdi Alosh, Associate Professor
B.A., University of Damascus, 1967
M.A., Ohio University, 1984
Ph.D., The Ohio State University, 1987

Dr. Alosh is the Director of the Arabic Language Program at The Ohio State University; he was also the Director of the National Arabic Language and Culture Institute (funded by the National Endowment for the Humanities 1991-1996). He is interested in curriculum design, the development of computer-assisted materials, computer adaptive testing, and the development of instructional materials. As a specialist in applied linguistics, he researches ways to improve the acquisition of Arabic as a foreign language, especially reading comprehension.

Dr. Alosh teaches graduate courses in Arabic applied linguistics and has written articles on multiculturalism and the theory and practice of Arabic pedagogy. In addition, he is the author of a series of Arabic textbooks: *Ahlan wa Sahlan* (Parts 1-5); *Modern Arabic Reader*; and *Learner, Text, and Context in Foreign Language Acquisition: An Arabic Perspective*. Another book, *Modern Functional Arabic*, is forthcoming from Yale University Press. He has also prepared an audio course for Eastern Arabic.

Dr. Alosh is the recipient of grants from the U.S. Department of Education, the National Endowment for the Humanities, and the Center for Teaching Excellence at OSU.
Dick Davis, Professor and Chair  
B.A., Cambridge University, 1966  
M.A., Cambridge University, 1970  
Ph.D., Manchester University, 1988

Dr. Davis' particular interest is medieval Persian poetry, but he is also concerned with the history and problems of verse translation. His recent works include translations of the *Manteq Altair of Attar* (1984), an edition of Fitzgerald's translations of Khayyam (1990), *The Legend of Seyavash of Ferdowsi* (1992), and *Epic and Sedition: A Study of Ferdowsi's 'Shahnameh'* (1992). He has also translated medieval epigrams in *Borrowed Ware* (1996) and a comic novel by Iraj Pezeshkzad entitled *My Uncle Napoleon* (1996).

Dr. Davis is also Coordinator of the Persian Program at The Ohio State University.

Daniel Frank, Associate Professor  
A.B., Harvard College, 1977  
M.A., University of London, 1978  
Ph.D., Harvard University, 1991

Dr. Frank's primary field of research is the history, literature, and doctrines of the Karaites, an ancient Jewish sect which does not accept the authority of the Talmud. His other areas of expertise include medieval Jewish history, literature, and culture especially Judeo-Arabic literature and biblical exegesis. Before coming to OSU, Dr. Frank spent twelve years in England as a Fellow of the Oxford Centre for Hebrew and Jewish Studies, a Research Fellow at Wolfson College, Oxford, and a Lecturer in the Faculty of Oriental Studies at Oxford University. He served as the Reviews Editor for the *Journal of Jewish Studies* for four years. Among his publications are an edited volume, *The Jews of Medieval Islam: Community, Society, and Identity* (E.J. Brill, 1995).

Professor Frank is Coordinator of OSU's Hebrew language program. He teaches a range of Hebrew language courses and "The Medieval Jewish Experience" (MRS 216/Hebrew 216) with Professor Adena Tanenbaum.

Victoria Rowe Holbrook, Associate Professor  
B.A., Harvard University, 1977  
M.A., Princeton University, 1979  
Ph.D., Princeton University, 1983

Professor Holbrook is a specialist in Ottoman and modern Turkish literary and cultural studies. She is currently at work on *The Tightrope Walkers: Modernism and Authenticity in Turkish Poetry*. She received the M. Fuat Kopru Book Prize for her 1994 book *The Unreadable Shores of Love: Turkish Modernity and Mystic Romance*. She has received research awards from the National Endowment for the Humanities, Social Science Research Council, Fulbright Council for International Exchange of Scholars, and the
Society of Fellows at Columbia University. She is an Honorary Fellow of the Muhyiddin Ibn 'Arabi Society, Oxford, England. She has been a Visiting Professor at Bosphorus, Koc, and Bilkent Universities.

Professor Holbrook is Coordinator of the Turkish Program at the Ohio State University.

Sam Arthur Meier, Associate Professor

Professor Meier received his Ph.D. from Harvard University (1987) in Hebrew and Semitic Languages and Literatures. He began teaching at the Ohio State University in 1986, and is the author of The Messenger in the Ancient Semitic World (1988) as well as Speaking of Speaking: Marking Direct Discourse in Biblical Hebrew (1992). He also serves as adjunct professor of History, where he teaches the both the History of ancient Israel and History of the Second Commonwealth. Dr. Meier is the Coordinator of the Hebrew Program at The Ohio State University. Among honors that he has received, he has been a guest at the Rockefeller Study and Conference Center in Bellagio (Italy), has been the Edwards Lecturer in Philosophy and Religion, and has received the Ohio State University Alumni Distinguished Teaching Award, as well as the Rodica C. Botoman Award for Outstanding Undergraduate Teaching and Mentoring.. He is presently engaged in research in the Deuteronomistic History and prophecy in ancient Israel.

Margaret Mills, Professor
B.A., Radcliffe College, Harvard University, 1968
Ph.D., Harvard University, 1978

Professor Mills came to OSU in 1998 from the University of Pennsylvania, where she was Chair of the Department of Folklore and Folklife. She is widely regarded as a leading specialist in the popular culture of the Persian and Farsi-speaking world. Her book, Rhetorics and Politics in Afghan Traditional Storytelling, won the 1993 Chicago Folklore Prize for best academic work in folklore. She is the author or co-editor of four additional books, with two others in preparation, as well as numerous other publications.

Dr. Mills recently completed a term of service as the Chair of the Department of NELC.

Parvaneh Pourshariati, Assistant Professor
BA, Sociology, New York University, 1985
Ph.D., History, Columbia University, 1995

Parvaneh Pourshariati received her doctorate in history from Columbia University in 1995. She holds a BA from New York University in sociology. Pourshariati’s primary interest is the social history of the Middle East in the medieval and early modern period, especially in its popular dimensions. Her work thus far has dealt with issues of conversion in Iran in the post-Islamic period and popular revolts that erupted on the wake
of the Arab conquest of Iran in the seventh century. Her current research focuses on the popular literature of the Turko-Iranian world in the late medieval and early modern periods as they reflect the "sub-cultures" operating in these societies. Her current research also deals with the depictions of the roles and functions of women through this literature. Pourshariati's dissertation was supported by grants from Columbia University and the American Institute of Iranian Studies and received an Honorable Mention in the Best Dissertation award of the Foundation for Iranian Studies. Her subsequent research has been supported by grants from the American Association of University Women and the Social Science Research Council and most recently by the Department of Women's Studies at OSU. Pourshariati is an Assistant Professor of Islamic Studies at the Department of Near Eastern Languages and Cultures, and has a courtesy appointment as an Assistant Professor at the History Dept. in the University. She is currently working on her book on the social history of Iran in the early Islamic period as well as editing a volume on the social history of popular culture in medieval and early modern Iran. Her published works include articles on the "Local Histories of Khurasan and the Pattern of Arab Settlement," Studia Iranica, 27, 1998, pp. 41-81 and "Local Historiography in Early Medieval Iran and the Tarikh Bayhaq," Iranian Studies, 33, Nos. 1-2, 2000.

Michael Swartz, Professor
B.A., Religion, Boston University, 1975
M.A., New York University, 1983
Ph.D., Near Eastern Languages and Literatures, New York University, 1986

Dr. Swartz specializes in the cultural history of Judaism in late antiquity, rabbinic studies, early Jewish mysticism and magic, and ritual studies. He is the author of Mystical Prayer in Ancient Judaism: An Analysis of Ma'aseh Merkavah (1992) and Scholastic Magic: Ritual and Revelation in Early Jewish Mysticism (1996). He is also co-author (with Lawrence H. Schiffman) of Hebrew and Aramaic Incantation Texts from the Cairo Genizah: Selected Texts from Taylor-Schechter Box K1 (1992).

Dr. Swartz is currently working on a history of ideas of sacrifice in post-biblical Judaism.

Adena V. Tanenbaum, Associate Professor
B.A., Barnard College, 1981
A.M., Harvard University, 1986
Ph.D., Harvard University, 1993

Dr. Tanenbaum's research focuses on medieval Jewish intellectual history with a special emphasis on literary works from Islamic lands. She has a long-standing interest in philosophical themes in Hebrew poetry from Spain, and has published a book entitled The Contemplative Soul: Hebrew Poetry and Philosophical Theory in Medieval Spain (Leiden: Brill, 2002). Before coming to OSU, Dr. Tanenbaum spent twelve years in England as a Member of the Oriental Studies Faculty of Oxford University, a Senior
Associate of the Oxford Centre for Hebrew and Jewish Studies, and a Visiting Lecturer at University College London.

At OSU, Professor Tanenbaum coordinates Hebrew 241, "The Culture of Contemporary Israel" and teaches an honors section of that course. She also teaches a variety of medieval and modern Hebrew literature courses.

Sabra Webber, Associate Professor
B.A., Occidental College, 1966
M.A., University of California at Berkeley, 1975
Ph.D., University of Texas at Austin, 1981
Dr. Webber is a specialist in folklore, ethnography, and the Arab World, especially Egypt and the Maghrib. Holder of a shared appointment in the Department of Near Eastern Languages and Cultures (formerly Department of Near Eastern, Judaic and Hellenic Languages and Literatures), Dr. Webber was also chair of the Division of Comparative Studies in the Humanities from 1990-1995. She recently published Romancing the Real: Folklore and Ethnographic Representation in North Africa (1991), which received an Albert Hourani prize honorable mention for one of the four best scholarly books published on the Middle East between 1991 and 1993. She has also been a National Endowment for the Humanities Research Fellow, an American Research Center in Egypt Fellow, and a Rockefeller Research Fellow.

Joseph Zeidan, Associate Professor
B.A., Hebrew University, 1968
M.A., Hebrew University, 1975
Ph.D., University of California at Berkeley, 1982
Dr. Zeidan specializes in modern Arabic and Hebrew literature, as well as intellectual trends in the modern Arab World. In 1989-1990, he received a grant from the National Endowment for the Humanities to conduct research in Egypt on the Levantine Theatre. His book, Arab Women Novelists: The Formative Years and Beyond was named an Outstanding Academic Book for 1995 by Choice magazine. The second edition of his Bibliography of Women's Literature in the Modern Arab World is forthcoming. In addition, he was the recipient of The Ohio State University Alumni Award for Distinguished Teaching (1994), as well as an Award for Outstanding Achievement in the field of Education from the Arts and Sciences Student Council (1995).

Dr. Zeidan is currently working on a book about the canonization of the Arab theater from the years 1876-1919 and also a comparative study about the quest for national identity in Arabic and Hebrew.
Michael Zwettler, Associate Professor
B.A., University of Notre Dame, 1962
M.A. University of California at Berkeley, 1965
Ph.D., University of California at Berkeley, 1972

Dr. Zwettler is an expert in Classical Arabic language and literature and pre- and early Islamic culture and civilization. His present research interests include the oral tradition of Classical Arabic poetry, Qur'anic studies, and pre- and early Islamic Arabic cultural history and epigraphy. He has written a book entitled *The Oral Tradition of Classical Arabic Poetry: Its Character and Implications*, which was published by the Ohio State University Press in 1978.
APPENDIX B: OSU Faculty in Allied Fields
APPENDIX B: OSU Faculty in Allied Fields

Nina Berman
Associate Professor, Germanic Languages and Literatures
(20th century culture and literature; Germany and the Middle East)

Frederic Cadora
Professor Emeritus, Near Eastern Languages & Cultures
(Arabic Language, Literature, & Linguistics)

Vicent Cantarino
Professor, Spanish & Portuguese
(Medieval Philosophy; Scholastic Theology; Arabic; Medieval Spanish Literature; Intellectual History of Europe)

Howard Crane
Professor, History of Art
(Middle Eastern Art & Architecture)

Stephen Dale
Professor, History
(Iran; India; Central Asia)

Howard Federspiel
Professor, Political Science
(Indonesia; Comparative Islamic Politics)

Carter Findley
Professor, History
(Ottoman Empire; Islamic History & Civilization)

Carole Fink
Professor, History
(Jewish and Israeli History)

Joseph Galron
Associate Professor, University Libraries
(Jewish Studies Librarian)

Matt Goldish
Associate Professor, History
(Medieval and Modern Jewish History)

Timothy Gregory
Professor, History
(Greco-Roman, Byzantine and Near East Archaeology and History)

Jane Hathaway
Associate Professor, History
(Ottoman Empire; Egypt)
Richard Herrmann
Professor, Political Science
(International Relations; American Foreign Policy)

Danielle Marx-Scouras
Associate Professor, French and Italian
(Francophone North Africa)

Joy McCorriston
Associate Professor, Anthropology
(Archaeology; Archaeobotany; Near East; Anthropological Dimensions of Climate Change; Environmental Archaeology)

Okechukwa Odita
Professor, History of Art
(Art of North Africa; Art Media Techniques)

Alam Pavan
Director, Middle East Studies Center
Adjunct Professor, International Studies, Near Eastern Languages and Cultures, and Political Science
(Middle Eastern and Central Asian Politics; Ethnic and Linguistic Groups in the Middle East and Central Asia)

Tamar Rudavsky
Director, Melton Center for Jewish Studies
Professor, Philosophy
(Medieval Jewish and Islamic Philosophy)

Amy Shuman
Associate Professor, English
(Jewish Folklore, Cultural Studies)

Ahmad Sikainga
Professor, History
(History of Islam in Africa; Colonialism)

Frank Spaulding
Associate Director, Office of International Affairs
(Ethnicity; Historical Anthropology; Migration and Urbanization; Psychological Anthropology)

Dona Stralev
Associate Professor, University Libraries
(Middle East Bibliography and Research Methods)
APPENDIX C: Student Constituency for Ph.D. Program
APPENDIX C: Student constituency for a Ph.D. Program in NELC

The following is a partial list of former students in NELC whose graduate academic plans/needs were affected by unmet due to the absence of a NELC Ph.D. program.

1. students currently (or soon to be) pursuing the Ph.D at another university or OSU department

   Esra Akin - Dept. of History of Art, OSU
   Ahmet Agir - Dept. of Languages and Cultures of Asia, University of Wisconsin
   Savas Arslan - Dept. of History of Art, OSU
   Zekeriya Baskal - Dept. of Languages and Cultures of Asia, University of Wisconsin
   Thomas Beyl - School of Graduate Studies, Bible and Ancient Near East, Hebrew Union College
   Allen Clark - School of Teaching and Learning, College of Education, OSU
   Carmen Cross - Dept. of Linguistics, Georgetown University
   John Curry - Dept. of History, OSU
   Kerim Demirci - Dept. of Languages and Cultures of Asia, University of Wisconsin
   Ozgen Felek - Dept. of Near Eastern Studies, University of Michigan
   Amineh Gazerani - Dept. of History, OSU
   Ferhat Karabulut - Dept. of Languages and Cultures of Asia, University of Wisconsin
   Abbas Karakaya - Dept. of Central Eurasian Studies, Indiana University
   Fawaz Mansour - Division of Languages, Tel-Aviv University
   Jennifer Nichols - School of Teaching and Learning, College of Education, OSU
   Kevin Osterloh - Dept. of Religion, Princeton University
   Andrew Riley - School of Graduate Studies, Bible and Ancient Near East, Hebrew Union College
   Farah Shadchehr - Dept. of History, OSU

2. students who have completed the Ph.D. (and relevant employment status):

   Mustafa Ahmed (Dept. of History, OSU; completed 1997) Director, Foundation for Islamic Education, Villanova, PA
   Asma Alsarhan (Middle East Studies Center, University of Utah; completed 2004) Assistant Professor, Department of Arabic Language & Literature, Kuwait University
   Gregory Bell (Dept. of Asian and Middle Eastern Studies, University of Pennsylvania; completed 2002) Institute Coordinator, Institute for the Transregional Study of the Contemporary Middle East, North Africa, and Central Asia, Woodrow Wilson School of Public and International Affairs, Princeton University
John Engle (School of Graduate Studies [Bible and Ancient Near East], Hebrew Union College; completed Spring 2002) currently pursuing the M. Ed., School of PAES, College of Education, OSU

Patricia Niehoff (School of Teaching and Learning, College of Education, OSU; completed 1999) practicing immigration law in Columbus, OH

Sylvia Onder (One-of-a-Kind Ph.D., OSU; completed 1998) Assistant Professor [Turkish], Division of Eastern Mediterranean Languages, Georgetown University

Hakan Ozoglu (History, OSU; completed 1997) Lecturer, Dept. of Near Eastern Languages and Cultures, University of Chicago

Richard Popp (Dept. of Arabic Language, Literature & Linguistics, Georgetown University; completed 2001) Technology Program Manager, Near East South Asia Center for Strategic Studies, National Defense University

3. **those who might pursue a NELC-related Ph.D. but haven’t due to commitments keeping them in Central Ohio**

Hanaa’ El-Yousseph (ESL teacher, Columbus Public Schools)

Ghada Siada (self-employed)

Khalid Shammout (manager, Central Ohio Transit Authority)
APPENDIX D: Library Support
APPENDIX D: Middle East and Jewish Studies Collections at University Libraries

The Middle East Studies Collection

The Middle East Studies (MES) collection at Ohio State contains over 100,000 books on the history and culture of the Middle East and North Africa from the 7th century A.D. to the present; on the religion of Islam throughout the world; and on Arabic, Persian and Turkish languages and literatures. The MES Reading Room in Room 320 on the third floor of the Main Library is a non-circulating reference collection. This is just a small part of the total Middle East collection. The Reading Room contains the specialized encyclopedias, dictionaries and bibliographic tools, in Western and vernacular languages, necessary for the study of the Middle East, its languages and cultures and Islamic Studies.

The MES Reading Room also contains academic and popular journals from and about the Middle East as well as newspapers from the region. Only the most recent issues are in MES; consult OSCAR for the location of older issues.

The MES office (Room 308 Main Library) manages the Middle East collection, providing bibliographic assistance for researchers in Arabic, Persian, and Turkish as well as sources in western languages.

(ref. http://www.lib.ohio-state.edu/mejweb/mesnew1.htm)

The Jewish Studies Collection

The Jewish Studies Collection at Ohio State contains more than 120,000 titles in Hebrew, Yiddish, and other languages dealing with Old Testament and Talmudic studies, Jewish history including the modern State of Israel, and Judaic languages and literatures.

The Jewish Studies Reading Room (Third Floor, Main Library) contains a wealth of bibliographic and reference materials and current periodicals in these areas. Most books and bound journals on these subjects are in the stacks near the reading room.

APPENDIX E: Program Description and Curriculum

E.1 Narrative program description

E.2 Existing graduate level courses in NELC

E.3 Proposed core curriculum courses

E.4 Courses in allied fields

E.5 Sample programs

E.6 Graduate courses taught in NELC, AU98-WI04
APPENDIX E.1: NELC Ph.D. Narrative Program Description

The Ph.D. program we propose builds upon a focused but flexible set of core courses. We envisage that this program will engage the student for 3-5 years beyond completion of the M.A. The program entails full utilization of the department’s broad language and culture competencies, and it gives students selective access to the wide range of interdisciplinary resources in the University’s other departments and colleges. In this design we take our cue from the University Academic Plan’s invitation to create innovative interdisciplinary programs, and to strengthen international studies. Building upon OSU’s historical pattern of interdepartmental cooperation, we propose to accommodate a variety of professional goals, which may include the classical language and literature focus of traditional (but increasingly interdisciplinary) academic careers in the humanities, teaching and research in comparative cultural studies or interdisciplinary social sciences, and language pedagogy.

Not all doctoral students wish to pursue training in language pedagogy, but this training will certainly be available to those who do, especially in Arabic. (This is evidenced by Professor Alosh’s courses on applied linguistics and pedagogy, namely Arabic 610, 615, 710, and 801.) The proposed Ph.D. program would provide a balance between language training and cultural studies, to which languages give an access.

We also envisage that the Ph.D. will provide specialized linguistic and cultural expertise for those wishing to enter the fields of foreign/diplomatic service, international development, international business and law. All these interests and career paths have been represented by M.A. students recently passing through our department and/or students from other programs who have sought language and culture training through NELC. Thus we propose a strong language and culture program to the Ph.D. level, anchored by a set of core courses which our faculty are uniquely qualified to teach, with substantial disciplinary/interdisciplinary options included in the degree. These options would be negotiated with graduate faculty in the appropriate departments, depending on individual students’ qualifications. Our program’s distinctive qualities will reside in part in utilization of the extensive range of allied disciplinary training available at OSU, compared to other institutions with comparably strong Near/Middle East faculties in place. (See Appendix H.)

An examination of the graduate curricula and faculties of Near Eastern Studies at comparable universities indicates a spread of languages and academic competencies similar to NELC’s, although some of these universities have many more faculty than OSU does. NELC’s specific strengths, both in the quality of our faculty and in particular areas of expertise (such as Medieval studies and folklore), would make the department a natural first choice for Ph.D. students whose interests match those of our faculty.
The basic architecture of the PhD degree is as follows (minimum graduate credits):

1. **Required course:**
   NELC 680  
   **5 credits**

2. **Other Core Courses:**
   Selected from among 4 five-credit courses, offered in a 3-year rotation  
   **10 credits**

3. **Primary Language/Culture focus:**  
   **50 credits**

4. **Secondary Language/Culture focus:**
   One or both of the language/culture foci may include study abroad at advanced intermediate or advanced level  
   **25 credits**

5. **Ancillary or Allied Disciplinary field(s):**
   One or two designated fields  
   **25 credits**

6. **Thesis (998) or dissertation (999) research:**
   **20 credits**
   *(maximum)*

**TOTAL:**  
**135 credits**

(This total may include 45 credit hours taken toward the NELC M.A., subject to adviser approval)

Admission to the doctoral program requires completion of the M.A. in NELC or a related discipline (such as History) or interdisciplinary field (such as International Studies). There are no plans to admit a student directly into the doctoral program without presenting an M.A. first or earning one prior to admission. An M.A. student in NELC taking any relevant core courses will be able to apply them toward the master’s degree requirements, in consultation with the faculty adviser. If such a student continues as a Ph.D. candidate within the department, these courses can count toward the doctoral core course requirements. It is expected that students admitted to the doctoral program with a background in other fields will be able to complete the core courses, which will be offered on a three-year rotating basis, in a timely manner.

**Core Courses**

The core courses for the proposed doctoral program present an interdisciplinary array of topics, cross-cultural in scope and comparative in approach, which are intended to provide an essential context for the development of more specific research interests (see Appendix E.3). Since the NELC faculty’s expertise ranges across geographical, historical, and national as well as disciplinary boundaries, the cultural discourses and research practices which these courses are designed to address will help students to identify and explore the longstanding reciprocities existing between the different cultures of the Middle East, while at the same time fully appreciating the distinctive features, values, and legacies of each culture. The number of present NELC faculty is sufficient to provide the regular offering of these courses, although we would welcome an increase in the number of faculty should the opportunity arise in the future.
Each student will select two disciplinary foci (e.g., literature and history; literature and religious studies; culture and development studies; literature and ethnology/folklore; historical linguistics and language pedagogy), as well as a temporal focus (e.g., ancient, ancient/medieval, modern). It is expected that the secondary language focus may require intensive basic-to-intermediate language study not for degree credit (e.g., through intensive summer programs in the US or abroad), if the student is starting the second Near Eastern language in graduate school. Reading knowledge in two other European languages for research purposes is also required. This requirement may be met by completing the relevant OSU language courses designed for this purpose (e.g., French 571, Basic French for Graduate Students; 572, French for Research I; and 573, French for Research II); passing the appropriate department’s (e.g., Germanic Languages and Literatures) reading examination that is offered quarterly as a service to graduate students in other departments; or passing a special exam that would be designed to prove a thorough reading knowledge, and evaluated by a qualified faculty member.

Advising of Doctoral Students

A. During the first quarter of study, each new student will be assigned an advisor. The student may change the advisor upon consultation with and approval of the Graduate Studies Committee Chair and the faculty involved. The advisor for the Ph.D. student must have Graduate Faculty Category P status. All courses will be chosen in consultation with and approval of the advisor.

B. By the autumn of the second year of study, the student will, in consultation with the advisor, select the fields of concentration which will later form the basis of the student’s Candidacy Examination. The student shall also, with advisor approval, select the other members of the Advisory Committee, who should be representative of the areas of the student’s specialization. The Advisory Committee is composed of at least four authorized graduate faculty members, including the student’s advisor.

C. The administration of the student’s Candidacy Examination will conform in all respects with the relevant rules, procedures, and guidelines set forth by the Graduate School.

The Candidacy Examination may be taken or begun at any time thought appropriate by the student’s Advisory Committee and the Graduate Studies Committee but not later than two quarters before graduation. It will consist of two parts, written and oral, administered under the auspices of the Graduate Studies Committee in conjunction with the Advisory Committee and the Graduate School. The Graduate School representative will attend the oral portion of the Candidacy Examination. The Advisory Committee becomes the Candidacy Examination Committee to administer the examination. The names of the Candidacy Examination Committee must be filed with the Graduate Studies Committee Chair prior to the examination. At the discretion of the Advisory Committee, faculty members who are not members of the Committee may participate in generating, administering, or evaluating parts of the written portion of the Candidacy Examination.
These faculty members may, under appropriate circumstances, become regular members of the student's Advisory Committee.

The student must be registered for at least three credit hours the quarter the Candidacy Examination is taken.

The Written portion of the Candidacy Examination will include three separate written examinations on the student's fields of concentration and related field(s). These may be administered within a limited time period or sequentially over an extended time period, as determined by the student's Advisory Committee.

The oral portion of the Candidacy Examination will last approximately two hours and is to be held within one month after the completion of the written portion. Attendance at the oral portion is limited to the student and the members of the Candidacy Examination Committee. The Graduate School will appoint a Graduate School Representative to the oral examination.

D. After passing the Candidacy Examination, the student becomes a Ph.D. candidate and begins work on the dissertation. The Candidacy Examination Committee (including the student's advisor), with any necessary or appropriate membership adjustments, now becomes the Dissertation Committee. The Chair of the Dissertation Committee must have Graduate Faculty Category P status. The candidate is responsible for supplying Committee members with drafts of the dissertation for their criticism and suggestions during the course of writing. Faculty are not expected to read final drafts that are handed in less than one month before the proposed date of the final Oral Examination.

A list of existing non-NELC courses, in the Humanities and across the Federation of Arts and Sciences, potentially appropriate to fulfill different allied/interdisciplinary field requirements is presented in Appendix E.4. A sample of individualized programs organized along the lines proposed is presented in Appendix E.5.
APPENDIX E.2: List of Existing Graduate Level Courses in Near Eastern Languages and Cultures
(full course descriptions are given at http://nelc.osu.edu/)

NELC Courses

603 Grammar of Selected Ancient Near Eastern Languages U G 5
Fundamentals of grammar and reading in ancient Near Eastern languages (language of study to be announced, e.g., Egyptian, Coptic, Hittite, Northwest Semitic dialects, Syriac).

Prereq: Knowledge of a Near Eastern language or permission of instructor. Repeatable to a maximum of 20 cr hrs. Taught in English.

611 Comparative Semitic Linguistics U G 5
An introduction to the study of the comparative Semitic linguistics.

Prereq: Permission of instructor.

612 Languages and Cultures of the Middle East U G 5
Wide overview of languages spoken in the ancient, medieval, and modern Middle East; their linguistic affiliation; main periods of their history; their different writing systems.

Prereq: Permission of instructor.

630 Ugaritic U G 5
Introduction to the language and literature of Ugaritic; readings in the Ugaritic mythological literature.

Prereq: Permission of instructor.

634 Sumerian
Examination of the basics of Sumerian grammar; introduction to a variety of literary and non-literary texts and genres.

634.01 Sumerian I U G 5
Explanation and discussion of grammatical or literary topics followed by the study of elementary Sumerian texts to develop practical reading skills.

Wi Qtr. Prereq: Permission of instructor.
634.02 Sumerian II U G 5
Reading texts in the original cuneiform script and understanding them within their historical and generic contexts.

Sp Qtr. Prereq: 634.01 or permission of instructor.

635 Akkadian
Examination of the basics of Akkadian grammar; introduction to a variety of literary and non-literary texts and genres.

635.01 Akkadian I U G 5
Explanation and discussion of grammatical or literary topics followed by the study of elementary Akkadian texts to develop practical reading skills.

Wi Qtr. Prereq: Permission of instructor.

635.02 Akkadian II U G 5
Reading texts in their original cuneiform script and understanding them within their historical and generic contexts.

Sp Qtr. Prereq: 635.01 or permission of instructor.

642 Representing the Middle East in Film U G 5
Examination of the discourses of orientalism using film as the primary medium of expression and discussion.

Prereq: Permission of instructor.

644 Politics of Culture in Central Asia U G 5 (proposed)
Comparative study of cultural legacy and change, including religious and secular life and civil society development, in relation to political trends in Central Asia.

Prereq: Rank 3 minimum or grad standing, or permission of instructor.

645 Contemporary Issues in the Middle East U G 5
Intensive examination of contemporary issues in the Middle East by applying an interdisciplinary approach.

Prereq: Int Stds 245 or jr standing. Not open to students with credit for Int Stds 645. Cross-listed in International Studies.

646 Colonial Cities in Postcolonial Memory: The Politics of Urban Development in the Near East U G 5
Introduction to colonial and postcolonial studies through a comparative examination of various cities that developed in the Near East during the late nineteenth century.
Prereq: Permission of instructor.

648 Studies in Orality and Literacy U G 5
Examination of major theories of writing and of oral composition and transmission, in juxtaposition to case material deriving from a variety of Middle Eastern cultures.

Prereq: Permission of instructor.

671 Canon and Communities in the Near East U G 5
Investigation of the process by which Near Eastern sacred texts (Bible, Qur’an, and others) become sacred and the interaction between texts and the communities holding them sacred.

672 Poetry and Politics in the 20th-Century Mediterranean U G 5
Exploration of several poets and poetic traditions around the Mediterranean in relation to modern political struggles: resistance to fascism; dilemmas of imperialism and underdevelopment. Cross-listed in Comparative Studies.

Prereq: English 110 or 111, or grad standing.

675 Intellectuals in the Middle East U G 5
Concerns and conditions of intellectuals in the modern Middle East.

Knowledge of a Middle Eastern language is helpful but not required.

680 Basic Bibliographic and Reference Tools in Near Eastern Languages and Cultures U G 5
An examination of basic reference works needed to perform research in Near Eastern languages and cultures.

Prereq: 10 cr hrs in Middle Eastern history or literature or equiv. Taught in English.

692 Summer Workshop on Middle Eastern Cultures U G 6
Repeatable to a maximum of 18 cr hrs.

694 Group Studies U G 1-5
Special topics to be announced in the quarter previous to the one in which the course is offered.

Repeatable to a maximum of 15 cr hrs.

697 Study at a Foreign Institution U G 1-15
An opportunity for students to study at a foreign institution and receive Ohio State credit for that work.
Prereq: Written permission of dept chairperson. Repeatable to a maximum of 45 cr hrs. This course is Progress ("P") graded. Students will pay Ohio State fees and any fees in excess of Ohio State tuition, as well as all travel and subsistence costs.

792 **Interdepartmental Studies in the Humanities U G 3-5**
Two or more departments present colloquia on subjects of mutual interest; topics to be announced.

Prereq: Grad standing or permission of instructor(s). Repeatable to a maximum of 15 cr hrs.

998 **Research in Near Eastern Languages and Cultures G 1-10**
Research for thesis purposes only.

Prereq: Permission of instructor. Repeatable to a maximum of 10 cr hrs.

**Arabic Courses**

603 **Advanced Arabic Conversation and Composition U G 5**
Intensive practice in speaking and writing Arabic at an advanced level based on contemporary literary usage; conducted entirely in Arabic.

Prereq: 403 or permission of instructor. Not open to students with credit for 601.

610 **Introduction to Arabic Linguistics U G 5**
An introduction to the structure of the Arabic language, both spoken and written.

Prereq: 103 or 152, and Linguist 601, or permission of instructor.

611 **History of the Arabic Language U G 5**
Survey of the evolution of the Arabic language in its cultural and historical setting.

Prereq: Permission of instructor. GEC third writing course.

615 **Translation: Theory and Practice U G 5**
Examination of some general guidelines for translating from Arabic to English or from English to Arabic, depending on the first language of the student.

Prereq: Permission of instructor. Advanced reading proficiency in second language.

626 **Introduction to the Arabic Qur'an U G 5**
A linguistic, literary, and cultural analysis of selected chapters from the Qur'an.

Prereq: 403.
627 Classical Arabic Poetry U G 5
Selected readings from classical and medieval Arabic poetry; Arabic metrics and literary theory.

Prereq: 403.

628 Classical Arabic Prose U G 5
Selected readings reflecting the evolution of Arabic prose literature from its origins to the late Abbasid period.

Prereq: 403.

651 Contemporary Arabic Prose Fiction U G 5
Reading and analysis of short stories and novels representative of major developments and trends of the 20th century.

Prereq: 403. Not open to students with credit for 622 or 625.

652 Contemporary Arabic Poetry and Drama U G 5
Reading and analysis of plays and poems representative of major developments and trends of the 20th century.

Prereq: 403. Not open to students with credit for 623 or 624.

671 The Qur'an in Translation U G 5
An introduction, in English, to the literary, religious, and cultural implications of the fundamental Book of Arabic literature and of Islamic civilization.

672 Arabic Folk Narrative in Translation U G 5
Literary and cultural aspects of 1001 Nights and other popular narratives (epics, legends, folktales) in the Arab world.

692 Workshop U G 1-9
Intensive study of a problem common to the participants for the purpose of developing sound principles and practices relating to it.

Prereq: Teaching experience and written permission of workshop director. Repeatable to a maximum of 27 cr hrs.

693 Individual Studies U G 1-5

Prereq: Written permission of instructor. Repeatable to a maximum of 15 cr hrs.

694 Group Studies U G 1-15
Special topics to be announced in the quarter previous to the one in which the course is offered.
697 Study at a Foreign Institution U G 1-15
An opportunity for students to study at a foreign institution and receive Ohio State credit for that work.

Prereq: Written permission of dept chairperson. Repeatable to a maximum of 45 cr hrs. This course is Progress ("P") graded. Students will pay Ohio State fees and any fees in excess of Ohio State tuition, as well as all travel and subsistence costs.

710 Studies in Arabic Linguistics U G 5
Advanced analytical study of synchronic, diachronic, sociolinguistic, and dialectal topics and problems.

Prereq: 610 or 611 or permission of instructor. Repeatable to a maximum of 20 cr hrs.

721 Studies in Arabic Poetry U G 5
Advanced study of specific poetic periods, figures, and/or topics involving extensive reading and discussion of appropriate primary and secondary source materials.

Prereq: 10 cr hrs of Arabic literature at the 600 level or equiv. Repeatable to a maximum of 15 cr hrs.

722 Studies in Arabic Prose U G 5
Advanced study of specific periods, authors and/or genres of prose writing (literary or non-literary) involving extensive reading and discussion of primary and secondary materials.

Prereq: 10 cr hrs of Arabic literature at the 600 level or equiv. Repeatable to a maximum of 20 cr hrs.

801 Teaching Arabic at the College Level G 5
Methods and techniques for the teaching of Arabic at the college level.

Au Qtr. 2-wk intensive workshop followed by 1 2-hr cl weekly. Prereq: TA in NELC or permission of instructor.

811 Seminar in Arabic Studies G 5
Intensive investigation of a selected topic or problem in Arabic linguistics, philology, literature, or literary culture.

Prereq: Permission of instructor. Repeatable to a maximum of 20 cr hrs. Preparation of major research paper is required.
998 Research in Arabic G 1-25
Research for thesis purposes only.
Prereq: permission of instructor. Repeatable to a maximum of 25 cr hrs.

Hebrew Courses

601 Biblical Hebrew Grammar U G 5
Introduction to the phonology, morphology, and syntax of the Biblical Hebrew idiom.
Prereq: 104 or permission of instructor.

604 Hebrew Phonetics and Vocalization U G 3
Rules of Hebrew phonetics and vocalization; lectures and abundant practical exercises.
Prereq: 104 or permission of instructor.

605 Hebrew Morphology U G 5
The morphological system of Hebrew; the interrelations between roots and forms.
Prereq: 604 or permission of instructor.

611 History of the Hebrew Language U G 5
Genealogical and typological relations within the Semitic family, a survey of Biblical, Mishnaic, and modern Hebrew.
Prereq: 104 or permission of instructor. GEC third writing course.

620 Introduction to Hebrew Literary and Cultural Texts U G 5
Literary and cultural Hebrew texts from the biblical to the modern period; students will develop the ability to read critically and to build analytical vocabulary.
Prereq: 205 or permission of instructor.

621 The Bible as Literature: Selected Readings U G 5
Critical study of basic issues in the language and analysis of biblical texts.
Prereq: 421 or 422 or 423. Repeatable to a maximum of 20 cr hrs.

623 Readings in Rabbinic Literature U G 5
Study of selected texts and issues in Rabbinic literature, and discussions of the methods by which they are studied.
Prereq: Permission of instructor. Repeatable to a maximum of 20 cr hrs.
671 The Problem of Evil in Biblical and Post-Biblical Literature UG 5
Study of the vexing problem of evil: the seeming contradiction between tradition and experience: extensive readings and discussions of appropriate biblical and post-biblical materials.

Prereq: 273 or 274 or equiv or permission of instructor. Given in English, but grad students and undergrad Hebrew majors will read the texts in the original Hebrew.

680 Basic Bibliographic and Reference Tools in Hebraica, Judaica, and Semitics UG 5
A survey of tools which may be used in doing research at all levels in the study of Hebraica, Judaica, and Semitics.

The purpose of this course is to introduce the student to the different types of research sources available in English, Hebrew, and western European languages. Examples of these diverse sources will be shown in class, and students will be asked to evaluate and report to the class on individual titles. While much of the discussion will, of necessity, center on using tools available in the Ohio State libraries, the emphasis will be upon 1) learning a methodology which can be applied to any research topic, 2) using bibliographic tools in any research institution, and 3) evaluating sources of information.

693 Individual Studies UG 1-5
Prereq: Written permission of instructor. Repeatable to a maximum of 15 cr hrs.

694 Group Studies UG 1-15
Special topics to be announced in the quarter previous to the one in which the course is offered.

Prereq: Permission of instructor. Repeatable to a maximum of 30 cr hrs.

697 Study at a Foreign Institution UG 1-15
An opportunity for students to study at a foreign institution and receive Ohio State credit for that work.

Prereq: Written permission of dept chairperson. Repeatable to a maximum of 45 cr hrs. This course is Progress ("P") graded. Students will pay Ohio State fees and any fees in excess of Ohio State tuition, as well as all travel and subsistence costs.

721 Studies in Hebrew Poetry UG 5
Advanced study of specific poetic periods, figures, and/or topics involving extensive readings and discussions of appropriate primary and secondary materials.

Prereq: 10 hrs of Hebrew at the 400 level and above, or equiv. Repeatable to a maximum of 15 cr hrs.
722 Studies in Hebrew Prose U G 5
Advanced study of specific periods, authors, and/or genres of prose writing (literary or non-literary) involving extensive reading and discussion of primary and secondary materials.

Prereq: 10 hrs of Hebrew at the 400 level and above or permission of instructor. Repeatable to a maximum of 15 cr hrs.

801 Teaching Hebrew at the College Level G 5
Methods and techniques for teaching Hebrew at the college level. Au Qtr. 2 wk intensive workshop followed by 1 2-hr wkly cl. Prereq: Teaching assoc in NELC or permission of instructor.

811 Seminar in Hebrew Studies G 5
Intensive investigation of a selected topic or problem in Hebrew linguistics, philology, literature, or literary culture.

Prereq: Permission of instructor. Repeatable to a maximum of 20 cr hrs.

998 Research in Hebrew G 1-25
Research for thesis purposes only.

Repeatable to a maximum of 25 credit hours.

Persian Courses

651 Persian Prose U G 5
Selected readings reflecting the major genres of classical Persian prose, plus a modern novel.

Prereq: 402 or permission of instructor.

652 Persian Poetry U G 5
Selected topics in Persian poetry, concentrating primarily on the medieval poetic narrative, as exemplified by epic, romance, and the mystical/didactic poem.

Prereq: 402 or permission of instructor.

693 Individual Studies U G 1-5
Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

694 Group Studies U G 1-5
Special topics to be announced in the quarter previous to the one in which the course is offered.

Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.
697 Study at a Foreign Institution U G 1-15
An opportunity for students to study at a foreign institution and receive Ohio State credit for that work.

Prereq: Written permission of dept chairperson. Repeatable to a maximum of 45 cr hrs. This course is Progress (“P”) graded.

721 Studies in Persian Poetry U G 5
Advanced study of specific poetic periods, figures, and/or topics involving extensive reading and discussion of appropriate primary and secondary source materials.

Prereq: 10 cr hrs of Persian literature at the 600 level or equiv. Repeatable to a maximum of 15 cr hrs.

811 Seminar in Persian Studies G 5
Intensive investigation of a selected topic or problem in Persian literature, literary culture, philology, or linguistics.

Prereq: Permission of instructor. Repeatable to a maximum of 20 cr hrs.

998 Research in Persian G 1-10
Research for thesis purposes only.

Prereq: Permission of instructor. Repeatable to a maximum of 10 cr hrs.

Turkish Courses

610 Ottoman Orthography, Conventions, and Style U G 5
Usage and syntax in the old Turkish script. 14th through 20th centuries.

Prereq: One course in Turkish at the 600-level or above, or permission of instructor.

627 Classical Turkish Poetry U G 5
Reading and analysis of Turkish poetry of the 13th through 18th centuries; Turkish metrics and literary theory.

Prereq: 402 or permission of instructor.

641 Travels in Turkey U G 5
Turkish culture seen through the eyes of travelers writing in English.

Prereq: 241 or 372 or permission of instructor. No knowledge of Turkish required.
651 Modern Turkish Poetry and Prose U G 5
Selected topics in poetry and prose of the 20th century; conducted in Turkish.

Prereq: 402 or permission of instructor.

693 Individual Studies U G 1-5
Arr. Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

694 Group Studies U G 1-5
Special topics announced in the quarter previous to the one in which the course is offered.

Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

697 Study at a Foreign Institution U G 1-15
An opportunity for students to study at a foreign institution and receive Ohio State credit for that work.

Su, Au, Wi, Sp Qtrs. Arr. Prereq: Written permission of dept chairperson. Repeatable to a maximum of 45 cr hrs. This course is Progress ("P") graded. Students will pay Ohio State fees and any fees in excess of Ohio State tuition, as well as all travel and subsistence costs.

721 Studies in Turkish and Ottoman Literature and Criticism U G 5
Movements, authors, and critical schools of Turkish and Ottoman poetry and prose.

Prereq: 10 cr hrs of Turkish literature at the 600 level or equiv, or permission of instructor. Repeatable to a maximum of 15 cr hrs.

811 Seminar in Turkish and Ottoman Studies G 5
Intensive study of a specific topic of literary and intellectual culture; preparation of final paper required.

Prereq: Permission of instructor. Repeatable to a maximum of 15 cr hrs.

998 Research in Turkish G 1-10
Research for thesis purposes only.

Prereq: Permission of instructor. Repeatable to a maximum of 10 cr hrs.

(rev. 12/01/05)
APPENDIX E.3: Descriptions of proposed core curriculum courses

The courses listed below as “to be proposed” are currently being developed. They will initially be taught by the NELC faculty identified. One of these courses will be proposed for approval during the current academic year, and the rest shortly thereafter.

(1) NELC 680: BASIC BIBLIOGRAPHIC AND REFERENCE TOOLS IN NEAR EASTERN LANGUAGES AND CULTURES
[existing course; required core curriculum course]

An examination of basic reference works needed to perform research in Near Eastern Languages and Cultures. Prereq: 10 cr hrs in Near Eastern history or literature or equiv. Taught in English.

This course, to be required of all NELC Ph.D. candidates, examines basic research methods in Near Eastern Studies and works with major reference tools necessary for research at the upper undergraduate or graduate level. The tools covered include: books, periodicals, government documents, manuscripts, biographical materials, microfilm, and non-print media. Students work with reference works, bibliographies, and indexes to produce a subject bibliography on a topic of their choice. The quarter-long bibliography project consists of six smaller segments which define the topic, examine its limitations, and investigate source material in a variety of formats and media. At the end of the course, students are able to research in depth any topic in Near Eastern studies and have a clear understanding of search strategies and basic research methodologies. There is no textbook for the class. It is essential that all students attend class meetings for handouts and discussion. Evaluation is done of the six short bibliography assignments and of the completed bibliography. Evaluations of the project and topic make up the remaining part of the grade.

(2) NELC 612: LANGUAGES AND CULTURES OF THE MIDDLE EAST
[existing course]

This course aims at providing students with a wide overview of the languages spoken in the Ancient, Medieval, and Modern Middle East. The goal is to go beyond the merely linguistic sketches of the main grammatical features of these languages. In fact, the focus will be placed on historical, literary, social, anthropological, and ethnic matters: language contact settings; relations between language and ethnicity; sociolinguistic aspects of language evolution, language variation, bilingualism, and diglossia; relations between historical and social patterns and the literary, bureaucratic, and popular uses of language; etc. In order to address this ample variety of issues, the students will be introduced first to the essential set of facts needed to comprehend the sociolinguistic history of each region, i.e., basic overviews of the languages in question, their linguistic affiliation, the main periods of their history as evolving linguistic realities, and their different writing systems. These overviews will immediately open the door to the discussion of a tapestry of topics concerning the realities behind these languages, especially their speakers and their ethnic, historical, and political identity. This inquiry into the facets of language as an inherently human reality will lead to a miscellaneous constellation of problems, such as, for instance, the construction of a national identity through the use, revival, or vindication of a concrete language or dialect.
NELC 781: RELIGION AND DISCOURSE IN THE NEAR EAST
[to be proposed: Assistant Professor Parvaneh Pourshariati]

Socio-political and economic concerns of the ruling polities and the ruled populations in the Near East have, throughout the millennia, often articulated themselves in the garb of religious discourse. This course will be a broad survey of the manners in which this transformation of the "this-worldly" concerns to "other-worldly" beliefs was effected throughout centuries. The over all problematic that this course will seek to address is 1) the relevance of religious discourse to concrete social and political issues surrounding life in Near Eastern societies in their past history, and 2) the ways in which these legacies have informed our present cultural heritage. Some of the questions that we will be addressing will be the following: Why did the ancient Egyptians and Mesopotamians have such contrasting views of life and after-life? What might the rise of a mercantile class have to do with the growth of the Irano-Semitic "Confessional" religions during the axial age (800-200 BCE), and how could this have affected the development of the Judaic, Christian and Islamic traditions? What did the Byzantine Caesars have to do with defining Christian "orthodoxy?" And what were the "masses" trying to establish by espousing "heterodoxies"? Why did the Zoroastrian clergy conspire with Iranian kings in pre-Islamic Iranian history? And can one explain the Iranian revolution of 1977-1978 in reference to this? What role has religious discourse played in the state-building endeavors of the Zionist movement and in the politics and culture of contemporary Israel? And finally what socio-political forces have triggered and shaped the rise and development of religious "fundamentalism" in their Christian, Jewish and Islamic contexts in our modern history? This course will examine, in broad outlines, the legacy of religion as discourse in the Near East.

NELC 782: LITERATURE AND SOCIETY IN THE MODERN NEAR EAST
[to be proposed: Associate Professor Joseph Zeidan]

This course is designed to provide students with in-depth analysis of issues of vital importance to modern Near Eastern literature and its place in society. One of the main objectives of this course is to go beyond the esthetic aspects of this literature and address its functional roles within the culture. The issues to be covered include: the emergence of modern literature; the impact of Occidental literature; the role of the classical literary and intellectual tradition; the process of canonization of new literary genres; the role of literature in initiating social changes; the role of literature in constructing cultural and political identities such as nationalism and statehood. An interdisciplinary approach will be adopted.

NELC 784: DIRECTIONS IN CONTEMPORARY NEAR EASTERN STUDIES
[to be proposed: Professor Margaret Mills; repeatable to a maximum of 10 cr hrs]

This course or pro-seminar offers entering graduate students and advanced undergraduates in NELC and related majors an overview of the disciplines, current research questions and methodological developments in the specializations of NELC and associated faculty. The itinerary will vary each time the course is offered, but the general object is to introduce NELC's and related students to research work in progress, to the ways new research subjects and questions...
are being formulated and addressed in different scholarly disciplines within our program. This course would showcase a series of lectures by NELC and associated faculty, helping to ensure that graduate students would have direct introduction to a range of NELC faculty and their work, early in their programs. It could also serve as a course for advanced undergraduates. Each student would have as the main task of the course, to develop an annotated bibliography on a research area likely to figure in their MA of PhD work, under the supervision of one of the NELC or affiliated faculty presenting lectures in the course.

(rev. 12/01/05)
APPENDIX E.4

Courses in Allied Fields with Relevance to a Graduate Program in Near Eastern Studies

A list of existing non-NELC courses potentially appropriate to fulfill different allied/interdisciplinary field requirements follows. Students will consult with their advisers on the relevance of courses sought outside of NELC to their specific field of study. Statements of support will be sought from Graduate Studies Committee chairs in other departments, as appropriate, in order to confirm their willingness to work with our students on this basis.

African-American and African Studies

643^ History of Islam in Africa U G 5
An examination of the history and spread of Islam in Africa and its impact on African social, economic, and political institutions.

Anthropology

620 Special Topics in Cultural Anthropology
Detailed examination of topics of special interest in contemporary cultural anthropology.

620.02 The Anthropology of Women U G 5
620.03 Peasant Society and Culture U G 5
620.05 Cultural Ecology U G 5
620.11 Anthropology of Religion U G 5
World views in tribal and peasant cultures with an emphasis on religion; integration of religion with other aspects of culture.

620.15 Economic Anthropology U G 5
An analysis of economic rationality in non-market and market societies; resource allocation, work organization, product disposition, exchange, money, trade, and development.

620.18 Theoretical Issues and the Ethnography of the Middle East U G 5
The major intellectual currents informing contemporary ethnographic research in the Middle East.

Comparative Studies

541 Myth and Ritual U G 5
Ritual, myth, and literature: structural and thematic relationships.

651 Topics in Comparative Studies U G 5
Critical study of selected themes and topics in a comparative and cross-cultural perspective; emphasis on issues of method, critical theory, representation, power, knowledge, and authority.

677 Studies in World Folklore
677.01 Genres of Folk Literature U G 5
Historical and cross-cultural study of genre theory; comparative study of specific genres of folk literature, e.g., fairy tales, folk tales, legends, epics, and jokes.
677.02 Themes in World Folklore U G 5
Cross-cultural, cross-genre study of folklore themes; e.g., folklore of sex, folklore of religion; multidisciplinary perspective employs anthropological, psychological, and literary theory.

677.03 Folk Custom, Art, and Material Culture U G 5
Study of folk customs, arts, and material culture; theoretical emphasis on structural affinities of these with other folk forms, including verbal art, ritual, festival, folk religion.

677.04 Comparative Folk Groups U G 5
Comparative study of ethnic, regional, religious, kin, occupational, age or sex groups; emphasis on range of historical and contemporary theoretical perspectives used to understand groups.

710 Approaches to Comparative Cultural Studies I G 5
Historical perspectives on modernity and difference; introduction to issues and methods involved in situating and comparing authoritative discourses (literary, religious, scientific) and other cultural processes.

711 Approaches to Comparative Cultural Studies II G 5
Contemporary practices of contextualization and comparison; exploration of issues and methods involved in situating and comparing authoritative discourses (literary, religious, scientific) and other cultural processes.

790 Foundations of Contemporary Critical Theory U G 5
Interdisciplinary survey of the theoretical bases of major contemporary approaches to the study of literature; readings in Marx, Freud, Derrida, Cixous, and others.

Economics

550 Economic Development U G 5
Empirical and theoretical consideration of long-term economic changes, including changes in industrial structure, technology, and level of national product; emphasis on developing economies.

556 Cooperation and Conflict in the Global Economy U G 5
The economic, social, and political bases for and responses to increasing global economic integration.

560 International Economic Relations U G 5
Survey of international economic relations; the basis of world trade; commercial and financial policy, particularly of the United States; and recent international economic organization.

Comparative advantage and the gains from trade; tariffs and other trade restrictions; economic effects of other protective policies; U.S. commercial policies; regional economic integration.

666 Financial Aspects of International Trade U G 5
International payments and receipts; foreign exchange markets; balance-of-payments adjustment under different monetary systems; macroeconomic policy; international monetary reforms; foreign investments; multinational corporations.

863 Economic Growth and International Trade G 5
Evolution of the world economy, from theoretical and empirical perspectives, including Solow growth models, optimal economic growth, models of overlapping generations, and endogenous economic growth.

English

576 Studies in Critical Theory
Study of the history of literary criticism and of special topics in critical theory.

576.01 History of Critical Theory: Plato to Aesteticism U G 5
Study of the developments and basic texts in literary criticism and critical theory from Plato to Oscar Wilde.
2 2- hr cl.
576.02 History of Critical Theory: 1900 to Present U G 5
Study of the developments and basic texts in literary criticism and critical theory from 1900 to the present.
2 2-hr cl.

576.03 Issues and Movements in Critical Theory U G 5
Study of selected issues or movements in critical theory; topics may include feminist theory, postmodernism, narrative theory, mass culture and queer theory.
2 2-hr cl.

577 Studies in Folklore
Study of folk groups and communities, folklore genres, and issues and methods in folklore studies.

577.01 Folk Groups and Communities U G 5
Study of group identities, group concerns, expressive strategies of particular groups; African-American folklore; folklore and the elderly; women and folklore; ethnicity, identify, heritage.

577.02 Folklore Genres: Form, Meaning and Use U G 5
Study of the relationship between cultural forms, community interpretations, and social uses; topics include fairy tales; festival; folksong; the joke; narrative, self, and society.

577.03 Issues and Methods in the Study of Folklore U G 5
General concerns in the study of folklore; topics include ethnography and fieldwork; folklore and public policy; tourism and museums; folklore and memory; folklore and race.

770 Introduction to Graduate Study in Folklore
A two-course sequence in current scholarship and methods necessary for advanced study in folklore.

770.01 Approaches and Research Methods G 5
Bibliography, research, and critical approaches for the advanced study of folklore.

770.02 Field Research G 5
Methods and theory of field research and field ethics necessary for advanced study in folklore.

French

657^ Literature of the Francophone World
657.02^ Literature from North Africa U G 5
Major intellectual and literary currents in francophone North Africa.

828^ Topics in Francophone Literature G 5-15
In-depth study of a theme, genre, movement, or author from a non-European area of the francophone world.

History

502 Hellenistic Near East U G 5
The cultural history of the Achaemenid and Hellenistic kingdoms from c. 600 to 31 B.C., with emphasis upon Greek and Persian interaction in the Near East.
Not open to students with credit for 602.

505 Byzantine History
505.01 Early Byzantine Empire U G 5
History of Byzantium, A.D. 330-843, with emphasis on internal political and religious developments and the relationship between Byzantium and its neighbors.
Not open to students with credit for 607.01.

505.02 Later Byzantine Empire U G 5
History of Byzantium, A.D. 843-1453, with emphasis on internal developments, the Crusades, the Fall of the City, and the
legacy of Byzantium.
Not open to students with credit for 607.02.

Jewish History

530.01 **History of Ancient Israel U G 5**
The rise of the Jewish nation and religion in the Ancient Near East; settlement in Canaan; the Israelite and Judean monarchies until their conquest by Assyria and Babylonia.
Not open to students with credit for 605.06.

530.02 **Second Commonwealth U G 5**
The restoration of Jewish statehood following the first Babylonian Exile and the history of Palestinian Jewry and of the Jewish Diaspora down to the 2nd Century A.D.
Not open to students with credit for 605.01.

530.03 **Jews in the Western World in Modern Times U G 5**
Changing patterns of Jewish life since the Jews' struggle for Emancipation; migration movements and the shift of Jewish centers in Europe and the New World.
Not open to students with credit for 605.04.

530.04 **The American Jewish Experience U 5**
The history of America's Jewish population and American Jewry's interaction with the world in which they lived.

531^ Topics in Jewish History

531.01 **Messiah and Messianism in Jewish History U G 5**
The history of Jewish messianic idea and of Jewish messianic leadership from ancient to modern times.
Not open to students with credit for 605.10.

531.02 **Jews in the World of the Renaissance U G 5**
An investigation of Jewish life and thought in the Christian and Muslim worlds during the Renaissance.

531.03 **Jews in the Baroque World U 5**
An investigation of Jewish life and thought in the Christian and Muslim worlds during the Baroque era.

Core Regions of Islamic Worlds

540.01 **Islamic Society, 610-1258 U G 5**
Origins and early development of selected fundamental Islamic institutions in their historical and cultural context.
Not open to students with credit for 641.

540.02 **History of Iran U G 5**
A history of Iran in the Islamic period, focusing on nomadic-urban interaction and Iranian culture.
2 2-hr cl.

540.03 **Ottoman Empire, 1300-1800 U G 5**
The Ottoman Empire from frontier warrior band to world power to "Sick Man of Europe"; factors in upsurge and decline; cultural interaction with the West.
Prereq: Prior course work on Middle Eastern history or Islamic culture is strongly recommended. Not open to students with credit for 642.

540.04 **Middle East in the 19th Century U G 5**
Modernization of the Middle East, from the early autocratic modernizers to the 19th century; economic, social, political, and intellectual transformations; modern Middle East in world perspective.
Prereq: Prior course work on Middle Eastern history or Islamic culture is strongly recommended. Not open to students with credit for 644.

540.05 **Middle East in the 20th Century U G 5**
Modernization of the Middle East in the 20th century.
Prereq: Prior course work on Middle Eastern history or Islamic culture is strongly recommended. Not open to students with credit for 644.
Wider Islamic World
541.01 Islamic Spain and North Africa U G 5
Major problems in history and culture of Islamic Spain (712-1492) and North Africa (641-present), including Egypt; special emphasis on nomadism and revivalism.
Not open to students with credit for 640.

541.02 History of Islam in Africa U G 5
Examination of the history and spread of Islam in Africa and its impact on African social, economic, and political institutions.
Prereq: 121 or 122, or AfAm&ASt 121 or 122, or grad standing. Not open to students with credit for 643 or AfAm&ASt 643.

542 Thematic Courses on Islamic Civilization
542.01 Intellectual and Social Movements in the Muslim World U G 5
Examination of significant Muslim intellectual and social movements from the advent of Islam until the present.
Prereq: Background courses in Middle Eastern history, culture, or politics are recommended but not required. Not open to students with credit for 654.

543 History of India
543.01 Ancient India U G 5
A history of India from 2500 B.C.E. to the Muslim invasion of the 10th and 11th centuries C.E.

543.02 Islamic India U G 5
The Sultanate and Mughal Empires (1000-1707 A.D.); emphasis on imperial institutions and the interaction of Hindu and Muslim societies.
Not open to students with credit for 645.02.

543.03 Colonial India U G 5
A history of South Asia during the colonial period, from the arrival of Vasco da Gama in 1498 until independence and partition in 1947.
Not open to students with credit for 645.04.

708 Studies in Ancient History U G 5
An intensive study of selected problems and sources in ancient history (Near Eastern, Greek and/or Roman); readings in the primary and secondary materials.
Prereq: Grad standing or permission of instructor. Repeatable to a maximum of 20 cr hrs.

726 Studies in Jewish History U G 5
An intensive study of selected issues in Jewish history; emphasis on problems posed by available source material and by current research in the area.
Prereq: Grad standing or by permission to srs majoring in history. Repeatable to a maximum of 15 cr hrs.

753 Studies in the History of Religion G 5
An intensive readings course in some aspect of the history of religion, specific topic to be announced.
Prereq: Grad standing or permission of instructor. Repeatable to a maximum of 15 cr hrs.

History of Art

618 Contemporary Art of North Africa U G 5
20th-century painting, sculpture, and tapestries of Morocco, Algeria, Libya, United Arab Republic, Mauritania, Mali, Niger, and Chad, focusing on history, style, and culture.

621 Ancient Egyptian Art and Archaeology U G 5
A specialized study of the architecture, sculpture, painting, and minor arts of ancient Egypt.
661  Art and Archaeology of the Ancient Near East U G 5
A specialized study of the art and archaeology of the ancient Near East focusing on the cultures of the Mesopotamian valley and surrounding areas.

663  Early Islamic Art U G 5
Introduction to the history of Islamic art and architecture from its formation through the classical age (i.e. from the 7th through the 13th centuries).

664  Later Islamic Art U G 5
Introduction to the history of Islamic art and architecture in the later period (14th through 18th centuries) including the Mongol, Timurid, Mamluk, Ottoman, Safavid, and Indo-Muslim art.

720  Studies in Near Eastern Art and Archaeology U G 3-5
Selected problems in the art and archaeology of the Near East.

Philosophy

521  Topics in Jewish Philosophy U G 5
An examination of a philosophical issue in Jewish thought or of the thought of a particular author; topics vary.

602  Studies in Medieval Philosophy U G 5
An intensive examination of a major philosopher, school or philosophical problem of the medieval period; topics vary.

670  Philosophy of Religion U G 5
A study of religious concepts and problems; the idea and nature of God, of humans, their relation to the world and human destiny.

Political Science

546  Politics in the Middle East U G 5
Politics of Arab-Israeli relations, Persian Gulf, Islamic fundamentalism, and oil; processes of change and their effects on governments and international relations.

568  Islamic Political Philosophy: The Traditional Eras U G 5
Islamic political thinking at the time of the Prophet Muhammad, in the Islamic Golden Age, and at the beginning of the nationalist era.

569  Islamic Political Philosophy: The Contemporary Era U G 5
Islamic political thinking in the last half of the 20th century and emerging trends in the 21st century.

735  Comparative Political Economy G 5
A graduate-level designed to survey contemporary theories on the interaction between economic policies, domestic institutions, the international economy, and their consequences on the macroeconomy.

737  Identity Politics U G 5
Explores origins, reproduction, and effects of social identity from perspectives of self, group, society, and state. Includes examination of nation, ethnicity, gender, and race in identity politics.

741  Politics of the Developing World U G 5
Theories, approaches, and methods in the analysis of political life in Asia, Africa, and Latin America; discussion of selected case and cross-national studies with theoretical importance.

743  Peasant Politics U G 5
Intensive study of selected aspects of peasant political behavior, with particular attention to non-institutionalized political participation and collective action.

748  Social Theories of International Politics U G 5
An examination of the main themes, debates, and social theories of world politics.
Conflict and Peace U G 5
Sources and types of social conflict with special attention to international violence, causes of war, their avoidance and control.

Theories of International Political Economy U G 5
Contemporary literatures in international political economy; their ties to classical schools of thought in international relations and political economy; points of contention between them.

Comparative Foreign Policies U G 5
Examines comparatively the sources and classes of behavior of territorial actors in the international political system.

International Organization U G 5
Comprehensive view of international governmental, non-governmental, and business organizations; their roles in solving problems such as poverty, war, pollution, particular attention to the U.N. system.

International Security and Political Economy U G 5
Examination of connections between economic growth/stagnation and interstate conflict, and the effect of economic ties upon cooperation and armed strife.

Sociology

Political Sociology U G 5
Examination of structures, continuities, and processes of change; of models and building blocks; and of social contexts of power and dynamic forces altering political systems.

Seminar on Sociology of Work G 5
A survey of selected topics in sociology of workplace relations; control, administration, leadership, and occupations; theoretical approaches to the study of workplace relations.

Theories of Social Change G 5
Analysis of theoretical traditions in the study of social change, and methods of constructing synthetic theories of change.

Comparative Methods in Sociology G 5
Basic review of methods of comparative analysis as used in the study of social change.

Sociology of Conflict and Violence G 5
Comparative analysis of the sources and impact of conflict and violence.

Comparative Political Economy G 5
The comparative analysis of the state in contemporary systems; the politics of economic policies; the welfare state; and industrial development policies.

Seminar in Political Sociology G 5
Selected topics in political sociology.

Political Sociology G 1-5
Repeatable to a maximum of 15 cr hrs.

Theatre

World Film Cultures U G 3
Survey of world film cultures with focus on a specific national and regional cinema.

Seminars in Theatre G 2-5
Repeatable to a maximum of 40 cr hrs.
Women's Studies

505  **Feminist Analysis in Global Perspective U G 5**
An exploration of the global dimensions of feminist research and politics with particular attention to feminism in the non-Western world.

575  **Issues in Contemporary Feminist Theory U G 5**
Examination of particular contemporary issues which have crucial implications for feminist inquiry (topics vary).

700  **Introduction to Graduate Studies G 5**
Introduction to women's studies as an academic field of study and an orientation to the graduate program, facilities, resources, and people.

710  **Theorizing Difference G 5**
Examines theories of difference based on race, ethnicity, nationality, sexuality, and class and the ways difference defines and modifies women's realities.

720  **Theorizing Gender, Power, and Change G 5**
Examination of feminist theoretical approaches to the material conditions of women's lives and the changing structures of social, economic, and political power.

740  **Theorizing Gender Representation G 5**
Designed to introduce graduate students to the central debates that have characterized feminist theories of representation of the last two decades.

775  **Studies in Feminist Theory**
A series of courses which examine the relationships between feminist theories and other significant explanatory systems in the Western cultural tradition.
APPENDIX E.5  Sample Programs

I. Modern Near Eastern Studies
   (Ancillary Discipline: History)

1. Core courses:
   NELC 612, Languages and Cultures of the Middle East
   NELC 680, Basic Bibliographic and Reference Tools in Near Eastern
     Languages and Cultures
   NELC 782, Literature and Society in the Modern Middle East

2. Primary language/culture focus: Arabic
   611, History of the Arabic Language
   626, Introduction to the Arabic Qur’an
   627, Classical Arabic Poetry
   651, Contemporary Arabic Prose Fiction
   652, Contemporary Arabic Poetry and Drama
   672, Arabic Folk Narrative in Translation
   710, Studies in Arabic Linguistics
   721, Studies in Arabic Poetry
   722, Studies in Arabic Prose
   811, Seminar in Arabic Studies

3. Secondary language/culture focus: Hebrew
   611, History of the Hebrew Language
   620, Introduction to Hebrew Literary and Cultural Texts
   671, The Problem of Evil in Biblical and Post-Biblical Literature
   721, Studies in Hebrew Poetry
   811, Seminar in Hebrew Studies

4. Ancillary or allied disciplinary field(s): History
   530.03, Jews in the Western World in Modern Times
   531.02, Jews in the World of the Renaissance
   540.04, Middle East in the 19th Century
   540.05, Middle East in the 20th Century
   727, Studies in Islamic History

5. Thesis or dissertation research:
   NELC 998/9 (20 cr hrs)

TOTAL: 135 credit hours
II. Classical/Medieval Near Eastern Studies
(Ancillary Discipline: History of Art)

1. Core courses:
NELC 612, Languages and Cultures of the Middle East
NELC 680, Basic Bibliographic and Reference Tools in Near Eastern Languages and Cultures
NELC 781, Religion and Discourse in the Near East

2. Primary language/culture focus: Arabic
611, History of the Arabic Language
626, Introduction to the Arabic Qur'an
627, Classical Arabic Poetry
628, Classical Arabic Prose
651, Contemporary Arabic Prose Fiction
652, Contemporary Arabic Poetry and Drama
710, Studies in Arabic Linguistics
721, Studies in Arabic Poetry
722, Studies in Arabic Prose
811, Seminar in Arabic Studies

3. Secondary language/culture focus: Persian
651, Persian Prose
652, Persian Poetry
721, Studies in Persian Poetry
811, Seminar in Persian Studies
811, Seminar in Persian Studies

4. Ancillary or allied disciplinary field(s): History of Art
History 540.02, History of Iran
History of Art 661, Art and Archeology of the Ancient Near East
History of Art 663, Early Islamic Art
History of Art 664, Later Islamic Art
History of Art 720, Studies in Near Eastern Art and Archeology

5. Thesis or dissertation research:
NELC 998/9 (20 cr hrs)

TOTAL: 135 credit hours
III. Classical/Medieval Near Eastern Studies
(Ancillary Discipline: Cultural Studies)

1. Core courses:
NELC 612, Languages and Cultures of the Middle East
NELC 680, Basic Bibliographic and Reference Tools in Near Eastern Languages and Cultures
NELC 781, Religion and Discourse in the Near East

2. Primary language/culture focus: Hebrew
601, Biblical Hebrew Grammar
611, History of the Hebrew Language
620, Introduction to Hebrew Literary and Cultural Texts
621, The Bible as Literature: Selected Readings
623, Readings in Rabbinic Literature
623, Readings in Rabbinic Literature
671, The Problem of Evil in Biblical and Post-Biblical Literature
721, Studies in Hebrew Poetry
722, Studies in Hebrew Prose
811, Seminar in Hebrew Studies

3. Secondary language/culture focus: Arabic
611, History of the Arabic Language
626, Introduction to the Arabic Qur'an
627, Classical Arabic Poetry
628, Classical Arabic Prose
811, Seminar in Arabic Studies

4. Ancillary or allied disciplinary field(s): Cultural Studies
Comparative Studies 710, Approaches to Comparative Cultural Studies I
Comparative Studies 711, Approaches to Comparative Cultural Studies II
Comparative Studies 741, Culture and Genre
Comparative Studies 790, Foundations of Contemporary Critical Theory
Comparative Studies 890, Interdepartmental Studies in Critical Theory

5. Thesis or dissertation research:
NELC 998/9 (20 cr hrs)

TOTAL: 135 credit hours
IV. Modern Near Eastern Studies
(Ancillary Discipline: Folklore)

1. Core courses:
NELC 612, Languages and Cultures of the Middle East
NELC 781, Religion and Discourse in the Near East
NELC 784, Directions in Contemporary Near Eastern Studies

2. Primary language/culture focus: Persian
   651, Persian Prose
   651, Persian Prose
   652, Persian Poetry
   652, Persian Poetry
   693, Individual Studies
   693, Individual Studies
   721, Studies in Persian Poetry
   721, Studies in Persian Poetry
   811, Seminar in Persian Studies
   811, Seminar in Persian Studies

3. Secondary language/culture focus: Turkish
   627, Classical Turkish Poetry
   641, Travels in Turkey
   651, Modern Turkish Poetry and Prose
   721, Studies in Turkish and Ottoman Literature and Criticism
   811, Seminar in Turkish and Ottoman Studies

4. Ancillary or allied disciplinary field(s): Folklore
   Anthropology 620.06, Folkloristic Anthropology
   Comparative Studies 677.01, Genres of Folk Literature
   Comparative Studies 677.03, Folk Custom, Art, and Material Culture
   English 577.03, Issues and Methods in the Study of Folklore
   NELC 648, Orality and Literacy

5. Thesis or dissertation research:
   NELC 998/9 (20 cr hrs)

TOTAL: 135 credit hours
V. Modern Near Eastern Studies  
(Ancillary Discipline: Political Science)

1. Core courses:  
NELC 612, Languages and Cultures of the Middle East  
NELC 680, Basic Bibliographic and Reference Tools in Near Eastern Languages and Cultures  
NELC 782, Literature and Society in the Modern Middle East

2. Primary language/culture focus: Arabic  
611, History of the Arabic Language  
626, Introduction to the Arabic Qur'an  
627, Classical Arabic Poetry  
651, Contemporary Arabic Prose Fiction  
652, Contemporary Arabic Poetry and Drama  
672, Arabic Folk Narrative in Translation  
710, Studies in Arabic Linguistics  
721, Studies in Arabic Poetry  
722, Studies in Arabic Prose  
811, Seminar in Arabic Studies

3. Secondary language/culture focus: Hebrew  
611, History of the Hebrew Language  
620, Introduction to Hebrew Literary and Cultural Texts  
721, Studies in Hebrew Poetry  
722, Studies in Hebrew Prose  
811, Seminar in Hebrew Studies

4. Ancillary or allied disciplinary field(s): Political Science  
546, Politics in the Middle East  
569, Islamic Political Philosophy: The Contemporary Era  
737, Identity Politics  
741, Politics of the Developing World  
757, Comparative Foreign Policies

5. Thesis or dissertation research:  
NELC 998/9 (20 cr hrs)

TOTAL: 135 credit hours
APPENDIX F: Faculty Grant Information
## FACULTY GRANT INFORMATION

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<tr>
<th>Faculty</th>
<th>Funding Agency</th>
<th>Quarter/Year</th>
<th>Dollar Amount</th>
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**Faculty Grant Summary**
APPENDIX G: Faculty Responses to the Program Development Plan
March 27, 2003

Prof. Dick Davis
Acting Chair
NELC
203 Jennings Hall
1735 Neil Ave.
Campus

Dear Dick:

Many thanks for sending me a copy of your Ph.D. proposal. As you know, I have long supported a doctoral program in Middle East Studies for a number of reasons. It will attract outstanding graduate students to Ohio State in this and adjacent fields who will come to study with NELC’s outstanding faculty. It will generate knowledge about a very important region so vital in today’s geopolitics, yet so little understood. It will bring visibility to the College of Humanities and, indeed, the university because it will highlight the considerable strengths Ohio State has in this area: The Middle East Studies Center, the Melton Center, the Mershon Center, affiliated faculty in other disciplines across the university, and the holdings in the Main Library. A doctoral program will both exploit these strengths and highlight them. It is indeed unfortunate that a Ph.D. in Near Eastern Studies does not yet exist at Ohio State.

I look forward to seeing the establishment of the Ph.D. program in the near future.

Best wishes,

Gregory Jusdanis
Professor
March 31, 2003

Professor Dick Davis
NELC
203 Jennings Hall
1735 Neil Avenue

Dear Professor Davis,

I have read with excitement the NELC Ph.D. Program Development Plan that you sent me this past week. This is a program that The Melton Center for Jewish Studies has anticipated with great interest; the proposal is educationally coherent and enables students to draw upon the strengths of ancillary faculty associated with our Center. As you well know, the Hebrew program in NELC is a vital component of our own Jewish Studies program at Ohio State. The lack of a Ph.D. program in NELC has cost us many promising graduate students over the past fourteen years that I have been Director of the Center. Although we have attracted many qualified M.A. students in Hebrew and Bible, we have had to turn away many, many requests for Ph.D. work. Inasmuch as the Melton Center offers two graduate fellowships in Jewish Studies, as well as financial support for graduate research and travel, I anticipate that future NELC students will now be the recipients of these opportunities.

I look forward to the speedy approval of this Development Plan.

With best wishes,

T.M. Rudavsky
Director, and Professor of Philosophy
8 April 2003

Professor Dick Davis
Acting Chair, Department of Near Eastern Languages and Cultures
203 Jennings Hall
1735 Neil Avenue
Ohio State University
Columbus Ohio 43210

Dear Dick

Thank you for your letter of 25 March 2003 and accompanying copy of the Program Development Plan for NELC’s Ph.D. program. From my point of view, a NELC Ph.D. program is a natural complement to the History Department’s doctoral offerings pertaining to the history of the peoples and civilizations of the region. With this thought in mind, and considering the momentous significance of the Ph.D. program for NELC, I am happy to voice my support for your proposal.

Sincerely

Carter V. Findley
Professor
Dr. Joy McCorriston

9 April 2003

Prof. Richard Davis, Acting Chair
Department of Near Eastern Languages & Cultures
203 Jennings Hall, 1735 Neil Ave.
Columbus, OH 43210

Dear Professor Davis,

Thank you for giving me the opportunity to review the proposed Ph.D. program in NELC. Although I have long recognized the expertise of your faculty and the breadth of your course offerings (current and potential), I am greatly impressed when I see the full scope of your potential as reflected in the Program Development Plan. I very much hope your proposal will meet with the full and enthusiastic approval it deserves. Let me take this opportunity to comment on your rationale for the proposed Ph.D. designation and also to express my cooperation and support as you develop the Ph.D.

Rationale: A recent report on what Congress called “an urgent need...to enhance the nation’s in-depth knowledge of world areas and transnational issues” emphasizes some of the points you make in your rationale. For example, at Harvard University and University of Chicago, both Middle East Studies Centers under the expanding Title VI program, first-year Arabic enrollments have doubled since 9/11/01. With expanded funds and class sizes for undergraduates around the country (including funds available to OSU’s Title VI Middle East Studies Center), universities are now increasing the job opportunities for Arabic language academic positions for new Ph.D. graduates. In 2002 there were at least 15 available nationwide, up from the normal 2-3 (see Aramco World Magazine, Jan-Feb 2003 for details). Arabic language is hardly the only Middle East subject with expanded interest and demand. In my own classes on Near Eastern archaeology at OSU I am seeing an increase in students from non-Anthropology backgrounds, indicating a widespread interest in these topics. This demand is being expressed at the undergraduate level on campuses across the country. From my experience with NELC programs at Yale, University of Chicago, and with the NGO community in Washington, D.C., I can assure you that there are too few Ph.D. students in the current system to meet the expected employment demands. There will be excellent placement opportunities for NELC Ph.D. graduates from OSU, and the quality of their training here will quickly propel NELC’s Ph.D. program and OSU’s academic reputation in this area to the highest visibility and ranking.

Cooperation: I would like to indicate my willingness to cooperate to the fullest extent with your Ph.D. program. I currently offer no Near East graduate courses in Anthropology. With a cadre of Ph.D. graduate students in NELC, this could quickly change, for there are a few Anthropology
graduate students who would take but cannot fill an advanced graduate seminar. My experiences at Yale and at University of Chicago where there are Near Eastern archaeologists both in NELC and Anthropology showed me that students from both disciplines benefit from taking cross-over and cross-listed courses together. Although you have no archaeologist in NELC, I share interests with many of your faculty whose Ph.D. level students would occasionally take my classes, allowing me to expand my teaching so that my expertise could better serve your program. Among the classes I might suggest would be “Advanced Topics in the Ancient Near East,” which could include specific studies of Mesopotamian archaeology (to complement Dr. Rubio’s ancient language offerings) or Syro-Palestinian archaeology (to complement Hebrew and Jewish Studies).

Please call upon me if I can be of any assistance,

With best wishes,

Joy McCorriston
Assistant Professor
April 9, 2003

Richard Davis, Interim Chair
Department of Near Eastern Languages and Cultures
203 Jennings Hall
1735 Neil Avenue
CAMPUS

Dear Dick:

The proposal to establish a doctoral program in your department seems to me convincing. The document outlining the proposal gives strong motivation for the high indication to complete the build-up of NELC at this point, given various convergent developments. The proposal makes a good case for the need of such a Ph.D. program considering the demand on the part of qualified M.A. students as well as the dearth of such Ph.D. programs in the United States. More importantly, your department counts on extensive resources in place right now, which make the extension to the doctoral level a justified and sustainable move. The existing course structure covering four relevant languages, Arabic, Hebrew, Persian, and Turkish, already offer a rich palette of subjects. The courses available at least for the first three combine perfection of linguistic skills at a graduate level with significant analytical approaches of literature and related topics. The level and variety of these courses is entirely appropriate for a doctoral venture in combination with some complementing adjustments foreseen in the proposal.

The crucial asset in your quest for a new Ph.D. program is a highly qualified faculty including various members with superb research credentials capable of giving the doctoral program appropriate intellectual guidance and momentum toward academic distinction. The obvious concentration on pre-modern conditions provides the program with an additional focus of value. This should permit you to set off an OSU Ph.D. program from other competing venues with a positive note of originality. The interdisciplinary options at OSU further enhance the prospects, within the College of Humanities regarding e.g. History, Women’s Studies, Comparative Studies, Medieval and Renaissance Studies, and beyond involving the Center for Middle Eastern Studies, the Mershon Center, interested colleagues in Political Science, Anthropology, Art History and more.

Between the need for more Near Eastern Studies doctoral education, the availability of appropriate curricular structures capable of expansion, and the essential ingredient of a highly qualified faculty, the proposal reunites the required features promising a respectable doctoral program. Given the high attainments of the College of Humanities with regard to the University Academic Plan in various areas, the addition of a Ph.D. program in Near Eastern Studies is an essential step to reach the next level of excellence.

Sincerely,

Dieter Wanner
Chair, Professor of Spanish
Dick Davis, Acting Chair  
Dept. of Near Eastern Languages and Culture  
203 Jennings Hall  
1735 Neil Avenue  
Columbus, Ohio 43210-1293

Dear Prof. Davis,

I welcome this opportunity to comment on the NELC Program Development Plan and to express my unqualified support for it. I agree that it is unusual to have a department of NELC’s depth and quality that does not offer a Ph.D. program. It is difficult to recruit graduate students when the highest course of study available is at the master’s degree level.

The Plan does a good job of highlighting issues related to advanced study of Near Eastern languages and culture in today’s climate. It takes years to develop the expertise required to serve needs for translation, study, and analysis for government, business, and higher education.

As I write, American troops are securing Baghdad before advancing north. A short-sighted view is that the need for Arabic language, Middle East culture, and Iraqi political expertise will decrease as the troops finish their mission; that rebuilding Iraq and Afghanistan will not require Americans with expertise in the languages, cultures, and complicated factional politics of those countries. However, those familiar with the region understand that the Arab countries of the Middle East and North Africa, and Iran, Turkey, and Southwest Asia comprise a huge number of countries, languages, and cultures that are frequently at the center of world conflict—as well as being a source of opportunity for the U.S. The region is, and will remain, strategically vital.

The need to develop native expertise in Near Eastern languages has never been greater. The inability to translate foreign language communications was repeated by every media outlet following September 11th throughout the Iraqi campaign. Our ability to analyze and predict events is also limited by lack of broad comprehension of the region.

It is not possible to develop expertise in these languages and cultures overnight. Our nation depends on an educational infrastructure to create and maintain a critical mass of Americans in all fields and specializations with expertise in Near Eastern languages and culture. The NELC Program Development Plan is an excellent step in expanding OSU’s ability to contribute graduates in this field. It also serves existing undergraduate and graduate students who wish to continue their studies at OSU at the Ph.D. level.

This is a time of financial difficulty for Ohio and the university. That is why I appreciate the sections of the Plan that highlight the cost-effectiveness of the proposal. Faculty and library
holdings currently exist to support the Ph.D. program. There are marginal costs and those are primarily associated with converting 2-3 Lectureships to GTA’s.

It is apparent from this letter that I strongly support the proposal. I believe it is good for the country as a whole, for the university and for the Department of Near Eastern Languages and Cultures, but especially for our undergraduate and graduate students. At a time when diversity, interdisciplinary initiatives, and cross-cultural studies are being promoted, your planning group has gone beyond the discussion level to recommend a pro-active plan, at minimal cost, making use of existing resources. Thank you for the excellent work.

Sincerely,

Marsha Hamilton
Associate Professor
Head, Monographs Department
University Libraries
1858 Neil Avenue Mall
Columbus, Ohio 43210-1286

hamilton.8@osu.edu
April 11, 2003

Professor Dick Davis
Acting Chair,
Department of Near Eastern Languages and Cultures
1735 Neil Avenue
The Ohio State University
Columbus, OH 43210

Dear Dick:

Thank you for sending your Department's proposal to develop a doctoral program. I have read the proposal and consulted with my colleagues in the field, and we all concur that History should offer its full support to the project. We see a doctoral program in N.E.L.C. as a natural complement to our own programs in Islamic and Jewish history. Moreover, the proposal is well designed and effectively argued. We wish you every success with the proposal.

Sincerely,

Kenneth J. Andrien
Professor and Chair
April 14, 2002

Dick Davis
Acting Chair
NELC
Dear Dick,

I am very pleased to write a strong endorsement from the Department of Women’s Studies for your proposed Ph.D. program in Near Eastern Languages and Cultures. The intellectual and political rationale for this new program is particularly striking given the current international need for information and understanding about the Middle East. It is crucial that advanced research on this area, especially the training of Ph.D. students, draws from a number of disciplines and methodologies—linguistic, historical, literary, cultural. Such an approach is possible with your department’s unique combination of distinguished faculty members in these fields. The curriculum you propose, with its interdisciplinary grounding and theoretical bases, will be a sophisticated and attractive addition to the College’s Ph.D. programs. Your graduates are likely to be important scholarly and political leaders in local, national, and international arenas.

Because we have just launched our own new Ph.D. program, I was able to read your proposal with an especially nuanced and critical eye. What I found was very impressive. Your department has made some judicious economic decisions about this new venture, limiting your overall number of graduate students and converting some lectureships to GTA positions. I am impressed, too, that this proposal will strengthen ties and create rich new alliances with the university resources already available, such as the library collections in Middle East and Jewish Studies, the Melton Center for Jewish Studies, the Mershon Center for International Security and Public Policy, and the Middle East Studies Center.

Overall, this is a well-conceived proposal that wisely uses resources at hand and serves the interests of the College, the university, and the world community. I look forward to its implementation.

Sincerely,

Linda Mizejewski
Professor and Chair
April 16, 2003

Professor Dick Davis, Acting Chair
Department of Near Eastern Languages and Cultures
203 Jennings Hall
CAMPUS

Dear Professor Davis,

I have read with considerable interest the NELC Ph.D. Program Development Plan. It is very clear that a Ph.D. program in your department would be a great asset not only to the University and the College of Humanities but also it would strengthen the strong disciplinary and interdisciplinary interests on the Middle East on our campus. Indeed, with the events of the past several years, there is little doubt that this part of the world will have increased importance around the globe for many years to come. This will generate an increased demand not only for the pertinent language instruction but also create a rich agenda for scholarship and teaching on matters of Middle Eastern literature and culture.

The establishment of a Ph.D. Program in your department would provide Ohio State with not only an additional, but also an essential platform for playing the role that a university of our stature should have in Middle East studies both on-campus and among our peers. There is no doubt that it would attract and maintain both excellent faculty and graduate students for your department as well as other disciplines. It would greatly enrich and enhance our already strong Center for Middle East Studies. Moreover, it would be expected that program would complement nicely the graduate programs in History and other humanistic and social science disciplines both by providing courses for their students as well as supplying students for graduate courses in the other departments.

I strongly support the approval of your proposed doctoral program.

Sincerely yours,

Jerry R. Sadman
Associate Provost for International Affairs
April 17, 2003

Dick Davis  
Acting Chair  
Department of Near Eastern Languages and Cultures  
203 Jennings Hall  
1735 Neil Avenue  
CAMPUS

Dear Dick:

On behalf of the Department of English, I would like to express our strong support for NELC’s Ph.D. Program Development Plan. Our Executive Committee discussed the proposal at our April 9, 2003 meeting and found it to be responsive to the goals that your unit has set for itself. Those goals respond to both university and national agendas. As described, your proposed Ph.D. is likely to be rigorous and innovative.

We note that as part of your program’s emphasis on interdisciplinary linkages, you have listed several courses from the Department of English as possible courses to strengthen the scholarly opportunities for your students. After reviewing the proposal, we agree that you have selected those courses that most readily speak to your goals for enhanced professionalizing and internationalizing of your program.

We look forward to future collaborations and thanks for giving us the opportunity to respond to your plans. Given your unit’s many strengths, I expect that the proposed doctorate will attract many exemplary graduate students.

Sincerely,

Valerie Lee  
Professor and Chair
18 April 2003

Professor Dick Davis, Acting Chair
Department of Near Eastern Languages and Cultures
203 Jennings Hall
1735 Neil Avenue
CAMPUS

Dear Dick,

Thank you for the opportunity to review your department’s Program Development Plan for a Ph.D. in Near Eastern Languages and Cultures. At its departmental meeting on 11 April, the faculty in Comparative Studies reviewed the narrative portions of the PDP, the descriptions of proposed core curriculum courses, and the sample programs. At the end of its discussion, the faculty recommended endorsing the proposed PDP.

My colleagues are convinced that the need for doctoral programs in this area is great, that there will be growing federal and other research support for graduate students, and that the curriculum you have outlined offers a better preparation than that available in traditional area studies programs.

The members of our faculty also find that the proposed degree would complement the proposed Ph.D. in Comparative Studies. Indeed, many of my colleagues feel that there may in the future be new opportunities for collaboration at the doctoral level, particularly in the area of religious studies.

Please do not hesitate to ask if our department can be of any further assistance. Good luck with the rest of the approval process.

Sincerely,

David Horn
Chair
April 22, 2003

Professor Dick Davis, Chair
Near Eastern Languages and Cultures
203 Jennings Hall
1735 Neil Ave.

Dear Dick,

Thank you for sharing with me the Proposal Development Plan for a PhD in Near Eastern Languages and Cultures. As you know, I have been eager to see your department develop a doctoral program for many years, and generally I find your plan to be very strong. What follows is a suggestion as to how the proposal might be further strengthened by drawing attention to an additional area in which you are poised to excel.

It is important nowadays for universities, particularly those that combine research and teaching missions as closely as Ohio State does, to take a lead in educating students, at all levels, in the cultures of a part of the world that has such significant political, military and economic impacts as does the Middle East. Until we understand better the value systems that underlie societies in Iraq, Iran, Israel, etc., those of us raised in western cultures will not be able to interact with the people of these countries effectively, or play a role in resolving their conflicts. In your plan, you persuasively spell out the ways in which your department might do this at the doctoral level, and the high quality of your faculty guarantees that your proposals for studying the contemporary Middle East can be carried out fully. I applaud, as well, your eagerness to work with OSU faculty from a broad variety of disciplines outside your own Department in pursuing this goal.

In addition to this focus, however, which is most prominent in your proposal, I would urge you to draw more attention to your department's outstanding capacity to train students in pre-modern Near Eastern cultures. In addition to your own colleagues Michael Swartz, Adena Tanenbaum, Daniel Frank, Sam Meier and Michael Zwettler, there are many faculty in other departments at Ohio State that can help you build yourselves into one of the finest programs for the graduate student of the ancient Near East (I think especially, but not exclusively, of faculty members in the departments of Greek and Latin and History at OSU). Such an additional focus on the ancient Near East would bring two benefits. First, it would fulfill an expanding desire on the part of graduate
students to study the subject—a desire that has prompted some universities that lack departments of Near Eastern Studies to try to fill the gap by hiring specialists in Near Eastern Studies into other departments, such as Classics or History, or by reformatting existing programs to include the ancient Near East (e.g., the University of Minnesota, which now has a department of Classical and Near Eastern Studies). Ohio State has a rare chance to develop a truly premier program in the ancient Near East by merely coordinating more effectively the faculty resources that exist in your own and other departments, and guarding more assiduously against their loss to other institutions. Second, a stronger additional focus on the ancient Near East would guarantee that the students you train in the contemporary cultures of the Middle East will understand more thoroughly and with greater sophistication the reasons that these cultures are as they are. Your list of OSU Faculty in Allied Fields should be expanded to reflect the potential for graduate work in the ancient Near East before the proposal goes forward.

Nor should it be overlooked that, even as you draw on strengths in the ancient world that are represented by colleagues in Greek and Latin, History, etc., you will be giving back in kind to graduate students in those departments: a truly excellent program in ancient Greek and Roman cultures, for example, can exist only at a university that provides its students with the opportunity to learn ancient Near Eastern languages, to study the religious systems of other early Mediterranean cultures, to learn about their literatures, etc. New discoveries and scholarship during the past two or three decades increasingly have compelled classicists and historians of Greece and Rome to acknowledge the constant cultural interchange amongst ancient Mediterranean cultures, and to abandon erstwhile assumptions that any single one of them can be studied in isolation from the rest. The quality and reputation of Ohio State’s graduate program in Classics has risen markedly in the fifteen years since I joined the faculty, and is on the brink of becoming one of the best in the country—but making the final leap will depend in part on support of an excellent graduate program in Near Eastern Studies.

I very much hope that your plan will quickly find the support it deserves among the members of the College of Humanities Curriculum Committee.

Sincerely yours,

Sarah Iles Johnston
Professor of Greek and Latin
April 24, 2003

Prof. Richard Davis
203 Jennings Hall
1735 Neil Ave.
Columbus, OH 43210

Dear Dick,

On behalf of the Department of Greek and Latin I would like to commend and support the proposal for a PhD program in Near Eastern Literatures and Cultures. This is a natural development of the current MA Program. The faculty resources of the department are already more than adequate to support a PhD program, and all of the necessary courses are in the curriculum and already being offered for the MA Program. Similarly the number of graduate students supported by the program will allow the implementation of a PhD program without any new funding.

A PhD program in Near Eastern studies is also desperately needed in the state of Ohio. With the Near East becoming of critical concern in world affairs Ohio needs and deserves a PhD program relating to the region. Moreover, for us a PhD program would be most welcome because it would complement the Ancient Mediterranean Religions program in which we are already cooperating with NELC. We regularly have PhD students with an interest in the religions of the ancient Near East. A complementary PhD program in Near Eastern languages and culture would make our program more attractive to applicants and would give our students some additional options.

The proposed program thus has our strongest support. If there is anything more I can do to assist in the approval and implementation of the program, please do not hesitate to ask.

Sincerely,

David E Hahn
Professor and Chair
April 25, 2003

Dr. Richard Davis, Acting Chair
Near Eastern Languages and Cultures
203 Jennings Hall
1735 Neil Avenue
CAMPUS

Dear Dr. Davis:

The Middle East Studies Center (MESC) is in full support of a Ph.D. program in the Department of Near Eastern Languages and Cultures (NELC). As the Center Director for the past 18 years, I have had the opportunity to work closely with NELC and have watched it develop into a strong languages and cultures department. The MESC has had the opportunity to collaborate with NELC for the development of many courses of language and cultures over the years. There has been a steady increase in interest in learning the Near Eastern languages of Arabic, Hebrew, Persian, and Turkish. The MESC program directive from the U.S. Department of Education has been to dramatically increase the numbers of speakers of these languages in order to fulfill government and private sector needs as well as to increase the pool of scholars and experts on the Middle East/Near East region. Under the Title VI funding, the MESC grants each year between 10 and 14 Foreign Language and Area Studies (FLAS) fellowships to OSU to study Middle Eastern languages at NELC. The Middle East is a key field of research and study. We at the Middle East Studies Center believe that it is a right time to implement a Ph.D. program at Ohio State, the largest Ph.D.-granting university in the country. A Ph.D. program in Near Eastern Languages and Cultures will attract scholars from all over the world. We receive inquiries regarding a PhD in Near Eastern Languages on a weekly basis. A Doctoral program will also enable our Middle East Studies Center to be eligible to apply for a comprehensive Center, which
will increase the MESC funding and FLAS fellowships significantly. Our Center will do whatever possible to support, financially and otherwise, the development of a Ph.D. program in NELC. This year, the MESC has funded lecturers in two Near Eastern languages (Turkish and Urdu) in the hopes that this will strengthen NELC's Ph.D. application to the College of Humanities.

It is with pleasure that we write this letter of support and will be happy to help in any way that we can. Please feel free to contact us at the Center if you need any additional information.

Best wishes,

Alam Poyind, Director
Middle East Studies Center
The Ohio State University
Dear Dick:

You have asked me to comment on the Program Development Plan recently prepared by your Department. As a trained Islamist and one who has spent a considerable part of his professional life dealing with Middle Eastern themes and problems, I find that an interesting task.

In regard to the program I find that the plan for introducing a Ph.D. in Near Eastern languages and culture to be in line with national priorities for dealing with foreign nations in a section of the world where we have limited knowledge and understanding. When I finished my graduate training in 1963 I took a trip to Washington, D.C. to find a job with the United States government and in the space of a week received four solid offers of jobs; two required the use of my expertise in Arabic and two wanted my expertise in Indonesian. The dearth of personnel knowing “hard” foreign languages would not so acute today, but there are still not enough people to undertake the task when it comes to filling the needs of government, academia, philanthropic and humanitarian organizations and business. But if the dearth is not so great today, it is because we now rely heavily on foreign-born immigrants or second-generation immigrants who have certain cultural blinders that limit the practicality of their wide-spread use. It is necessary that we have programs in higher education that assist in preparing a reasonable number of native-born Americans in the language and culture of the Middle East even as we prepare them for other fields from science, through the technologies, to the health fields, to the humanities. This is the flip-side of our mandate to spread the knowledge developed in the US to foreign born students; here we need to teach Americans about foreign culture. The emphasis on language training in this program will help meet these needs.

At the same time as the program is useful to native-born Americans, the program is also useful to students from abroad, particularly from the Middle East. American universities can assemble the resources, the teaching personnel, and the methodologies of scholarly approach that can be a key learning tool for students in cultures which lack that assembly of tools. My own experience dealing with Islamic intellectuals in Southeast Asia, for example, shows that those intellectuals who studied in the United States were far broader in their thinking than those who stayed tied solely to Islamic educational paradigms. Those intellectuals certainly did not abandon their Islamic identity, but their views were broader and significantly deeper because of their study in the United States. Again this program can help meet these important needs.

In reviewing the personnel available for the program I find no serious gaps in the appropriate
fields represented by the faculty now at Ohio State, in fact, it is highly qualified and should be able to advance under the new program of study. Library sources—certainly key to such an undertaking—are rich in texts in the foreign languages involved. My own use of that collection for Islamic materials, for example, has increased over the years as it has gotten appreciably better and I find the collection extensive enough that I now use the Columbus collection more and more and the collections elsewhere—as at McGill University, which hosts a fine Islamic Studies program—less and less.

Finally, there is room to grow here, which will serve the faculty and the students, and there will be equal opportunity to work with foreign institutions to enhance the program and to even work with other institutions in the region to build other programs related to this new program, such as the Southeast Asian Program at Ohio University where students studying Islam there need the vital Middle East component. There are doubtless other opportunities for such cooperation.

In conclusion, let me say that I support the program and recommend its adoption.

Yours truly

Howard M. Federspiel
Professor
28 April 2003

Professor Richard Davis, Acting Chair
Department of Near Eastern Languages and Cultures
203 B & Z Building
1735 Neil Ave.
Campus

Dear Dick,

I have indeed gone through the Department of Near Eastern Languages and Cultures proposal for the institution of a PhD program and am much impressed with what the document describes. As a colleague in a cognate field, I have long been familiar in a somewhat piecemeal way with the Department's faculty and programs. The document gives an overview of the department as a whole and as such presents a picture of an academic strength and depth that is really quite remarkable. Indeed, it seems to me to compare very favorably with a number of the PhD programs in Near Eastern languages and cultures offered by sister institutions around the country with which I am familiar.

Given the strength of the program here at Ohio State, as recognized by continuing support from the NEH as well as by grants to individual faculty, a growing recognition nationally of the need for trained specialists in Near Eastern languages and cultures, and the importance of an advanced language program in this fields to cognate academic fields in this university, such as History and the History of Art, it would seem both timely and appropriate that NELC should be drafting a proposal for a PhD program. Certainly, it is a move that has the full support of your colleagues other departments of the University.

Best regards,

Howard Crane
Professor
Dear Professor Davis,

Thank you for sending me a copy of NELC’s plan to establish a Ph.D. program in the near future. Needless to say, as Director of an undergraduate program, I can make few useful and pertinent comments on the specifics of your proposal. Let me say, in general, however, that I warmly welcome your proposal. NELC is a key contributing department to International Studies, and especially to the Middle East specialization. Thus, a stronger NELC department means a stronger international Studies program. Advanced graduate students, for example, can offer their own courses, thereby increasing the number and diversity of courses available to Ohio State’s undergraduate student body as a whole. Expansion of the number of faculty in your department down the road will have the same effect.

I wish you the best of luck with your proposal. International Studies welcomes it and endorses it warmly.

Sincerely,

Anthony Mughan
Director, International Studies &
Professor, Political Science
mughan.1@osu.edu

April 29, 2003
April 30, 2003

Professor Richard Davis
Acting Chair
Department of Near Eastern Languages and Cultures
203 Jennings Hall
1735 Neil Ave.
Campus

Dear Dick:

I am pleased to support the Near Eastern Languages and Cultures Program Development Plan, designed to create a Ph.D. I am writing both as Director of the Center for Folklore Studies, where I help students to design interdisciplinary folklore programs at all levels and as a member of the Melton Center for Jewish Studies.

N.E.L.C. has a very distinguished faculty and already attracts interest from graduate students interested in doctoral studies at O.S.U. Two of my own students came to O.S.U. for a doctorate in English (through the One-of-a-Kind program) in order to pursue studies in Middle East folklore. The folklore program at O.S.U. is recognized as one of the two best in the country, and one of the particular strengths of the program is the faculty in Middle East studies. I know that O.S.U. could attract the very best students in Middle East folklore, and I am confident that we could place them in academic positions. The One-of-a-Kind program is useful, but it can be an obstacle on the job market.

The N.E.L.C. faculty in Jewish studies is equally distinguished. Not only would a Ph.D. program attract excellent students, perhaps more importantly it would help us to retain excellent faculty members in this area. O.S.U. has significant resources in the library collections and the Melton Center, but without a Ph.D. program, I worry that we will lose some of our finest faculty members.

Sincerely,

Amy Shuman
Associate Professor