

Department of Near Eastern Studies
Revised Graduate Student Handbook

Contents

1. Department Overview

Fields of Study

Hebrew Bible and Northwest Semitics

Egyptology

Assyriology

Near Eastern Archaeology/Art

2. Admission to the PhD Program

3. Requirements for the MA Degree

4. Requirements for the PhD Degree

Overview

Coursework

Foreign Language Exams

Comprehensive Exams

Dissertation Proposal

Dissertation Defense/Graduate Board Oral Final Exam

Policy on Probation and Termination

PhD Mentoring Commitments

Teaching/Research Assistantships and Instructorships

Annual Evaluations and Renewal Letters

5. Financial Support

6. Registration Status

Resident

Nonresident

Leave of absence

7. Appendix 1: Roadmaps from Matriculation to Graduation by Program of Study

8. Appendix 2: JHU Mentorship Commitments of Faculty Advisors and PhD Students

1. Department Overview

The Department of Near Eastern Studies was founded in 1883 and was the first program in the United States to offer a PhD in the field. Early members of the department included Paul Haupt, a renowned Sumerologist and Assyriologist from Leipzig and Göttingen, and William Foxwell Albright, who was one of the most influential scholars of the 20th century. Today, the faculty comprises respected research scholars who offer courses in all aspects of the language and material culture of the ancient Near East.

Fields of Study

Hebrew Bible and Northwest Semitics

The graduate program in Hebrew Bible/Northwest Semitics focuses on providing students with the philological tools to be able to study the Hebrew Bible in its original languages and scripts, as well as analyzing the various textual witnesses to the Hebrew Bible via primary texts.

The academic study of the Hebrew Bible necessitates viewing it as an ancient Near Eastern text. To do so, students must study it alongside of other Northwest Semitic texts, especially those written in Aramaic, Ugaritic and Phoenician. In addition, students must have three years of study devoted to a minor language (Akkadian and/or Egyptian). In addition to philology, a variety of theoretical models are employed to understand the political histories and cultural expressions of the Northern and Southern Levant.

Egyptology

There are two tracks in this field: Egyptian Art/Archaeology and Egyptology (Philology). The chief distinction is the choice of a minor; the students in Egyptology generally choose a minor in another Near Eastern Language or Greek, while those in the Egyptian Art/Archaeology track usually select Near Eastern Archaeology or Classical Archaeology for their minor. The approach here at Hopkins has been to train Egyptologists who, while they have their special research focus within the two tracks, leave the program well-grounded in Egyptian Philology, Art History, Archaeology, and History. All Hopkins students working towards a PhD in Egyptian Art/Archaeology or Egyptology study Egypt from the Pre-Dynastic through the Coptic Periods. They participate in the art history/archaeology seminars, and study all the stages of Ancient Egyptian, from Old Egyptian through Coptic. Students in the Egyptian Art/Archaeology track are not required to take Demotic, although they are welcome to do so.

Assyriology

The graduate program in Assyriology provides students with the training to read cuneiform tablets written in the Akkadian and Sumerian languages. Their coursework in Akkadian and Sumerian grounds students in the fundamentals of the different dialects and genres that were written over a period of 3,000 years in ancient Mesopotamia and elsewhere in the Near East. Students develop essential philological skills; a deep familiarity with the ancient textual record; and a knowledge of historical, literary, and linguistic theory.

Near Eastern Archaeology/Art

The graduate program in the archaeology or art of the Near East examines the material culture of southwest Asia from the Neolithic to Roman periods, with particular emphasis on socio-political, economic, and ideological variables and their relation to societal structure and change. Students have the option to specialize in either archaeology or art, but regardless of specialization, they become familiar with archaeological and anthropological theory and method in addition to the Near Eastern evidence. Students also receive training in applications of spatial technologies in archaeology, including Geographic Information Systems (GIS), satellite imagery mapping, and geoarchaeology

2. Admission to the PhD Program

Applications to the PhD program are taken once a year for matriculation in the fall semester of the following academic year (the annual application deadline is December 15). Students may apply with either a BA or MA degree already in hand, or when they are in the final year of progress toward one of those degrees.

As the program is intended to lead to the PhD, students are admitted as candidates for the MA only in unusual cases. Exceptionally, the department may accept students who register for one or more courses individually (visiting graduate students). Departmental financial aid is not available for MA or visiting students.

Applicants to the PhD program in Near Eastern studies should upload and submit the following application materials and supporting documents through the online application:

- **Online application**
- Application fee
- Statement of purpose
- Sample of work (a recent example of written scholarship, preferably in the area of the applicant's special interest – maximum 25 pages)
- Two letters of recommendation
- Official transcripts (applications will be ready for review with unofficial transcripts, but official transcripts will be required if an offer of admission is made)
- Official TOEFL or IELTS test scores within the last two years for *international applicants whose native language is not English*. Test may be waived for those who have received a degree from a country with English as the official language of instruction. Use the following codes when requesting scores to be sent to Hopkins: JHU Code: 5332; Department Code: 57.

Please note that the department does *not* require applicants to submit GRE scores.

3. Requirements for the MA Degree

Because obtaining a terminal MA is not a recognized objective of the Johns Hopkins PhD program in Near Eastern Studies, students are admitted as candidates for the MA only in unusual cases. MA candidates will follow the same courses as PhD candidates. The MA will be awarded upon the successful completion of two full years of course-work in one of the areas of concentration of the PhD program, demonstration of proficiency in reading French or German, and completion of a master's paper or examination that will be approved by the faculty in the MA candidate's program of study. PhD candidates who have successfully completed their comprehensive examinations will be automatically awarded an MA degree. However, a PhD candidate who has successfully completed two years of the program may petition the Department to receive the MA, which will be awarded after the completion of a master's paper or examination that will be approved by the faculty in the MA candidate's program of study. A terminal MA may be awarded to students who leave the PhD program after at least two years and have demonstrated proficiency in reading French or German at the discretion of the faculty.

4. Requirements for the PhD Degree

Overview

The graduate program is designed to give students both breadth of training in the cultures of the ancient Near East and methods of studying them and also depth in the particular culture and/or method of their program. Students normally spend three years in coursework before taking comprehensive examinations in their major and minor areas of concentration. After passing the comprehensive examinations, the student will prepare and submit a dissertation proposal. Once the proposal is accepted, the student will prepare a dissertation under the direction of the student's advisor and in consultation with a second reader. The completed dissertation will be submitted to the Homewood Graduate Board, and the student must defend the dissertation at an oral examination of the Graduate Board.

Coursework

The standard number of courses a student in coursework should take in a semester is five. Students in coursework meet with their advisor in order to choose their courses for each semester before registering for those courses. When the adviser approves of the student's schedule, they will lift the adviser hold and the students will be able to register. In addition to courses in their program of study, all students must take and pass the three-year cycle of courses in Ancient Near Eastern History. Students also choose a minor area of concentration in consultation with their advisor that is outside their major area of interest. A student must take at least two years of coursework in their minor area of concentration. The faculty also encourages students to take full advantage of course offerings in other departments. In order to keep a manageable course load, the best time for students to take courses outside of the department is in the third year, when the coursework for their minor area of concentration has been completed.

Many courses require the submission of written work in addition to class readings and seminar participation. While department faculty members can set their own policies and deadlines regarding the submission of written work in the seminars they teach, as a general rule, papers and other assigned projects are due no later than the end of the finals period as announced on the

JHU KSAS academic calendar. Students may not have more than one incomplete/in progress grade per academic year, and all such grades must be resolved by the first week of August following the academic year in which they occurred. Students having more than one incomplete/in progress grade at a time or not resolving such by the August 1 deadline will be considered as not making satisfactory academic progress (see “Policy on Probation and Termination,” below).

Department faculty members can set their own policies for grades. Some faculty will prefer to give letter grades, and some will prefer to grade on a pass/fail basis. Faculty members make their grading policy clear on their syllabi. In courses in which students receive a letter grade, anything below a B is considered a failing grade. Students who receive one or more failing grades (i.e., below a B in a letter grade course; an F in a pass/fail course) will be notified in writing that this performance is unacceptable as part of the annual evaluation process. Continued poor performance after this notification will be considered as not making satisfactory academic progress (see “Policy on Probation and Termination,” below).

Foreign Language Exams

The Department requires students to pass proficiency exams in French and German by the end of the student’s first and third semesters (in any order). For this reason, it is strongly recommended that prospective students take courses in either French or German before beginning the PhD program.

Examinations are area-specific and students are allowed to use a German-English/French-English dictionary. The passages to be translated are chosen and graded by the student’s major advisor. Results of the exam are then reported to the NES Language Coordinator and the department’s Academic Program Coordinator as the fulfillment of one’s research languages needs to be reported to the Graduate Board.

The Department of German and Romance Languages and Literatures (GRLL) offers a two-semester reading course (210.661-662) Reading and Translating German for Academic Purposes. An A grade in both semesters will be accepted in lieu of the area-specific NES exam. Regrettably, there is no equivalent two-semester reading course for French.

Students are encouraged to take the university’s free graduate courses in reading German and French regularly offered during the summer through the Singleton Center. While these courses are intensive in nature, due to their short duration, they do not provide sufficient proficiency such that they can be used to test out of the language requirement. Thus, they must be supplemented with additional training/coursework to prepare for the departmental exam.

Students whose native language is not English should consult the NES Language Coordinator concerning special arrangements.

For more specific information about exams (e.g., scheduling, length, time allotted), students should consult with their faculty advisor.

Comprehensive Exams

Students who have completed their coursework, have no outstanding incompletes, and have passed the required language exams are eligible to take their comprehensive exams. Students must take their comprehensive exams within six months of the end of the spring term of their third year, or not later than November 15. Copies of past comprehensive exams are kept on file in the Academic Coordinator's office.

Comprehensive exams cover the student's major and minor areas of concentration. A comprehensive exam may be "full" (no more than eight hours) or "half" (no more than four hours). The nature and scope of the student's examinations are determined by the faculty in the student's major area, in consultation with the student. Typically, students take three full exams in their major area and one full exam in their minor area, or some combination of full and half exams that is the equivalent. The entire set of exams must be taken within a one-week period.

In the event that a student does not pass one or more exams, those exams may be retaken, at faculty discretion. Failure of an exam may be considered as not making satisfactory academic progress (see "Policy on Probation and Termination," below). Failure in the second attempt on an exam will constitute grounds for dismissal from the program. In exceptional cases, at the discretion of the faculty, failure in the first attempt may also be grounds for dismissal.

Dissertation Proposal

After passing all comprehensive exams, students begin to work towards a dissertation topic by formulating a proposal. It is advisable that a student and their primary advisor set up an independent study already during their last semester of courses in order to explore possible dissertation topics (see Appendix 7: Roadmaps). The dissertation proposal should be around 6-8 pages and no more than 10 pages, not inclusive of bibliography. It should briefly describe the object of study, the research questions motivating the study and the method of answering those questions and should include a short chapter outline. Examples of approved dissertation proposals are kept on file in the department office. When the student and advisor think a draft of the proposal is ready, it should be circulated to other faculty members for any comments and criticism. If the student and advisor determine that the dissertation research will need an outside second reader, the draft proposal should be circulated to them at this time as well. After such comments and criticisms are addressed to the student's and advisor's satisfaction, the advisor will approve the proposal by notifying the department's Academic Program Coordinator. At this time, the student proceeds to "ABD" status. The dissertation proposal must be approved no later than the end of the academic year in which comprehensive exams are taken; so, by the end of the fourth year's spring term.

Dissertation Defense/Graduate Board Oral Final Exam

When the student's dissertation is complete, the student must successfully defend the dissertation before a Graduate Board Orals committee consisting of three internal (i.e., departmental) readers

and two external readers. Although the student may be consulted as to possible GBO committee members, the selection of the committee is the department's prerogative. The dissertation must be accepted and approved by the First Reader (the student's principal advisor) and the Second Reader before the committee can be chosen and the defense can be scheduled.

The defense should be scheduled at least eight weeks before its proposed date. At least three weeks before the scheduled date of defense, the student is responsible for providing the department with an electronic copy of the dissertation and any hard copies that have been requested by members of the GBO committee for circulation to that committee.

When scheduling the dissertation defense, students should be aware of the [University's deadlines](#) for submitting dissertations to the ETD office. These deadlines are considerably in advance of Commencement, and students need to have successfully defended the dissertation and, perhaps, made additional revisions, before submission to the University is approved. (More detail on the possible outcomes – Unconditional Pass, Conditional Pass, and Fail – of a GBO Exam and the revisions to the dissertation that they may require can be found [here](#).) Note that there is a fee for University submission that is typically paid by the department. Successful defense of the dissertation and its submission and acceptance by the University marks the fulfillment of the program's degree requirements.

Policy on Probation and Termination

Students who do not make satisfactory academic progress in any area of required work in the program may be put on academic probation. Failure to meet the terms of their probation will result in the student's dismissal from the program. Further information can be found in the [KSAS Graduate Student Probation, Funding Withdrawal and Dismissal Policy](#).

PhD Mentoring Commitments

The department takes the mentoring of PhD students to be one of its primary responsibilities. To this end, the department subscribes to the document "JHU Mentorship Commitments of Faculty Advisors and PhD Students," which enumerates the mutual responsibilities and expectations of advisors and students. The full text of the document can be found [here](#) and is also included as Appendix 2 in this handbook. It is expected that faculty advisors and PhD students with discuss the responsibilities and expectations enumerated in the document when the PhD student begins the program.

Teaching/Research Assistantships and Instructorships

In addition to their own studies and research, students in the PhD program gain valuable pedagogical experience by serving as a Teaching or Research Assistant (TA or RA) or by teaching introductory language courses as the instructor of record. The department is committed to ensuring that every PhD student receives teaching experience during their time in the PhD program. As part of their fellowship, students are eligible for assignment as a TA, RA, or instructor during the ten semesters for which they receive university-sponsored fellowship funding. In order to allow a focus on their own coursework, it is departmental custom to shift the

first three years of this period of eligibility to after their fellowship has ends; i.e., from years 1-3 to years 6+. Because students have essentially been remunerated in advance for serving as a TA, RA, or instructor via their fellowship funding, they may not receive additional funding for serving as a TA, RA, or instructor in years 6+, though in practice the Department does provide modest remuneration when possible.

TA responsibilities can vary but in general include grading, leading a weekly or biweekly discussion section attached to a larger lecture course, and/or giving one or two lectures over the duration of a semester in a larger lecture course.

The [Center for Educational Resource's Teaching Academy](#) offers a wonderful foundation for college teacher training and self-reflective pedagogical practices, and it is expected that students will participate in its offerings during their time in the PhD program. In addition to the uniform teaching training provided by the CER, a student's primary advisor and other relevant faculty members will offer additional training and support as relevant to a student's program of study and teaching.

Departmental Service

As members of a community of scholars, students are expected on occasion take on a role that contributes to the life of the department. Specific roles are usually held on an annual basis and include coordinating the ANSHE lecture, coordinating the "lunch lecture" series, acting as the department's GRO representative, or serving as the Archaeology Lab manager. In addition to providing invaluable support to the department, this service gives students a first-hand look at how faculty careers consist of more than just teaching and research. Each student should expect to serve in at least one role during their time in the PhD program.

Annual Evaluations and Renewal Letters

Every spring, as part of the fellowship contract renewal process, the department conducts graduate student evaluations to assess the accomplishments and progress of each PhD student in the program. This is a multi-step process that begins with the student's completing "Part A: Graduate Student Self-Assessment." This self-assessment will be made available to the entire research faculty (though in practice it is the principal adviser who will read it the most carefully). Once faculty have reviewed the self-assessments, faculty advisers receive input from colleagues in the department and complete "Part B: Adviser's Assessment." After that, the student schedules a meeting, either with the primary adviser or with the faculty teaching in their graduate program to discuss the self-assessment and adviser's assessment. After the in-person meeting is completed, the form receives signatures from both student and adviser and is submitted to the department's Academic Program Coordinator.

Following the evaluation process, letters of fellowship renewal are prepared and distributed to all continuing graduate students in the department. These letters contain financial details of each PhD student's fellowship award, as well as an explanation of each student's status and responsibilities for the coming academic year; accordingly, these letters should be read very carefully for accuracy. Letters must be signed and returned to the department by the deadline indicated (typically, mid-May), since they are used to set budgets for the coming year. In cases where letters do not reflect a

student's own understanding of the fellowship or the obligations attached to it, the Department Chair and administrator should be notified immediately, and prior to the signing deadline.

5. Financial Support

The department awards all students admitted to the PhD program an annual fellowship covering full tuition and health care and a full stipend for living expenses that is guaranteed for five years, contingent upon satisfactory progress year by year. For some of this period, the department's support may take the form of a teaching assistantship. In addition, the period of support may be extended by the various competitive awards available to advanced students within the university, such as the prestigious Dean's Teaching Fellowship and the Stulman Jewish Studies Award.

Either before or after their matriculation, students may seek outside fellowships. There are also fellowship and stipends specifically for URM graduate students, students who attended historically black colleges and universities, and more. See [the Johns Hopkins Diversity Initiatives](#) for information. All incoming or currently enrolled students who have been awarded an outside scholarship may "bank" their university funding for a later date, thereby extending the overall period of support beyond five years. Students who go on leave for a semester or year may also bank their departmental support.

When appropriate, the department will award travel stipends for students to present papers at scholarly conferences, to conduct archaeological excavations in the Near East or to visit museum collections in this country and abroad. To receive a travel stipend to present a paper at a scholarly conference or similar profession forum, students are required to have the permission of their advisor and to present the paper at a departmental seminar (i.e., a "lunch lecture") prior to its outside presentation.

The department will commit a standard maximum of \$1,500 to be used for travel over the course of the student's career in the department. Applications for travel stipends require the approval of the student's principal faculty advisor and the department chair. Students should contact the department administrator for details on how to process the payment.

6. Registration Status

Resident

Students who are in their first five fellowship years or are receiving funding from either the department or school for teaching as a T.A. or instructor are required to have "Resident" status. The Department's goal is to train all students both as specialists and as broad scholars of the ancient Near East, and the departmental community is an important means of achieving this goal. For this reason, student involvement in the Department and its programs is essential. To earn the PhD, the Department requires that students be on campus throughout the five years of their funding support, making themselves available for departmental teaching and/or research assignments and participating fully in the activities of the Department.

Students who have completed all coursework are expected to maintain their resident status into years 4 and 5 of the fellowship and so must register for the course "Readings & Research"

(131.800/801). This is not an actual course but a registration of status (since everyone in residence must be registered for something). Students should make sure to register for the section that corresponds to their faculty advisers in order to facilitate grading.

Nonresident

Students who have completed all requirements for the degree except for the dissertation and who no longer receive department funding should apply for “Nonresident” status. Nonresident students are required to pay a fee of 10% of the full-time tuition rate and for their own health insurance costs (they are eligible to purchase the student health plan). Nonresident students may only work up to 19.9 hours per week on campus and may not take courses for credit (auditing is allowed). To receive a change in status from Resident to Nonresident, students must apply to the Graduate Board through the department; contact the department administrator for instructions.

Note that students are granted up to five years (10 semesters) of nonresident status. After this period of time, students who have not received their degree are terminated, although the possibility of exception by petition to the Graduate Board exists.

Leave of absence

Graduate students may apply for up to four semesters of leave of absence (not including the summer term) when medical conditions, compulsory military service, or personal or family hardship prevents them from continuing their graduate studies. During a leave of absence, a student will not receive departmental funding, although they may “bank” the funds they would have received during this time (see Financial Support above). When on an approved leave of absence there is no tuition charge. However, students may also not be eligible for student health insurance coverage.

A student on a leave of absence is not to make use of any University services or facilities. Degree requirements may not be completed by students while on a leave of absence, including work done on their dissertation or the submission of the dissertation to the library. A student may not be enrolled at another university during the leave period.

To be approved for a leave of absence, graduate students must complete the leave of absence application, provide the proper documentation for their given situation, and be approved by the Office of the Vice Dean. When returning from leave of absence, a graduate student must complete and submit the Application to Return from Leave of Absence with the relevant documentation and be approved by the Office of the Vice Dean before they can register for classes.

For more information on Resident and Nonresident status, as well as leaves of absence, see the KSAS Graduate Board’s information on [Graduate Residency and Registration](#).

7. Appendix 1: Roadmaps from Matriculation to Graduation by Program of Study

Hebrew Bible and Northwest Semitics

Hebrew Bible and NWS

Year 1 (both semesters)

Hebrew Bible (2 Graduate Seminars)
 Seminar in Near Eastern History
 Minor Field Language (Akkadian or Egyptian)
 Near Eastern Art and Archaeology
 -successfully pass 1 modern language reading exam

Year 2 (both semesters)

Hebrew Bible (2 Graduate Seminars)
 Seminar in Near Eastern History
 Minor Field Language (Akkadian or Egyptian)
 Near Eastern Art and Archaeology
 -successfully pass 2nd modern language reading exam (by end of fall of 2nd year)

Year 3 (fall)

Hebrew Bible (2 Graduate Seminars)
 Seminar in Near Eastern History
 Minor Field Language (Akkadian or Egyptian)
 Near Eastern Art and Archaeology
 OR substitute a course outside of the department (related to dissertation interest)

Year 3 (spring)

Hebrew Bible (2 Graduate Seminars)
 Seminar in Near Eastern History
 Minor Field Language (Akkadian or Egyptian)
 Near Eastern Art and Archaeology
 Independent Study (preliminary dissertation research)

Year 4 (Fall)

Comprehensive exams (Late Summer/early Fall Semester)
 Crystallization of thesis topic and writing up of proposal
 Submission of proposal
 Hebrew Teaching (rotating)
 Applications for outside funding for years 5-6

Year 4 (Spring)

Thesis research
 Hebrew Teaching (rotating)
 Applications for outside funding for years 5-6

Year 5 (both semesters)

Thesis research
 Hebrew Teaching (rotating)
 Dean's teaching fellowship
 Applications for outside funding for year 6

Year 6 (both semesters)

Thesis research
 Hebrew Teaching (rotating)
 DTF/ Expository Writing course
 Possible outside fellowship support (dissertation completion fellowship)

Year 7 (Fall/both semesters)

completion of thesis and GBO
 apply for postdocs and jobs

Egyptology

(These are the courses that we offer each year on rotation, and we have a proven placement record based on our strongly recommending that students take all of them. We promote work in the classroom, and on long-term research but de-emphasize regular testing, because we see the students perform weekly. This lessens the periodic heavy study pressure and makes it consistent. No exams. Classroom performance and research.)

Year 1**EGYPTOLOGY**

Egyptian Texts [3 years of Middle Egyptian]
 Seminar in Near Eastern History
 Egyptian Art (two periods)
 Minor Field Language [total of 4 semesters over three years] OR
 Demotic

EGYPTIAN ART/ARCHAEOLOGY

Egyptian Texts/ beginning Egyptian
 Seminar in Near Eastern History
 Egyptian Art (two periods)
 Minor Field [total of 4 semesters over three years]

Year 2**EGYPTOLOGY**

Middle Egyptian Texts
 Seminar in Near Eastern History
 Old Egyptian
 Hieratic (one term)
 Egyptian Art/archaeology (one seminar)
 Minor Field Language

EGYPTIAN ART AND ARCHAEOLOGY

Middle Egyptian Texts
 Seminar in Near Eastern History
 Old Egyptian
 Egyptian Art/archaeology (two seminars)
 Hieratic (one term)

Year 3**EGYPTOLOGY**

Middle Egyptian Texts
 Seminar in Near Eastern History
 Late Egyptian
 Coptic
 Egyptian Art
 Demotic (if specialty)
 Independent Study (preliminary dissertation research) – spring semester only

EGYPTIAN ART/ARCHAEOLOGY

Middle Egyptian Texts
 Seminar in Near Eastern History
 Late Egyptian
 Coptic
 Egyptian
 Independent Study (preliminary dissertation research) – spring semester only

Year 4

Comprehensive exams (Late Summer/early Fall Semester)
 Identification of thesis topic and writing up of proposal
 Submission of proposal
 Thesis research

Year 5

Thesis research
 Teaching of introductory language class/ Dean's teaching fellowship
 grant proposal (e.g., American Research Center in Egypt fellowship/ DAAD)

Year 6

Thesis research
 Teaching of introductory language class/ DTF/ Expository Writing course
 Possible outside fellowship support

Year 7

Completion of thesis and GBO
 Apply for postdocs and jobs

*Assyriology***Year 1 (both semesters)**

Akkadian
 Sumerian
 Seminar in Near Eastern History
 Minor Field Language
 Near Eastern Art and Archaeology
 Successfully pass 1 modern language reading exam

Summer between Year 1 and Year 2

Possible fieldwork in the Near East (if modern language study not necessary)

Year 2 (both semesters)

Akkadian
 Sumerian
 Seminar in Near Eastern History
 Minor Field Language
 Near Eastern Art and Archaeology
 Successfully pass 2nd modern language reading exam (by end of fall of 2nd year)

Summer between Year 2 and Year 3

Possible fieldwork in the Near East

Year 3 (both semesters)

Akkadian
 Sumerian
 Seminar in Near Eastern History
 Minor Field Language
 Near Eastern Art and Archaeology
 OR substitute a course outside of department for Minor Field Language/Near Eastern Art and Archaeology OR Independent Study (preliminary dissertation research) – spring semester only

Year 4 (Fall)

Comprehensive exams (Late Summer/early Fall Semester)
 Identification of thesis topic and writing up of proposal
 Submission of proposal

Year 4 (Spring)

Thesis research

Year 5 (both semesters)

Thesis research
 Teaching of introductory language class/ Dean's teaching fellowship
 Possible outside fellowship support and study abroad (e.g., Fulbright/DAAD)

Year 6 (both semesters)

Thesis research
 Teaching of introductory language class/ DTF/ Expository Writing course
 Possible outside fellowship support (dissertation completion fellowship)

Year 7 (Fall/both semesters)

Completion of thesis and GBO
 Apply for postdocs and jobs

Near Eastern Archaeology/Art

Near Eastern Art:

Year 1 – fall and spring

Seminar in Near Eastern Art and/or seminar in Near Eastern archaeology and/or seminar in ancient art
 Ancient language course
 NES history sequence seminar
 Course in method/theory, geospatial archaeology, and/or course in related areas, such as Africa, Egypt, the Levant, or Arabia
 Successfully pass 1 modern language reading exam

Summer between Year 1 and 2

Fieldwork in the Near East or appropriate museum

Year 2 – fall and spring

Seminar in Near Eastern Art and/or seminar in Near Eastern archaeology and/or seminar in ancient art
 Ancient language course
 NES history sequence seminar
 Course in method/theory, geospatial archaeology, and/or course in related areas, such as Africa, Egypt, the Levant, or Arabia
 Successfully pass 2nd modern language reading exam (by end of fall of 2nd year)

Summer between Year 2 and 3

Fieldwork in the Near East or appropriate museum

Year 3

Fall

Seminar in Near Eastern Art and/or seminar in Near Eastern archaeology and/or seminar in ancient art
 Ancient language course
 NES history sequence seminar
 Course in method/theory, geospatial archaeology, and/or course in related areas, such as Africa, Egypt, the Levant, or Arabia
 Apply to teach a DTF in 4th year

Spring

Independent study to write dissertation prospectus and prepare for comprehensive exams
 NES history sequence seminar
 Near Eastern art or archaeology course
 Possible ancient language course and/or relevant course in another department

Summer between Year 3 and Year 4

Take comprehensive exams in the following areas: art history method and theory; art and architecture of the Near East; ancient language; non-language or second language minor
 Submit dissertation prospectus by beginning of fall

Year 4

Teach DTF either fall or spring
 Fieldwork and/or library research for dissertation
 Potentially apply for smaller research fellowships

Year 5

Apply for dissertation research or finishing fellowships
 Continue dissertation research and writing
 Potentially teach DTP course in fall or spring

Year 6

In fall, apply for dissertation finishing fellowships OR postdocs and jobs
 Continue dissertation research and writing OR plan for defense

Year 7 – if still haven't defended

Completion of thesis and GBO
 Apply for postdocs and jobs

*Near Eastern Archaeology***Year 1 – fall and spring**

Seminar in Near Eastern archaeology and/or seminar in Near Eastern Art
 Ancient language course
 NES history sequence seminar
 course in method/theory, geospatial archaeology, and/or course in related areas, such as Africa, Egypt, the Levant, or Arabia
 successfully pass 1 modern language reading exam

Summer between Year 1 and 2

archaeological fieldwork in the Near East

Year 2 – fall and spring

Seminar in Near Eastern archaeology and/or seminar in Near Eastern Art
 Ancient language course
 NES history sequence seminar

course in method/theory, geospatial archaeology, and/or course in related areas, such as Africa, Egypt, the Levant, or Arabia
 successfully pass 2nd modern language reading exam (by end of fall of 2nd year)

Summer between Year 2 and 3

archaeological fieldwork in the Near East

Year 3

Fall

Seminar in Near Eastern archaeology and/or seminar in Near Eastern Art
 Ancient language course
 NES history sequence seminar
 course in method/theory, geospatial archaeology, and/or course in related areas, such as Africa, Egypt, the Levant, or Arabia
 apply to teach a DTF in 4th year

Spring

Seminar in Near Eastern archaeology and/or seminar in Near Eastern Art
 independent study to write dissertation prospectus and prepare for comprehensives
 NES history sequence seminar
 possible ancient language course

Summer between Year 3 and Year 4

take comprehensive exams in Near Eastern archaeology, archaeological method and theory, ancient language, and a fourth area to be determined (e.g. GIS in archaeology)
 submit dissertation prospectus by beginning of fall

Year 4

teach DTF either fall or spring
 fieldwork and/or library research for dissertation
 potentially apply for smaller research fellowships

Year 5

apply for dissertation research or finishing fellowships
 continue dissertation research and writing
 potentially teach DTF course in fall or spring

Year 6

in fall, apply for dissertation finishing fellowships OR postdocs and jobs
 continue dissertation research and writing and plan for defense

Year 7

complete dissertation and GBO exam
 apply for postdocs and jobs

Appendix 2: JHU Mentorship Commitments of Faculty Advisors and PhD Students

This document outlines mentoring expectations of faculty advisors and of PhD students at Johns Hopkins University. These expectations should be discussed together.

Faculty advisors should commit to the following responsibilities:

Training:

- The PhD advisor has the responsibility to mentor the PhD student. This responsibility includes committing to the training of their PhD student, building on the PhD student's individual professional background and in support of their individual professional aspirations.
- The PhD advisor has the responsibility to participate in ongoing and regular meetings with their advisees to discuss academic and research progress. The advisor and student should agree on expected frequency of and preparation for meetings and use meetings to brainstorm ideas, troubleshoot challenges, and outline next steps. The advisor should identify a co-advisor /mentor should the primary advisor be unavailable for an extended period (sabbatical, leave, etc.).
- The PhD advisor has the responsibility to participate in a formal annual meeting with the student to discuss academic progress and next steps in the academic program. This responsibility includes helping to ensure that the document summarizing this annual discussion is completed and submitted in accordance with program requirements.
- The PhD advisor has the responsibility to encourage their advisees to reach out, as relevant, to additional co-advisors or informal mentors.
- The PhD advisor has the responsibility clarify the student's funding package and to clarify any work and/or teaching expectations associate with the package.
- The PhD advisor has the responsibility to contribute to a training environment that fosters independent, scholarly research, and professional growth.

Research:

- The PhD advisor has the responsibility to provide guidance in scholarly research. This responsibility includes helping to identify a workable research project and helping to set reasonable goals and timelines for research completion.
- The advisor should encourage the student to expand their skill sets and share ideas with others at Johns Hopkins and externally.
- The PhD advisor has the responsibility to monitor research progress. The advisor should encourage effective use of time. The advisor should meet regularly with the PhD student to hear updates on progress, results, and challenges in activities and research.

Professional development:

- The PhD advisor has the responsibility to discuss career development with the PhD student, including in any number of sectors of interest to the student.
- PhD advisors should assist in identifying resources to further the student's professional goals.
- The PhD advisor has the responsibility to participate in a formal annual meeting with the PhD student to discuss professional development goals. The advisor should help to

ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.

- The PhD advisor has the responsibility to nominate the student for relevant professional opportunities and try to connect their advisees to relevant professional contacts and networks.
- The PhD advisor has the responsibility to allow time outside of research for student engagement in professional development activities including, for example, skill building workshops, professional conferences, additional research collaborations, or other informational sessions.

Respectful engagement and well-being:

- The PhD advisor has the responsibility to treat their advisees, other students, and colleagues with respect at all times.
- The PhD advisor has the responsibility to commit to being available to meet with the PhD student. The advisor and the student should agree on expected frequency of and preparation for meetings and expected timeframe for responding to emails and for providing feedback on work products. The PhD advisor should give their full attention during meetings and should reach out to PhD students who are not making contact.
- The PhD advisor has the responsibility to be supportive during both successful and discouraging periods of training.
- The PhD advisor has the responsibility to communicate in a respectful and constructive manner, including if the advisor has concerns that the PhD student is not meeting the expectations outlined in this document. This responsibility includes using concrete and specific language when providing suggestions or critiquing work.
- The PhD advisor has the responsibility to take an interest in the student's well-being, to listen to any concerns, and to connect the student, as appropriate, with additional resources.

Policies:

- The PhD advisor has the responsibility to become familiar with and respect University, school, and program policies for PhD students. The advisor will acknowledge all PhD student benefits and entitlements, including, as relevant, paid and unpaid leave.
- The PhD advisor has the responsibility to discuss with the student relevant policies, commitments, and expectations related to funding, work, research assistantships, teaching assistantships, sick leave, or vacation.

Responsible conduct:

- The PhD advisor has the responsibility to become familiar with university and professional codes of responsible conduct for PhD students. This responsibility includes reporting any possible violations as required to relevant parties, including to the relevant Dean's office and to the Office of Institutional Equity.
- The PhD advisor has the responsibility to discuss and help clarify authorship or intellectual property issues and appropriately recognize the student's contributions to any collaborative work.
- The PhD advisor has the responsibility to model professional behavior in both interpersonal interactions and in scholarly integrity.

- The PhD advisor has the responsibility to complete Title IX Training regarding sexual misconduct and sexual harassment as required by the University. (<http://oie.jhu.edu/training/>)

Continuous quality improvement as an advisor:

- The PhD advisor has the responsibility to participate in mentor training and best practices discussions. This responsibility includes striving to be a better mentor and to learn tips and practices that improve their work and skills as an advisor.
- The PhD advisor has the responsibility to ask advisees for constructive feedback on mentoring. This responsibility includes doing their best to respond professionally to these suggestions and consider whether or how best to incorporate them into their mentoring interactions.

PhD students should commit to the following responsibilities:

Training:

- The PhD student has the primary responsibility for the successful completion of their degree.
- The PhD student has the responsibility to familiarize themselves with academic milestones and to strive to meet all milestones within the expected timeframe.
- The PhD student has the responsibility to meet regularly with the PhD advisor. This responsibility includes providing the advisor with updates on the progress, outcomes, and challenges in coursework, research, and academic or professional activities. The advisor and the student should agree on expected frequency of and preparation for meetings, and will use meetings to brainstorm ideas, troubleshoot challenges, and outline expectations for work and timelines.
- The PhD student has the responsibility to participate in a formal annual meeting with the advisor to discuss academic progress and next steps in the academic program. The student should ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.
- The PhD student has the responsibility to seek additional mentors to expand their training experience, as appropriate.
- The PhD student has the responsibility to understand their funding package and to clarify any work and/or teaching expectations in line with this funding.

Research:

- The PhD student has the responsibility to work with the advisor to develop a thesis/dissertation project. This responsibility includes establishing a timeline for each phase of work and striving to meet established deadlines.
- The PhD student has the responsibility to seek guidance from their advisor, while also aspiring increasingly for independence.
- The PhD student has the responsibility to engage in activities beyond their primary research responsibilities. The student should attend and participate in any research-related meetings and seminars relevant to their training area.

Professional development:

- The PhD student has the primary responsibility to identify their professional goals and to develop their career plan following completion of the PhD degree. This responsibility includes familiarizing themselves with professional development opportunities within Johns Hopkins and externally. Students should identify specific activities to pursue that will advance their professional development and networking.
- The PhD student has the responsibility to prepare a Professional Development Plan annually that outlines their research and career objectives. This responsibility includes discussing this plan annually with the advisor. The student should ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.

Respectful engagement and well-being:

- The PhD student has the responsibility to treat the advisor, other mentors, and colleagues with respect at all times.
- The PhD student has the responsibility to make themselves available, within reason, to meet with the advisor upon request.
- The PhD student has the responsibility to communicate in a respectful and constructive manner if they have concerns that the advisor is not meeting the expectations outlined in this document.
- The PhD student has the responsibility to be open to constructive criticism by the advisor, other mentors, and colleagues.
- The PhD student has the responsibility, as possible, for their well-being, should consider discussing any concerns with the advisor or other mentor(s), and should connect with available resources when needed.

Policies:

- The PhD student has the responsibility to familiarize themselves and comply with University, school, and program-specific policies and requirements for PhD students.
- The PhD student has the responsibility to discuss with the advisor relevant policies, commitments, and expectations related to funding, work, research assistantships, teaching assistantships, sick leave, or vacation. As needed, the student will provide any documentation relevant to stated policies on leave and other requirements to the student's program, school, or the University.

Responsible conduct:

- The PhD student has the responsibility to conduct themselves in a responsible and ethical manner at all times.
- The PhD student has the responsibility to familiarize themselves with University codes of responsible conduct for PhD students.
- The PhD student has the responsibility to engage in responsible research conduct. This responsibility includes completing the responsible conduct of research training requirements of their specific school and program, and any specific discipline training requirements (e.g., animal and human subject work). The student will maintain accurate and contemporaneous records of research activities in accordance with the norms of best

practices in their own discipline. The student should discuss authorship and intellectual property issues with the advisor.

- The PhD student has the responsibility to complete Title IX Training regarding sexual misconduct and sexual harassment as required by the University (<http://oie.jhu.edu/training/>)