

Department of Near Eastern Studies
Revised Graduate Student Handbook
September 6, 2024

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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 are eligible to receive 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 will 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.

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 Teaching Excellence and Innovation’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

Every spring, as part of the annual review 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.

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 in years 1-5 who have been awarded an outside scholarship that is the equivalent of or exceeds the required minimum stipend may “bank” their university funding for a later date, thereby extending the overall period of support beyond five years. Students in years 1-5 who receive external funding that does not meet the minimum guaranteed stipend, will receive top-up funds from the department to meet the minimum level of guaranteed funding for that term or year. Because they are receiving departmental funds, they are not eligible to “bank” university funding. However, students who receive external funding that does not meet the minimum guaranteed stipend may choose to not accept the top-up funds from the department. In this case, because they are not receiving departmental funds, they are eligible to “bank” university funding. 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 \$1,800 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. Student health plan benefits may still be available, but the cost of the premium will be deferred to the student should they wish to continue enrollment in the plan.

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. PhD Student Employee Union and Collective Bargaining Agreement

Information about the TRU-JHU PhD Student Union and the Collective Bargaining Agreement (CBA) can be found on this website: <https://provost.jhu.edu/education/graduate-and-professional-education/phd-union/>.

- PhD students in the Near Eastern Studies PhD program who receive work appointments and/or health insurance premium subsidy through Johns Hopkins University are under the Collective Bargaining Agreement dated March 29, 2024-June 30, 2027.
- This agreement has established wages, work hours, benefits, and conditions of appointment, many of these are described below.
- Eligible PhD students will be contacted by the Union and may elect to join the union and pay dues or pay agency fees. All eligible PhD students are under the CBA, regardless of Union membership.
- This agreement only covers work, which is limited to 20 hours per week on average for base funding. A PhD Student Employee may voluntarily elect to participate in supplemental-funded activities beyond the 20 hours per week on average.
- Academic policies are defined elsewhere in the handbook/catalogue/program materials.

This is just a summary, not the actual terms of the CBA. To review the actual terms of the CBA please click on the [link](#)). Not all elements of the agreement are summarized below; please reach out to the DGS with questions.

CBA Summary

- Compensation
 - Academic year (AY) 24-25: \$47,000 effective July 1, 2024
 - The hourly appointment rate will be \$25.41/hour, at minimum for teaching/research supplemental appointments.
 - Minimum 5 years of guaranteed funding for all PhD student employees in the Krieger School of Arts and Sciences.
 - PhD student employees with external awards paid through the University will have their compensation increased to the minimum rate during a period of guaranteed funding.
- Benefits
 - Enrollment information will be available through [HR Benefits for Students and Learners](#) and communications will be sent in advance of benefits election periods.
 - Paid by the University
 - The University will pay the premiums for University Student Health Benefits Plan (SHBP), including dental and vision coverage, employee coverage for employees in full-time resident status during the terms of full appointments.
 - PhD student employees will receive subsidies of \$4,500 per child per year

for eligible children under 6 years and \$3,000 per child aged 6-18 years or adult dependent, with a maximum of \$12,000 per family per year, in installments throughout the year.

- Reimbursed by University/Departments
 - The University will pay the cost of the health insurance premiums for eligible dependent children and spouses unable to work in the US, including dental and vision. Reimbursement procedures will be available on the [HR Benefits website](#).
 - International students will be eligible to apply to a yearly fund to cover required visa fees.
 - Students will be eligible for reimbursement for MTA All Access College Transit Passes or DC U-Passes. Registration and enrollment information will be available on the [HR Benefits website](#).
- Time Off/Vacation/Leaves
 - All University holidays are recognized.
 - PhD student employees have at least 15 vacation days per year. Additional time can be given by a supervisor.
 - PhD student employees receive 15 sick days per year with an additional 5 days if the student is primary caregiver. Student employees should report their absence as soon as possible to their work supervisor.
 - PhD student employees receive 5 days of bereavement leave for the passing of immediate and extended family members and close friends, with 1 additional day for those needing international travel.
 - International PhD student employees who are required to travel out of the country in order to maintain their immigration status necessary to be able to continue their program at the University are eligible for up to fourteen (14) days off with pay during the period of such travel.
 - Parents are eligible for 8 weeks of paid leave following birth or adoption, with an additional 4 weeks for parents who have just given birth. New Child Accommodation applies to the academic, not work, PhD student experience.
 - Employees will make a written request for vacation days in advance to the designated supervisor and receive written approval, which will not be unreasonably withheld.
 - Employees with instructional responsibilities should not use vacation days in a way that would result in the diminution of those duties.
 - Leaves of absence, including family leave, medical leave, and personal leave, are governed by the applicable academic divisional and University leave policies.
- Work Hours
 - No PhD student employee shall be required to perform work for more than 20 hours/week on average.
 - Teaching appointments are included in the 20 hours of work that may be assigned. Academic coursework, exams, and academic research are in addition to this assigned 20 hours of work.
 - There are no restrictions on work external to Hopkins except when decreed by funding source or visa status.
 - All work appointments (baseline funding or supplemental funding) require an appointment letter. Appointment letters will define the expectations and requirements of the teaching, research, or other University activity appointment. Students should contact their department administrator with any questions.
- Union Representation
 - All directory information will be sent to the Union unless restricted. Supplemental information will require a FERPA consent form available on SIS self-service.

- Union Representatives are current PhD Student Employees who are elected/selected to help their fellow PhD Student Employees navigate work-related disciplines, grievances, and other procedural/policy issues. Contact TRU- JHU with questions about specific Union Representatives.
- TRU-JHU Contact Information
 - Website: <https://trujhu.org/>
 - Phone: (443) 281-9462
 - Address: TRU-UE Local 197, PO Box 41149, Baltimore, MD 21203
 - Email: trujhu@gmail.com

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

Hebrew Bible and Northwest Semitics

Year 1 (both semesters)

Hebrew Bible and/or NWS (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 and/or NWS (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 and/or NWS (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 and/or NWS (2 Graduate Seminars)

Seminar in Near Eastern History

Minor Field Language (Akkadian or Egyptian)

Near Eastern Art and Archaeology

Independent Study (preliminary dissertation research and completion of a draft of dissertation proposal)

Year 4 (Fall)

Comprehensive exams (Late Summer/early Fall Semester)

Finalization of dissertation proposal and circulation of Prospectus to NES Faculty by Nov. 30th.

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

Year 4 (Spring)

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

Year 5 (both semesters)

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

Year 6 (both semesters)

Completion of Thesis and GBO culminating in a Dissertation Defense by the end of the end of the spring semester of year
 Hebrew Teaching (rotating)
 DTF/ Expository Writing course
 Possible outside fellowship support (dissertation completion fellowship)
 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 Middle 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 Middle 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
 Possible teaching of Akkadian or Sumerian

Year 4 (Spring)

Thesis research and writing
Possible teaching of Akkadian or Sumerian

Year 5 (both semesters)

Thesis research and writing
Possible teaching of Akkadian or Sumerian
Possible outside fellowship support and study abroad (e.g., Fulbright/DAAD)

Year 6 (both semesters)

Thesis research and writing
Teaching of Dean's Teaching Fellowship or Expository Writing course
Possible outside fellowship support (dissertation completion fellowship)
Apply for postdocs and jobs
Completion of thesis and GBO

Year 7 – if still haven't defended

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 Middle 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 Middle 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

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

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

Apply for a Deans Teaching fellowship and dissertation research or finishing fellowships

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 Middle 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 Middle 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

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

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

apply for a Deans Teaching fellowship and dissertation research or finishing fellowships

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

9. 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 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

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/>)