



AET2

Asian and Middle Eastern Studies Tripos, Part II

Wednesday 03 June 2015 9 to 12.00 pm

Paper MES38

History of the modern Middle East: language, national identity, and conflict

*Answer **three** questions. All questions carry **equal** marks.*

*Answer **each** question in a **separate** answer booklet.*

*Write your number **not** your name on the cover sheet of **each** answer booklet.*

STATIONERY REQUIREMENTS

8 page answer booklet x 3

Rough Work Pad

SPECIAL REQUIREMENTS TO BE SUPPLIED FOR THIS EXAMINATION

None

You may not start to read the questions printed on the subsequent pages of this question paper until instructed to do so.

Answer **three** of the following ten questions

1. Standardisation and language ideology go hand in hand. How does this apply to Arabic grammar making in the first four centuries of Islam?
2. To what extent can the thesis of the inimitability of the Qur'an be said to revolve around issues of Arab identity? Explain with reference to the role of language in this domain.
3. Turkification played a significant role in developing a proto-nationalist discourse in the Levant in the 19th and early 20th centuries. Discuss with reference to Arabic.
4. Language is the mainstay of pan-Arab nationalism in the twentieth century. Discuss by reference to two proponents of this position in the twentieth century.
5. Discuss the role of Arabic in territorial/civic nationalism by reference to either Egypt OR Lebanon.
6. **EITHER** (a) Autobiography provides rich data for studying the language-self link in the Arab context. Discuss by reference to two authors you have studied in your course.

OR (b) Paratexts provide rich data for studying language ideology in the Arab context. Discuss.
7. **EITHER** (a) Conflict is an endemic feature of the modern Middle East. How is this refracted through the language situation in Jordan OR Israel and Palestine?

Or (b) Arabic personal names index identity and conflict in the Middle East. Discuss.
8. What does hybrid literature tell us about identity and conflict in the Middle East?

9. What information can we glean from death announcements/obituaries about language and society in Egypt? Base your answer on the *Al-Ahram* obituary page you have studied on your course

10. Discuss the following passage by reference to the range of the themes/topics you have studied in your course:

صار اللسان العربي يعاني التعجيم والابتذال والتعقيد بعد أن كان لساناً يُبْرُ السُنَّةُ الأعاجم ويُتباهى بقدراته في التبليغ والتبيين. ومعاناته هذه سببها أولاً أهله الذين ما فتئوا يدعون أنه لسانهم القومي من دون أن يباليوا بما يتعرض له من إفسادٍ من قِبَلِ الذين ينطقون باسمهم من زعماء ومتحدثين. وسببها ثانياً تفشي الأمية بين معظم الشعوب العربية التي تكفي برطانتها العامية، وكذا تطاول الجهل بإمكاناته بين جلّ المثقفين العرب. ويعاني ثالثاً لأنه مستهدفٌ من قبل السنة قوية باعتراز أصحابها، نافذة بحسن رعايتهم لها، سائرة بتفانيهم في تعليمها وتطويرها ونشرها عبر العالم.

لقد كثرت الصيحات التي تحذر من انتقاض "اللسان العربي" وتواترت أعمال المصححين حتى كتبت المجلدات في ملاحقة عثرات الألسن وتصويب زلات الأقدام. لكن آذان المسؤولين عن حفظ "اللسان العربي" والمنفعيين من التظاهر بخدمته واستعماله لا تزداد إلا صمماً وإبعاداً في تغشيتها وراء أعدار أقبح من هفوات الجهلة ومهاترات السفهاء.

(عبد الجليل العكور: ملحمة انتقاض اللسان العربي: لسان العرب القلق)

END OF PAPER