UNIVERSITY OF CAMBRIDGE

AET0

Asian and Middle Eastern Studies Tripos, Part IA

Wednesday 27 May 2015   13.30-16.30

Paper MES7

Introduction to the contemporary Middle East: Languages and Literatures of the Modern Middle East

*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 questions below

1. To what extent were the writers of the 1960s and 1970s in Iran able to reflect the tensions in society in the reign of Muhammad Reza Shah?

2. With reference to two of the set texts specified below, compare the biographical and narratological approaches to studying modern Arabic literature, discussing how useful they are as critical lenses for reading:
   - Yahya Haqqi, "The Saint's Lamp"
   - Yusuf Idris, "The Chair Carrier"
   - Hanan al-Shaykh, "The Persian Carpet"
   - Adunis, "A Grave for New York"

3. Can we read poetry and prose-writing in the same ways? Justify your answer by comparing Adunis's "A Grave for New York" with one of the following texts:
   - Yahya Haqqi, "The Saint's Lamp"
   - Yusuf Idris, "The Chair Carrier"
   - Hanan al-Shaykh, "The Persian Carpet"

4. Describe the tensions inherent in modernizing Hebrew and turning it from a religious to a cultural language.

5. In what way can modern Hebrew language be said to have birthed Jewish nationalism as articulated by Zionism?

6. Give a critical appraisal of Ferguson's treatment of 'diglossia'. To what extent does it apply to the Arabic language situation today?

7. How do humility and the level of power and solidarity affect politeness in the Persian language? Please support your answer with examples.

8. Based on the following data set, assigned readings, and class discussion, give an account of the development, similarities, and differences (both within languages and between them) of the various Semitic first-person common singular ('I') independent subject pronouns and qatal (perfect) pronominal subject endings listed below.

Language	Akkadian	Biblical Aramaic	Biblical Hebrew	Classical Arabic	Ethiopic (Geʿez)
1cs independent pronoun	anāku, ana	ʾanā	ʾănī, ʾā̆nōḵī	ʾana:	ánä
1cs qaṭal (perfect) suffix	-āku	-eṯ	-tī	-tu	-kū

END OF PAPER