

American Religious Cultures

Exam Proposals and Exams:

At the end of the second year of coursework, students will bring to their year-end review a written document including emergent guiding questions or focus statements shaping each of their four comprehensive exams and the beginnings of an exam bibliography for each question.

Before taking exams, students will complete a bibliography and guiding question(s)/focus statements for each exam. Each exam document should include the title of the exam, the due date of the exam, and the guiding question(s)/focus statement followed by the relevant bibliography. These will be approved by the student's major advisor with every professor approving materials relevant to his/her specific exam. This process should be completed for all 4 exams by July 1 – after the second year of coursework. Students are generally allowed no more than two faculty examiners per exam, and in some cases, the same professor can serve on two exams.

Areas of Exams:

- America(s): Religious Cultures and History
- Theories and Methods
- Dissertation Specific
- Outside Exam
- Oral Exam

Three faculty examiners must be Emory faculty. Formal procedures must be completed to invite a non-Emory faculty member to the group (ask the Chair of ARC for information). Ideally, exams are taken over the course of a month in late fall after the second year of coursework. They can be pushed back to the following early spring. By the end of May in the third year, students must have passed their exams including the oral defense, and two language exams.

In general, one professor handles each exam. Examples of previous exam proposals can be found on the ARC webpage within the GDR website.

The oral defense of exams is with the committee only.

Parameters of Exams: All exams are open book.

Format options: Format is determined with each examiner in consultation with the advisor. Some of the options for exam format include written responses to exam questions, a research paper, or a syllabus and lectures for a course the student designs.

New GDR Ethics and Society Exam Structure
As of Fall 2017

General information:

There are four exams, with the structures designated below. Each exam area will have a designated convener who will prepare the final form of the exam to be sent to the student. Within an exam, each question will be prepared by a faculty member who will be the primary reader for the question. There will typically be two faculty members for each examination area.

For additional information on the timing and grading of exams, see the GDR Handbook, section IV, D.

Exam One: Philosophical and Theological Ethics.

(2 Questions, Closed-Book, 8 hours total.)

This exam focuses on philosophical and theological sources for deliberation about morality, politics, and ways of living in the world. This distinction between Philosophical and Theological Ethics is drawn primarily to acknowledge academic conventions and to insure a breadth of reading, although there are naturally thinkers who might be placed under either category.

Questions within this exam might consider a single thinker in great depth or two or three thinkers in more comparative fashions. The examination should comprise one question in philosophical ethics and one in theological ethics. Questions might be organized around particular concepts, conversations, questions, situations, or intellectual traditions. Please note that sources for theological ethics might be drawn from any religious tradition.

1. Philosophical Ethics. (A typical Reading List might include figures such as Plato, Aristotle, Kant, Mill, Schmitt, Benjamin, Weil, Murdoch, MacIntyre, Habermas, Nussbaum, etc.) This category would include authors and topics discussed in the discipline of Philosophy.

2. Theological Ethics. (A typical Reading List might include Augustine, Aquinas, Maimonides, Tillich, Bonhoeffer, Schleiermacher, Barth, Cone, Welch, Farley, etc.)

Exam Two: Social Ethics.

(2 Questions, Closed-Book, 8 hours total.)

This exam focuses on the particular tradition of social ethics emerging from the Social Gospel and continuing to the present. If this tradition has flourished especially in North America, it has long had global participants. This exam spans (mostly Protestant) Christian social ethics, Catholic social teaching, Religious Ethics,

and the kinds of social reflection that might be generated in the Society for Jewish Ethics or the Society for the Study of Muslim ethics. Thinkers might include authors such as Rauschenbusch, Addams, Hauerwas, Hollenbach, the Niebuhrs, Murray, King, Gustafson, Cahill, Isasi-Diaz, Stout, West, Townes, etc.

This exam includes two distinct types of question:

1. Historical. This question should engage with 3 or 4 thinkers within their social context and intellectual traditions. The exam might do things like compare and contrast thinkers on some question, explore the connections between thinkers and their historical contexts, or trace the development of some concept or school of thought.

2. Constructive. This question should focus on a topic or question, usually contemporary. A student's answer should analyze a situation, consider carefully a range of views, and argue for some particular position in relation to the situation. Good bibliographies will include excellent representatives of multiple points of view. They will include sources that help the student analyze and understand the situation. And they will include sources that help students clarify their methodological commitments. The ultimate goal of this question is for students to frame their own views, to locate those views in charitable conversation with others, and to display considered reflexivity about the methodology, sources, and forms of reason in play.

Exam Three: Social Realities: Theory, Description, and Method.

Question One of this exam should be taken in 4 hours.

Question Two should comprise a paper of at least 10, and no more than 20, pages. The paper may be prepared in advance of the exam.

1. Social Theory. (One question of 4 hours.) This question should focus on efforts to understand complex forms of human life together. Student bibliographies might include thinkers and debates identified with fields like Sociology, Anthropology, Political Theory, various forms of cultural studies, and Social Theory. Questions might consider trajectories of ideas (such as "secularization"), analyses of particular situations, or methodological issues. Questions might focus on one thinker in great depth or work more comparatively between two or three thinkers. In either case the answer should display some awareness of the place of the thinker or thinkers considered within wider conversations in social theory more broadly. The goal of this exam is for students to display a working knowledge of important ideas in this area that are relevant to the student's own projects. Figures considered might include people like Marx, Durkheim, Weber, Parsons, Arendt, Geertz, Bellah, Bourdieu, Foucault, Ortner, Taylor, Du Bois, Wilson, Fraser, or Young.

2. Descriptive Questions and Methods. This should be a paper (of 10-20

pages) that displays a student's knowledge of methods and practices for research that describes complex social situations. Students might work in any number of descriptive disciplines: history, anthropology, sociology, ethnography, etc. The main goal is to offer a rich, insightful description of a concrete situation.

The paper of 3.2 should be theoretically informed (perhaps by the student's response to 3.1). It may have normative dimensions. But the central task of 3.2 should be to describe some social phenomena with rigor and accuracy that members of the "descriptive" guild with which the student is engaging would recognize. Students may draw on papers written for coursework in 3.2, but the paper should be taken to the next level of sophistication. The expectations for quality in a qualifying exam are higher than those in a seminar course paper.

Exam Four: Outside Exam.

This exam is typically executed as an outside research paper (article length) under the supervision of a faculty member outside ES. It should demonstrate competence in a field other than ES as evaluated by a scholar with standing in that field. The outside area should be distinct from work in ES, while still connected to the student's trajectory of research.

As in Exam 3, question 2, students may draw on papers written for coursework, but the paper for this exam should be taken to the next level of sophistication. The expectations for quality in a qualifying exam are higher than those for a seminar course paper.

Last Stage of Exam Process: Oral Examination.

A defense and discussion of your responses with ES faculty and any other examiners included in your exam process will take place. (Outside exam faculty are not required to attend.) The oral examination will focus on the questions asked and the answers given in the written exams. While the oral exam might press students to answer more fully or to expand upon questions asked, it will not introduce new material.

Hebrew Bible

Hebrew Bible Duties of Exam Czar(ina)—if delegated by Chair

- With examinees:
 - Meet with students who will be sitting for exams ahead of time (usually late Jan, early Feb) to explain the process and discuss bibliographies (including bibliography production for special area exams and student redaction of the bibliographies for exams 1 and 2 [subject to departmental approval]).
 - Keep tabs on construction of other special area exams (inside and outside)
 - Secure final bibliographies of special area exams once finalized
 - This is to ensure proper length of special area bibliographies—ca. 1200 pages, 1500 pages maximum—and to be of additional help (e.g., in timely replies to student communication with special area examiners).
 - Post oral-defense meeting with examinees to debrief the exam process and bibliographies for future improvement.
 - Handing off students to czar/ina of professional development.
- For the exams proper:
 - Solicitation of questions for exam 1 and exam 2 from department
 - Responsibility for final form of exams 1-2 and their administration.
 - The exams are taken in four successive weeks, starting on a particular day (often the examinees' preference) and then running every week thereafter, for four weeks.
 - The oral exam is scheduled for the next (fifth) week or as soon as possible thereafter.
 - Exams are usually taken in order: exam 1, exam 2, inside special area, outside special area.
 - The first exam should start no later than the first week of October so that the oral defense is completed no later than the first week of November. Ideally, the exams would begin in mid-September.
 - Responsibility to distribute exam questions and exam answers to all members of the dept.
 - Arranging for place/time of oral defense and communicating that to examinees and department (examiners from outside the department are invited to the oral defense but frequently just report the grade to the czar/ina who reports that at the defense).
 - Securing grades from any outside examiners not present at the defense (cf. above).
 - Running the oral defense.
 - Reporting final grades (four exams + oral defense; so five total) to GDR office.
 - Maintain master e-file of past exams.
- Bibliographies
 - Exam 1

- Maintain current exam 1 bibliography in accord with wishes of department in terms of length of bibliography, balance of items, subjects, etc.
- Students are invited to make suggestions for the editing of exam 1, but this is subject to departmental approval.
- Periodically (once every two years?) invite department to make suggestions for editing exam 1, in accord with length, balance of items, subjects, etc.
- Exam 2
 - Maintain the current pool of exam 2 bibliographies, expanding the pool as necessary and according to the wishes of the department.
 - Overseeing redaction of current exam 2 bibliographies, subject to departmental approval.
- Special areas
 - Solicit copies of final bibliographies for special area exams (see above).

Duration: Two years at a time, unless someone is willing to take it on longer (at the chair's request).

Preliminary Exam
Master List

5/2/2014 (co-czars: Gilders and Strawn)

- The following calculations are operative but constitute a maximum, not to be exceeded:
 - ca. 30pp. per hour reading
 - ca. 5 hours per day reading (not including summary/written work) [150 pp. per day]
 - ca. 5 days per week reading [750 pp. per week]
 - ca. 14 weeks (June, July, August, and half of September [other half for review, etc.]) [10,550 pp. per the summer]
- Assumed breakdown of readings lists
 - ca. 4000pp. for Exam 1: Traditions and Books of the Hebrew Bible
 - ca. 3000pp. for Exam 2 (selected from corpus of Exam 2 possibilities)
 - ca. 1500 pp. per special area exam
 - ca. 1500 pp. per outside area exam
 - This leaves a balance of ca. 550pp “fudge” room.
- The primary accent of the exam 1 bibliography is on secondary (at times tertiary) sources, not primary texts. It is assumed, however, that you will make recourse to those primary texts with which you are unfamiliar and which your reading material engages as required and necessary. This is true of both biblical and extra-biblical material.

Part 0: GENERAL

- This section is for reference, not for reading seriatim; the pages here, then, are ἐξῶθεν τοῦ αριθμοῦ (see Ps 151:1).
- That being said, you might benefit from reading parts of these books—or certain ones of them in their entirety—straight through.

A. Basic Introductions

Brettler, Marc. *How to Read the Jewish Bible* (Oxford: Oxford University Press, 2007).

Collins, John J. *Introduction to the Hebrew Bible* (2nd ed.; Minneapolis: Fortress, 2014).

B. Critical Introduction

Childs, Brevard S. *Introduction to the Old Testament as Scripture* (Philadelphia: Fortress, 1979). [= *IOTS*]

Driver, S. R. *An Introduction to the Literature of the Old Testament* (9th ed; New York: Meridian, 1960).

Eissfeldt, Otto. *The Old Testament: An Introduction* (New York: Harper & Row, 1965).

Gertz, Jan Christian, Angelika Berlejung, Konrad Schmid, and Markus Witte, *T & T Clark Handbook of the Old Testament: An Introduction to the Literature, Religion and History of the Old Testament* (London: T & T Clark, 2012 [German original: 2008³]).

Zenger, Erich et al. *Einleitung in das Alte Testament* (8th ed.; Stuttgart: W. Kohlhammer, 2012).

C. “State of the Question” Introductions

Baker, David W. and Bill T. Arnold. *The Face of Old Testament Studies: A Survey of Contemporary Approaches* (Grand Rapids: Baker Academic, 1999). [= *FOTS*]

Clements, Ronald E. *A Century of Old Testament Study* (rev. ed.; Guildford: Lutterworth, 1983).

Greenspahn, Frederick E. *The Hebrew Bible: New Insights and Scholarship* (New York: New York University Press, 2008).

Knight, Douglas A., and Gene M. Tucker, eds. *The Hebrew Bible and Its Modern Interpreters* (Minneapolis: Fortress and Atlanta: Scholars Press, 1985). [= *HBMI*]

LeMon, Joel M., and Kent Harold Richards, *Method Matters: Essays on the Interpretation of the Hebrew Bible in Honor of David L. Petersen* (Atlanta: Society of Biblical Literature, 2009). [= *MM*]

Mays, James Luther, David L. Petersen, and Kent Harold Richards, eds. *Old Testament Interpretation: Past, Present, and Future: Essays in Honor of Gene M. Tucker* (Nashville: Abingdon, 1995). [= *OTIPPF*]

McKenzie, Steven L. and M. Patrick Graham, eds. *The Hebrew Bible Today: An Introduction to Critical Issues* (Louisville: Westminster John Knox, 1998).

Perdue, Leo G., ed. *The Blackwell Companion to the Hebrew Bible* (Oxford: Blackwell, 2001). [= BCHB]

D. Other References Works

- E.g., dictionaries (esp. *DBI*, *ABD*, *NIDB*, *EBR*, etc.); and
- Text-collections (e.g., *ANEP*, *COS*, etc.) as needed.

Exam 1:
BOOKS AND TRADITIONS
OF THE HEBREW BIBLE
[ca. 3,846 pages]

A. General

See also under Part 1 above.

B. Pentateuch [751]

Carr, David, *The Formation of the Hebrew Bible: A New Reconstruction* (New York: Oxford University Press, 2011), 13-149. [137]

Dozeman, Thomas B. and Konrad Schmid. *A Farewell to the Yahwist: The Composition of the Pentateuch in Recent European Interpretation* (SBLSymS 34; Atlanta: Society of Biblical Literature, 2006), selections. [64]

“Introduction,” 1-7.

Thomas Römer, “The Elusive Yahwist: A Short History of Research,” 9-27.

Konrad Schmid, “The So-Called Yahwist and the Literary Gap between Genesis and Exodus,” 29-50.

Christoph Levin, “The Yahwist and the Redactional Link between Genesis and Exodus,” 131-41.

Dozeman, Thomas B., Konrad Schmid, and Baruch J. Schwartz, *The Pentateuch: International Perspectives on Current Research* (Tübingen: Mohr Siebeck, 2011), selections. [120]

Part I: “Current Issues in Methodology,” 3-122 = essays by Baruch J. Schwartz, Konrad Schmid, Reinhard G. Kratz, David M. Carr, Benjamin Sommer,; and Jean-Louis Ska.

Levinson, Bernard M. *Deuteronomy and the Hermeneutics of Legal Innovation* (New York: Oxford University Press, 1997), 3-22, 144-57. [34]

Nicholson, Ernest. *The Pentateuch in the Twentieth Century: The Legacy of Julius Wellhausen* (New York: Oxford University Press, 1998). [268]

Nihan, Christophe. "Introduction," in idem, *From Priestly Torah to Pentateuch: A Study in the Composition of the Book of Leviticus* (FAT 2/25; Tübingen: Mohr Siebeck, 2007), 1-19. [20]

Ska, Jean-Louis. *Introduction to Reading the Pentateuch* (Winona Lake: Eisenbrauns, 2006), 127-234. [108]

C. Law [169]

Sonsino, Rifat. "Forms of Biblical Law," *ABD* 4:252-54. [3]

Wells, Bruce. "Biblical Law: Hebrew Bible," in *The Oxford Encyclopedia of the Bible and Law* (2 vols.; ed. Brent A. Strawn; Oxford: Oxford University Press, fc [2014]), manuscript. [27]

Westbrook, Raymond. "The Character of Ancient Near Eastern Law," in *A History of Ancient Near Eastern Law* (2 vols.; ed. Raymond Westbrook; HdO I/72-1-2; Leiden: Brill, 2003), 1:1-90. [90]

_____, "The Laws of Biblical Israel," in *The Hebrew Bible: New Insights and Scholarship* (ed. Frederik E. Greenspahn; New York: New York University Press, 2008), 99-119. [21]

Wright, David P., "Methods in Studying Ancient Law: Ancient Near East and Hebrew Bible," in *The Oxford Encyclopedia of the Bible and Law* (2 vols.; ed. Brent A. Strawn; Oxford: Oxford University Press, fc [2014]), manuscript. [28]

D. Deuteronomistic History [335]

Cross, Frank Moore. "The Themes of the Book of Kings and the Structure of the Deuteronomistic History," in *CMHE*, 274-89. [16]

Nelson, Richard D. "The Double Redaction of the Deuteronomistic History: The Case is Still Compelling," *JSOT* 29 (2005): 319-37. [19]

Noth, Martin. *The Deuteronomistic History* (2nd ed.; JSOTSup 15; Sheffield: Sheffield Academic Press, 1991). [145]

Rad, Gerhard von. "The Deuteronomic Theology of History in 1 and 2 Kings," in idem, *From Genesis to Chronicles: Explorations in Old Testament Theology* (ed. K. C. Hanson; Minneapolis: Fortress, 2005), 154-66. [13]

Römer, Thomas C. *The So-Called Deuteronomistic History: A Sociological, Historical, and Literary Introduction* (London: T & T Clark, 2005), 1-65. [66]

Wolff, Hans Walter. "The Kerygma of the Deuteronomistic Historical Work," in Walter Brueggemann and Hans Walter Wolff, *The Vitality of Old Testament Traditions* (2nd ed.; Atlanta: John Knox, 1982), 83-100. [18]

Kratz, Reinhard G. *The Composition of the Narrative Books of the Old Testament* (London: T & T Clark, 2005), 153-210. [58]

E. Secondary Histories [123]

Freedman, David N. "The Chronicler's Purpose," *CBQ* 23 (1961): 436-62. [17]

Japhet, Sara. "The Historical Reliability of Chronicles: The History of the Problem and Its Place in Biblical Research," *JSOT* 33 (1985): 83-107. [25]

Klein, Ralph W. *1 Chronicles* (Hermeneia; Minneapolis: Fortress, 2006), 1-48. [49]

Williamson, H. G. M. *Ezra, Nehemiah* (WBC 16; Waco: Word, 1985), xxi-lii. [32]

F. Prophets [332]

Alter, Robert. "Prophecy and Poetry," in idem, *The Art of Biblical Poetry* (New York: Basic, 1985), 137-62. [26]

Blenkinsopp, Joseph. *A History of Prophecy in Israel* (rev. ed.; Louisville: Westminster John Knox, 1996), 7-39. [33]

Gordon, Robert P., ed. *The Place is Too Small for Us: The Israelite Prophets in Recent Scholarship* (SBTS 5; Winona Lake: Eisenbrauns, 1995), selections. [54]

Robert P. Gordon, "A Story of Two Paradigm Shifts," 3-26 [24]

Walther Zimmerli, "From Prophetic Word to Prophetic Book," 419-42. [24]

Robert P. Gordon, "Present Trends and Future Directions," 600-605. [6]

Nogalski, James D. and Marvin A. Sweeney, eds. *Reading and Hearing the Book of the Twelve* (SBLSymS 15; Atlanta: Scholars Press, 2000), 3-90. [82]

Nissinen, Marti. *Prophets and Prophecy in the Ancient Near East* (SBLWAW 12; Atlanta: Society of Biblical Literature, 2003), 1-17, 79-80, 93-94, 97-101, 133-36, 179-81, 201, 219. [36]

Wilson, Robert R. *Prophecy and Society in Ancient Israel* (Philadelphia: Fortress, 1980), 1-88, 297-308. [101]

G. Psalms [247]

Bellinger, William H. "Psalms and the Question of Genre," in *The Oxford Handbook of the Psalms* (ed. William P. Brown; Oxford: Oxford University Press, 2014), 313-25. [13]

Brueggemann, Walter. "Psalms and the Life of Faith: A Suggested Typology of Function," in idem, *The Psalms and the Life of Faith* (ed. P. D. Miller; Minneapolis: Fortress, 1995), 3-32. [30]

Gillingham, Susan. "The Levites and the Editorial Composition of the Psalms," in *The Oxford Handbook of the Psalms* (ed. William P. Brown; Oxford: Oxford University Press, 2014), 201-13. [13]

Keel, Othmar. *The Symbolism of the Biblical World: Ancient Near Eastern Iconography and the Book of Psalms* (trans. T. J. Hallett; repr. ed.; Winona Lake: Eisenbrauns, 1997 [1978; German orig: 1972]), 308-56. [43]

McCann, J. Clinton. "The Shape and Shaping of the Psalter: Psalms in Their Literary Context," in *The Oxford Handbook of the Psalms* (ed. William P. Brown; Oxford: Oxford University Press, 2014), 350-62. [13]

Schipper, Bernd. "Egyptian Backgrounds to the Psalms," in *The Oxford Handbook of the Psalms* (ed. William P. Brown; Oxford: Oxford University Press, 2014), 57-73. [17]

Smith, Mark S. "Canaanite Backgrounds to the Psalms," in *The Oxford Handbook of the Psalms* (ed. William P. Brown; Oxford: Oxford University Press, 2014), 41-54. [14].

Westermann, Claus. *Praise and Lament in the Psalms* (Atlanta: John Knox, 1981), 15-35, 152-62, 165-213. [81]

Wilson, Gerald. "Understanding the Purposeful Arrangement of Psalms in the Psalter: Pitfalls and Promise," in *The Shape and Shaping of the Psalter* (ed. J. Clinton McCann; JSOTSup 159; Sheffield: JSOT Press, 1993), 42-52. [11]

Zernike, Anna Elise. "Mesopotamian Parallels to the Psalms," in *The Oxford Handbook of the Psalms* (ed. William P. Brown; Oxford: Oxford University Press, 2014), 27-38. [12]

H. Wisdom Literature [498]

Adams, Samuel. *Wisdom in Transition* (bas), 1-152, 215-78. [215]

Beaulieu, Paul-Alain. "The Social and Intellectual Setting of Babylonian Wisdom Literature," in *Wisdom Literature in Mesopotamia and Israel* (ed. Richard J. Clifford; bas), 3-19. [17]

Perdue, Leo G. *The Sword and the Stylus: An Introduction to Wisdom in the Age of Empires* (Grand Rapids: Eerdmans, 2008), 1-255. [256]

Van der Toorn, Karel. "Why Wisdom Became a Secret: On Wisdom as a Written Genre," in *Wisdom Literature in Mesopotamia and Israel* (ed. Richard J. Clifford; bas), 21-29 [10]

I. Apocalyptic [386]

Collins, John J. *The Apocalyptic Imagination: An Introduction to Jewish Apocalyptic Literature* (2d ed.; Grand Rapids: Eerdmans, 1998), 43-115. [113]

Collins, John J., ed. *The Oxford Handbook to Apocalyptic Literature* (Oxford: Oxford University Press, 2014), chaps. 1-5, 7-9, 11-12, 15-18, 22, as follows. [273]

1. What is Apocalyptic Literature, 1-16 (Collins). [17]
2. Apocalyptic Prophecy, 19-35 (Cook). [17]
3. The Inheritance of Prophecy in Apocalypse, 36-51 (Najman). [25]
4. Wisdom and Apocalypticism, 52-68 (Goff). [17]
5. Scriptural Interpretation in Early Jewish Apocalypses, 69-84 (Jassen). [16]
7. Dreams and Visions in Early Jewish and Early Christian Apocalypses and Apocalypticism, 104-22 (Flannery). [19]
8. Social-Scientific Approaches to Apocalyptic Literature, 123-144 (Esler). [22]
9. Jewish Apocalyptic Literature as Resistance Literature, 145-62 (Portier-Young). [18]
11. A Postcolonial Reading of Apocalyptic Literature, 180-98 (Smith-Christopher). [19]
12. The Rhetoric of Jewish Apocalyptic Literature, 201-17 (Newsom). [17]
15. Apocalyptic Determinism, 255-70 (Popovic). [16]
16. Apocalyptic Dualism, 271-94 (Frey). [24]
17. Apocalyptic Ethics and Behavior, 295-311 (Allison). [17]
18. Apocalypse and Torah in Ancient Judaism, 312-25 (Henze). [14]
22. The Imagined World of the Apocalypses, 373-87 (Beyerle). [15]

J. Israelite History [475]

Megan Bishop Moore and Brad E. Kelle, *Biblical History and Israel's Past: The Changing Study of the Bible and History* (Grand Rapids: Eerdmans, 2011). [475]

K. Israelite Religion [325]

Hess, Richard S., *Israelite Religions: An Archaeological and Biblical Survey* (Grand Rapids: Baker Academic, 2007), 11-80, 345-51. [73]

Keel, Othmar and Christoph Uehlinger. *Gods, Goddesses, and Images of God in Ancient Israel* (trans. T. H. Trapp; Minneapolis: Fortress, 1998), 1-17, 210-48, 393-409. [74]

Miller, Patrick D. *The Religion of Ancient Israel* (Louisville: Westminster John Knox, 2000), 1-105. [105]

Smith, Mark S., "Review Article: Ziony Zevit, *The Religions of Ancient Israel*," *Maarav* 11 (2004): 145-218. [73]

L. OT/HB/Tanakh Theology [205]

Brueggemann, Walter. *Theology of the Old Testament: Testimony, Dispute, Advocacy* (Minneapolis: Fortress, 1997), 1-114. [114]

Collins, John J. "Is a Critical Biblical Theology Possible?" in *The Hebrew Bible and Its Interpreters* (eds. W. H. Propp, B. Halpern, and D. N. Freedman; BJS 1; Winona Lake: Eisenbrauns, 1990), 1-17. [18]

Levenson, Jon D. *The Hebrew Bible, the Old Testament, and Historical Criticism: Jews and Christians in Biblical Studies* (Louisville: Westminster/John Knox, 1993), 33-61. [28]

Rad, Gerhard von. *Old Testament Theology* (2 vols.; trans. D. M. G. Stalker; introduction by Walter Brueggemann [1:ix-xxxix]; OTL; Louisville: Westminster John Knox, 2001), 1:105-28; 2:410-29. [45]

Historical Studies in Theology and Religion

After completing two years of course work, students write their preliminary examinations. The student and the advisory committee (usually the examiners) determine, in the light of the proposed dissertation topic, an appropriate set of examinations that meets the general requirements of the Division. They submit this to the faculty of the Program for approval.

Faculty and students should consult the Divisional Handbook regarding the Division's requirements for preliminary examinations. The following points should be noted:

- (i) There must be at least four written examinations and an oral examination.
- (ii) The oral examination must be given either by the entire faculty of the Program faculty or by a designated committee. In Historical Studies, the advisory committee, who are usually the examiners, will *ipso facto* normally serve as the designated committee.
- (iii) At least one written exam must be in an "outside" field.
- (iv) Exams must take place as soon as possible after completing course work: preferably in the next semester, but in any case not later than the second semester.
- (v) The Division has precise rules about scheduling the dates for written exams, about the timing of the oral, and about the time allowed for final reporting of grades: see the Divisional Handbook for details. Note in particular that the GDR requires a grade for each examination, *including the oral*. In Historical Studies, the examining committee as whole decides what grade to assign to the oral.

The oral examination is based on the written examinations. The oral provides an opportunity for examiners to revisit the answers, not only clarifying ambiguities and filling gaps but also pursuing the discussion further. The purpose of the oral is to examine the student's competence in a more open, comprehensive and conversational way than written exams permit. The oral will include a review of the written exams, therefore, and it is always the last exam.

Jewish Religious Cultures

JRC currently requires 4 exams.

Two are primarily dissertation oriented, with one typically being topical (e.g. the Jewish ecology movement) and one methodological or theoretical (eg. Ethnography of American Jewry). The third exam is meant to focus on an area of Jewish Studies different from the student's primary one (for example, a student working on cultural history of intermarriage might do an exam in Hebrew Bible or modern Jewish thought) while the fourth exam is devoted to a broad topic in the theory or methodology of the study of religion (eg. Text and ethnography or critical use of theological source material). Our goal is to make sure that the student is not only prepared for the dissertation but, going forth onto the job market, can claim a broad understanding of both Jewish Studies and Religious Studies as independent disciplines. Exams and reading lists are arranged by the student with individual faculty members subject to the approval of the COS chair.

We are flexible in how students actually take their exams. Most do a 24 hours or 48 hour take home exam each week over the course of a month or so.

New Testament

1. A Greek competency exam in the first year. Students must show through a translation exam that they have sufficient reading and translating ability in Koine Greek. This is shown through translations of the New Testament, the LXX, selections from patristic texts and from Hellenistic Greek writers.
2. At the end of the course work and in the third year students take written Comprehensive exams. These cover: the history and content of the New Testament writings, The History of Interpretation of the New Testament in both ancient and modern contexts, Biblical Exegesis, Means and Construction of New Testament theology. These are essay exams usually three days in length. The exception is the exegesis exam for which a week is given. The exams are usually 35-40 pages in length. The student also writes an exam in an 'outside' area.
3. The comprehensive exams conclude with a oral examination over the written materials by the entire NT faculty. To pass the comprehensives a grade of at least a B must be attained in all exams. If there is a weak exam the student must submit additional work. If the exam is particularly weak it may be necessary to repeat it. If the entire set is unacceptable, the student cannot move forward in the program until this is rectified. [I have never seen this occur].
4. At some time during the third year, usually the spring, students are expected to submit a proposal for their dissertation topic. While this is not an exam, it is necessary to present it publically to the faculty which decides whether the student can proceed or must recast the proposal. This is a written document usually 40-45 pages in length written in collaboration with the student's designated dissertation advisor.

At this point the student is moved to dissertation stage and the only exam outstanding is the dissertation defense.

The Sequence of a Student's Program

Check the GDR and LGS website for the most up-to-date information.

A. Provisional Faculty Adviser

When a student is admitted to the PhD-program, the PCRL faculty (in consultation with the student when possible) will appoint a provisional faculty adviser. See Appendix B: The Role of the Faculty Adviser for more information.

B. Course Registration

Students consult with their faculty adviser before selecting courses for the first semester of residence. Continued consultation with the faculty adviser regarding course registration is recommended.

C. Modern Language Requirement

First Modern Language Exam

Early in the first semester of a student's residence period, the student registers for the first of two modern language exams. Normally, the first must be passed in German and French, but intermediate level statistics or another language suitable to the student's research interests may be substituted for German or French with the approval of the PCRL faculty. The PCRL faculty will notify the ODR Office that an alternate language has been approved. See Appendix C: Language Requirements for more information.

Second Modern Language

Competence in a second modern language must be demonstrated before the student is allowed to take qualifying exams.

TOEFL

For those students whose native language is not English, a successful TOEFL score (250 or higher) counts as a passing grade for this first language exam. See the GDR handbook for more details.

D. Residence Period

See Appendix A: Student Progress for more information.

Course Work

Students must take 36 hours of course work over two academic years of residence. This must include at least five doctoral seminars plus two required GDR seminars. The First Year Colloquy and Teaching Requirement. Students consult with their faculty advisers in selecting course work appropriate to their programs of study. See Appendix D: Residence for more information.

Teaching Assistant Training and Teaching Opportunity

Students must complete a total of three teaching or Third Option requirements. These can include two courses of TATIO 605 & one course of TATIO 602 or one course of TATIO 605 & two courses of TATIO 610 or one course of TATIO 605, one course of TATIO 610 & a Third Option. One course is done in the student's general course of study and one in a different field of study or another context. See Appendix E: TATIO for more information. Best practices for fulfilling TATIO requirements and evaluations are on the GDR website: <http://gdr.emory.edu/audience-national/courses/jq/dib/q.htm>

Program for Scholarly Integrity (PSI)

The Program for Scholarly Integrity (PSI) provides broad and deep engagement with the ethical issues of research, scholarship, and professional life for all PhD students in the Lindemeyer Graduate School (LGS). In addition to LGS PSI and GDR PSI requirements, there is a one-day seminar before the first year of coursework. See Appendix F: Program for Scholarly Integrity (PSI) for more information.

E. Post Coursework, Pre-Dissertation Period

Focus Paper

At the end of course work and prior to qualifying exams, the student prepares a focus paper. Normally this will be presented to faculty early in the semester following the completion of course work. See Appendix G: Focus Paper for more information.

Qualifying Exams

Every student must successfully complete four written qualifying examinations, individually tailored through consultation with the faculty, and a culminating oral exam. Normally students write the exams in the first or second semester following the completion of course work. The faculty strongly encourages timely completion of the qualifying exams in the third year. See Appendix R: Qualifying Examinations for more information.

Dissertation Proposal

Upon successful completion of the qualifying exams, the student is eligible to prepare a dissertation proposal to the PCRL faculty for approval. When the written proposal is complete, the student will defend it orally before the PCRL faculty (generally the dissertation committee and other faculty who are able to attend). See Appendix I: Dissertation Proposal & Dissertation on Advisory Committee for more information.

Dissertation Advisory Committee

At any point between the beginning of the third semester of residence and the presentation of a dissertation proposal the student requests that the PCRL faculty appoint a dissertation committee.

to guide the student toward the completion of the dissertation. This committee includes a dissertation adviser (who, when named, usually assumes the role of faculty adviser) and usually two other faculty members, normally drawn from the other members of the PCRL faculty. See Appendix I: *The Dissertation Proposal & Dissertation Advisory Committee* for more information.

Admission to Candidacy

Application for admission to candidacy is made when all PhD degree requirements, except completion of the dissertation, have been met and after a dissertation committee chair has been designated and a dissertation research plan approved. Students apply for candidacy as soon as they complete these minimum degree requirements. Students are expected to be in candidacy no later than the end of their fourth year of study. PhD candidates must have been admitted to candidacy at least one semester before applying for degree. See Appendix J: *Admission to Candidacy* for more information.

F. Dissertation Period

Writing the Dissertation

The student writes the dissertation under the supervision of the faculty adviser and with the guidance of the dissertation committee. Practices differ from committee to committee, but the usual pattern is for students to submit the first draft of chapters only to the chair of the dissertation committee. Drafts of chapters are circulated to other members of the committee when minimal revisions have been made and the chair indicates that the chapters are ready for wider reading. See Appendix K: *Dissertation* for more information.

Maintaining Communication

During the dissertation phase, it is very important for the student to take the initiative to stay in regular contact with the adviser. Such communication involves not only the submission of chapters and other dissertation materials but also information about delays, obstacles, mobility, employment, and other life circumstances that affect a student's program. The PCRL faculty desire good communication with students at every step of the program so that they can provide strong support for the student.

Oral Defense of the Dissertation

When the dissertation advisory committee determines that the dissertation is complete and ready to be defended, the committee chair schedules a dissertation defense. The committee, led by the chair, conducts the defense, and other PCRL, GDR, and LGS faculty are invited to participate. If any member of the dissertation committee is unable to be present for the defense, he or she generally submits to the chair of the committee a written response to the dissertation and any questions to be asked of the student. Students, friends, family, and other guests are welcome to attend, but they do not take a vocal part in the defense.

The committee and other faculty meet *in camera* at the beginning of the defense and again at the end of the defense. In the second meeting, they decide whether to designate the dissertation as "fail," "pass," or "pass with distinction," and they also stipulate any additional comments, commendations, and/or needed revisions. The student is then invited to return to the committee.

the committee chair announces the grade. The chair also completes all appropriate GDR paperwork. The student can bring applicable, required graduation paperwork to have signed. See Appendix K: *Dissertation* for more information.

Application for Degree

There are many details to which students must attend in order to graduate. The LGS website has the most up-to-date information. See Appendix L: *Application/or Degree Checklist* for more information.

Appendix A: Student Progress

Adapted from the GDR Handbook, in consultation with GDR Administrators

As a general rule, satisfactory progress toward the PhD involves the following schedule:

J1STYEAR

Successfully pass tb., firs\ modem language exam-See Appendix C: *Language Requirement* for more information.

- 2 TATIO-See Appendix E: *TATIO* for more information.
 - a TATIO 600 A two day seminar meeting in late August, before classes begin
 - b. TATIO 605 Teaching Assistantship: Highly recommended to be taken in the spring semester of the 1st year
 - c. TATIO Teaching Conversations
 - i. Attend a total of three (3) by the end of the 2nd year
 - ii. Find a list of available Teaching Conversations through Trumba, an electronic calendar updated by the GDR office
3. Program for Scholarly Integrity (PSI)-See Appendix F: *Program for Scholarly Integrity (PSI)* for more information.
 - a. PSI 600 A one day seminar meeting in late August, before classes begin
 - b. LGS PSI 610
 - i. Attend a total of four (4) educational workshops before graduating
 - ii. Find a list of available LGS PSI offerings looking at the LGS website: http://www.gs.emory.edu/professional_development/scholarly_integrity/psi_schedule.html.
 - iii. General inquiries: psi@emory.edu
 - c. GDRPSI
 - i. Attend a total of two (2) before the end of the 2nd year
 - ii. Learn of GDR PSI offerings either through email announcements or through Trumba
- 4 GDR
 - a 1st Year Colloquy Series (RLR 700H)
 - i. Meets in the fall and spring semesters
 - b. Year end report completed and submitted on line
5. PCRL
 - a PCRL Retreats
 - b. PCRL Colloquy
 - c. Interview Weekend
 - d. Year end evaluation with faculty
 - i. The faculty will meet near the end of the spring semester with each student to discuss and assess the student's progress. The student prepares a one-page self-evaluation that highlights achievements and problems in the preceding year and provides an agenda for the following year. Students bring a couple of hard copies of the document to the meeting.
6. Complete the first year of residency-See Appendix D: *Residence for* more information.

*Encouraged (participation is not required, but recommended):

1. Professional Development Opportunities
 - a Offered in the fall and spring semesters
 - b. Seminars include C.V. preparation, grant workshops, etc.

2NDYEAR

1. Successfully pass the second modern language exam
 - a. This can be completed in the first year
2. TATIO
 - a. Teaching Religion (RLR 705)
 - i. A GDR summer seminar (three half-days) in late August
 - b. TATIO 605 Teaching Assistantship or Third Option
 - c. TATIO 610 Teaching Associateship
 - d. TATIO Teaching Conversations
 - i. Attend a total of three (3) by the end of the 2nd year
 - e. TATIO Teaching Philosophy
 - i. Complete by April 15th of the spring semester of the 2nd year and turn in with the GDR annual report.
3. PSI
 - a. LGS PSI
 - i. Attend a total of four (4) educational workshops before graduating
 - b. GDRPSI
 - i. Attend a total of two (2) before the end of the 2nd year
4. GDR
 - a Year end report completed and submitted on line
5. PCRL
 - a. PCRL Retreats
 - b. PCRL Colloquy
 - c. Interview Weekend
 - d. Year end evaluation with faculty
6. Complete the second year of residency

Encouraged

1. Professional Development Opportunities

JRDYEAR

1. PSI
 - a. LGS
 - i. Attend a total of four (4) educational workshops before graduating
2. GDR
 - a Year end report
3. PCRL
 - a. PCRL Retreats
 - b. PCRL Colloquy
 - c. Year end evaluation with faculty
4. Qualifying Exams

Encouraged

Appendix C: Language Requirement

Adapted from the GDR Handbook

The GDR regards a working knowledge of at least two foreign languages as fundamental tools for doctoral work in religion. Students are required to show reading mastery of two secondary research languages along with such primary-text languages as their Programs and individual research agendas require. Mastery is typically demonstrated through GDR-administered examinations. No language work done prior to entering the GDR will satisfy this requirement.

2. The examinations are normally given each semester on the Monday of the week preceding registration and on an additional date in April. Dates and locations of the **exams** are posted annually. Students register their intent to take the examination; appropriate forms are in the GDR **office**.

3. The first language examination **is** to be passed upon entry to the GDR. Failure to pass the first language examination before matriculation may result in an adjustment of the registration for the semester immediately following. Various kinds of adjustments are possible, such as reduction of course work, or registration for Directed Study that concentrates on developing language competence, or arrangement with an instructor that the reading for the course will be done in the language. The second examination is to be passed by the beginning of the third semester, and it must be passed before beginning preliminary exams. Any student who has not passed the first language examination by the beginning of the second year (or third semester) will be required to take a reduction in course load in order to accommodate further language study.

4. Typically, these two secondary languages for scholarly research have been French and German. Students may substitute other secondary research languages when they can demonstrate that such languages figure prominently in their field of scholarship and play an important role in their own research. Students may make such substitutions by petition to the GDR's Director and the Policy and Curriculum Committee (PCC).

5. The GDR exam for secondary research languages is intended to demonstrate reading comprehension for scholarly purposes. It involves rendering an accurate translation of a passage of approximately 400 to 500 words and then providing a careful account of its meaning. The emphasis in this account falls on grasping the gist, nuances and implications of the argument, perspective or methodology of the passage. The examination can be taken with the aid of a dictionary in a period of three hours.

6. The examinations are administered by the GDR Language Committee, which, in consultation with the faculty of the appropriate Program, selects texts in the student's area of study and oversees grading of the examination. Quantified grades are given, with a minimum grade of 80% required to pass. Students who have taken and failed to pass a GDR language exam may petition to satisfy the requirement in that language by taking and passing a SAT **AP** exam in that language.

Appendix D: Residence

Adapted from the GDR Handbook

Students must earn at least 36 semester hours of credit at advanced standing level. There are two exceptions on the way these credits may be earned.

1. Distribution of time: there must be two consecutive semesters of full registration in regular course work. Normally, students meet this requirement during the first year. The remaining 18 hours need not be earned in consecutive semesters of full registration.
2. Distribution of types of academic work: at least 10 hours must be taken in seminars and directed study at the doctoral level 20 of which must be in seminars. The remaining hours may be taken in seminars, directed study, course work (3 hour courses in the School of Theology combined with 1 hour directed studies), or dissertation research. At least two seminars or courses, moreover, must be taken outside the student's own Program or area of study. Directed Studies will not normally fulfill this requirement but may do so if needed seminars are not offered. Exceptions to the normal rule must be approved by the student's program faculty.

The Division requires, therefore, a minimum of **five** doctoral seminars for students in advanced standing in the PhD program. Most students will probably wish to take more than the required five seminars.

All course work, including Directed Study courses, must be passed with a grade of B- or better. A student who receives a C in a course must take an equivalent number of extra hours after having completed the 36 semester hours of required course work. Students are required to pay for only 36 semester hours of tuition, however.

field of study or another context. Best practices for fulfilling TATIO requirements and evaluations are on the GDR website: http://gdr.emory.edu/audience_navigation/student-information.html

- While students cannot receive financial compensation for work done for TATIO academic credit (the graduate school stipends have been increased to cover this work), graduate students may receive compensation for any teaching assistance they do beyond the minimum requirements of the TATIO Program. There are numerous opportunities for teaching at Candler and in the Department of Religion beyond the formal requirements.

Appendix F: Program for Scholarly Integrity (PSI)

Adapted from the LGS handbook

The Program for Scholarly Integrity (PSI) provides broad and deep engagement with the ethical issues of research, scholarship, and professional life for all PhD students in the Laney Graduate School. This engagement will take place both within broad, interdisciplinary forums and within the student's graduate program. A student's engagement with ethics covers areas relevant to the student's course of study and is appropriately staged throughout the student's career.

Program Elements

- Completion of 1 & 2 is required for candidacy.
 - Completion of all three is required for graduation.
1. PSI 600 is a one-day seminar on scholarly integrity attended in late August before a student enters the first semester of coursework
 2. LGSPSI
 - a. Students attend a minimum of four (4) public topical workshops, training sessions, or lectures, designated by LGS as eligible for ethics training credit.
 - b. Students will bring their ID cards to the workshops to track attendance. Participation will be recorded on students' transcript as sections of PSI 610.
 - c. Students have the flexibility to choose which four sessions to attend and students are welcome to attend more than four sessions.
 - d. Students can find a list of available LGS PSI offerings by looking at the LGS website: http://www.gs.emory.edu/professional_development/scholarly_integrity.html.
 - e. General inquiries: psi@emory.edu
 3. GDR PSI 610
 - a. Program-based ethical instruction promotes student discussions with GDR faculty, and integrates explicit attention to ethics into the regular course of graduate education.
 - b. Students attend a total of two (2) sessions before the end of the 2nd year
 - c. Students have the flexibility to choose which two sessions to attend and students are welcome to attend more than two sessions.
 - d. Students can learn of GDR PSI offerings either through email announcements or through Trumba, an electronic calendar updated by the GDR office.

Appendix G: The Focus Paper

The Focus Paper is an essay of approximately 15 pages in which students, prior to making qualifying-examinations, summarize their work to this point, identifying the underlying themes and concerns, and describing how they desire to focus the rest of their program of study. The Focus Paper is intended to help students: a) review and integrate completed course work, b) prepare for the qualifying exams, and c) narrow the focus of their research in preparation for the dissertation proposal. It may also help identify areas where further work is **necessary**. Students work closely with their faculty adviser and other faculty in the preparation of the Focus Paper. It may be helpful to reference, as an example, the Focus Paper of a colleague in more advanced standing.

Generally, the Focus Paper will have three distinct sections:

1. A review of completed course work in which the student describes the principal readings for each course and major themes addressed in research papers.
2. Identification of significant issues and questions that have emerged for the student in the course-work as a whole and that point the way toward further research.
3. A specific exam proposal of the four proposed Qualifying Exams, including key issues, questions, bibliography, and perhaps sample questions.

The Focus Paper is submitted to title or titles via email.

Appendix H: Qualifying Examinations

Portions adapted from the GDR Handbook

- I. Each student takes written exams in four broadly defined areas:
 - a. A significant body of theory in religion, theology, or ethics as it relates to issues in the human sciences
 - b. A significant body of theory in the human sciences as it relates to issues in religion, theology, or ethics
 - c. An allied discipline (such as philosophy, anthropology, literary theory, law, etc)
 - d. An area related to the student's dissertation research.
2. The PCRL faculty understand the following to be among the purposes of qualifying exams:
 - a. The fundamental purpose of the preliminary examinations is to provide evidence that the student has mastered the discipline or field of study sufficiently to move on to the dissertation stage.
 - b. An "allied discipline" exam is intended to realize one or more of several values:
 - i. to show evidence of adequate preparation in a secondary field of study to support teaching competence in that field;
 - ii. to demonstrate competency in the "language" of a second discipline or field of inquiry;
 - iii. to increase knowledge of the field of religion as a whole and thereby strengthen the student's understanding of the primary field of study;
 - iv. and, when appropriate, to support the dissertation research.
3. The following standards of excellence apply to qualifying exams in PCRL:
 - a.
4. The process of preparing book lists and inviting faculty members to serve on a qualifying exams team:
 - a. Focus Paper Meeting (see Appendix F): A special meeting of preparation for the Focus Paper, the student meets with the faculty adviser to specify the content and range of the four written exams and to negotiate writers and readers for each exam.
 - b. Book Lists:
 - c. Faculty Participation: The adviser may work out any arrangement of faculty participation for the exams that seems appropriate to the student's program and to the basic structure of the program sequence.
 - i. Exams 1 and 2 are drawn from the full scope of interests in the PCRL program, and, in principle, the entire PCRL faculty has responsibility for writing and reading these exams. In practice, however, this responsibility is delegated to designated members of the PCRL faculty, and students are free to suggest faculty writers and readers whose research interests are most relevant to the student's work.
 - ii. Exams 3 and 4 may be written by PCRL faculty or, depending upon the topic, by faculty outside of PCRL. Normally, more than one faculty member participates in writing and reading "all" of these exams. Still, if the circumstances merit it, a **single** faculty person may write all questions for a particular exam.

- ii. Whatever the outcome of the examinations, the student discusses their diagnostic significance with the adviser.
7. The faculty adviser must approve any exceptions to the above procedures,

Appendix I: The Dissertation Proposal & Dissertation Advisory Committee

THE DISSERTATION PROPOSAL

Upon successful completion of the qualifying exams, the student is eligible to present a dissertation proposal to the PCRL faculty for approval. The student works closely with the dissertation adviser and/or dissertation committee toward the completion of this proposal. The proposal is a concise statement of the central thesis, methodological approach, and envisioned value of your dissertation. Generally between 12-15 double-spaced pages, the proposal is neither a research paper nor a preliminary draft of a chapter of the dissertation. Key constitutive elements of the dissertation proposal include:

1. Problem and Aim
What is the general problem of concern? Is it specific? Is it of your specialty? Very succinctly, what do you want to understand? Why do you find this puzzling? Why is this important?
2. Literature Review
How have other researchers addressed this problem? What do we already know from the work of others? What is the theoretical background and current status of the issue or problem? How will your dissertation build upon, challenge, or extend this literature?
3. Thesis or Research Question
What is your specific thesis or your working research question as you currently envision it (this may change)? In other words, exactly what do you want to learn? What is your best hunch about what is going on?
4. Method
How are you going to go about finding out what you need to know to answer your question or test your thesis? What theoretical, sociological, psychological, anthropological or other methods will you employ? What methodology will you use to collect, analyze, and organize information or data?
5. Outline
What do you envision as the main chapters and chapter sub-divisions of the dissertation? What, in a sentence or two, will each chapter and sub-division accomplish in the overall structure of the dissertation? (Don't try to describe what the chapters and divisions will say, but what they will do).
6. Representative Bibliography
What are the main books and other resources likely to prove critical in the writing of the dissertation? Provide a brief annotation for each entry describing the work and say why it will be useful.

Nora Bene: Expect to rewrite the dissertation proposal several times in consultation with your adviser. Composing your dissertation proposal is not simply a means to an end—the final hurdle before the dissertation—but a significant exercise in and of itself. When completed, the

dissertation proposal provides a reliable guide for writing the dissertation. Significant modifications in the thesis statement, methodological procedures, and chapter outlines are undertaken in consultation with your adviser and dissertation committee.

Although the student consults closely with the adviser during the preparation, the proposal reflects the student's own style of research, thought and writing. After agreeing that the proposal is defensible, the dissertation adviser will manage for the student the oral defense of the dissertation proposal before the PCRL faculty (generally the dissertation committee and other faculty who are able to attend). All students and faculty in a program, other members of the dissertation committee, and persons from outside the student's own department are invited to participate in the discussion. The PCRL faculty members present vote to accept, reject, or require modification of the proposal.

Upon the student's successful defense of the dissertation proposal, the faculty adviser and the student complete the appropriate GDR paperwork and the student is formally admitted to degree candidacy and cleared to write the dissertation.

THE DISSERTATION ADVISORY COMMITTEE

At any point between the beginning of the third semester of residence and the presentation of the dissertation proposal, but normally at the conclusion of the residence period, the student requests through the PCRL faculty appointment dissertation advisory committee to guide the student toward the completion of the dissertation. This committee includes a dissertation adviser (who, when named, also assumes the role of faculty adviser) and usually two other faculty members, normally drawn from the other members of the PCRL faculty.

Most PCRL dissertation advisory committees are composed only of PCRL and GDR faculty. However, if the dissertation topic warrants it and the PCRL faculty approves, a university faculty person from outside PCRL or GDR or, in rare cases, a faculty member or other qualified person from outside the university, may serve on a dissertation committee. Emory provides no compensation for such service, and non-PCRL persons invited to serve on dissertation advisory committees need to be informed of this policy at the time of invitation.

Appendix J: Admission to Candidacy

Adapted from the GDR and LGS Handbooks

Candidacy is an important milestone in the progress towards the PhD degree. It indicates that the student has achieved a substantial level of expertise in his or her field, and has articulated a plan for independent research and writing that has been approved by the faculty of his or her program. In addition, students in candidacy are eligible for LGS fellowships for advanced students.

After completing course work, language examinations, qualifying examinations, and the public discussion of the dissertation proposal, students may be admitted to candidacy.

* Students must be admitted to candidacy no later than August 1 before their fifth year of study. Students who have had approved leaves of absence during their first four years will have the candidacy deadline moved back by the length of their leaves.

This process follows specific steps:

1. The dissertation director sends a memorandum to the GDR office, giving the title of the dissertation, the date of its approval and the name of the director.
2. The student applies for candidacy on forms available in the GDR office or on the LGS website (<http://www.gs.emory.edu/academics/policies/candidacy.html>). The forms are to be filled out in triplicate and signed by the **departmental chairperson**.
 - a. Complete the "Application for Admission to Candidacy," gather needed signatures, and turn in at the GDR office where a copy will be placed in the student's file and the application will be sent on to LGS.
 - b. Complete the "Dissertation Committee Form," gather needed signatures, and turn in at the GDR office where a copy will be placed in the student's file and the application will be sent on to LGS.
3. Note: Often the dissertation director and the reader help the student during the writing of the dissertation; the examiner might also read the dissertation in progress but often will read only the finished product.
4. The application for candidacy requires the following information:
 - a. the qualifying examinations that have been passed,
 - b. the dates when qualifying exams were completed,
 - c. the dates when language examinations were passed,
 - d. a list of all the courses and research hours in Advanced Standing creditable toward the PhD degree.

Appendix K: Dissertation

Dissertation Research hours, designated by 799R, will be graded accordingly as SIU. Students must register and pay the current residence fee for the semester in which they expect to receive the degree.

PREPARING YOUR DISSERTATION MANUSCRIPT

* Documents with errors, including spelling and grammar, will be returned for further proofreading and correction.

D Special Pages: In addition to the text, your dissertation needs to contain a number of special pages. Directions for formatting those pages are found in the document "Submitting Your Thesis or Dissertation," available on the Laney Graduate School website at www.gs.emory.edu/academics/policies/completion/.html.

These unnumbered pages must be in this exact order:

D Distribution Agreement

D Approval Sheet

D Abstract Cover Page

D Abstract

D Cover Page

D Acknowledgments (optional)

D Table of Contents (including a list of tables and figures, if needed)

D Signatures: A number of the special pages have space for signatures. Do not include signatures in the electronic copy of your dissertation. Upload the file of your dissertation, print the same file, and then collect the necessary signatures. It is recommended to bring copies of these forms to one's committee members at the defense. The printed, paper copy must have all required original signatures.

D Style Manual: When a program does not have specific directions, the general standard is *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian.

D Margins: All materials (including text, illustrations, graphs, figures, etc.) must be within the margins (left= 1.5", all others= 1"). A dissertation cannot be accepted if any of the text falls outside the margins.

D Footnotes: LGS does not have any preference in the placement of footnotes, but they must be consistent throughout the dissertation.

D Tables and Figures: If you include tables or figures in your dissertation it is necessary to include a list of these items. This list follows the general style of the table of contents.

D Non-printed Sources: If your dissertation refers to items other than books and journals—films, music clips, etc.—then these items are not to be included in the bibliography but are listed in a separate reference section. Consult recent editions of style guides for information about how to list such items.

D Page Numbers: Page numbers are to be in the upper right hand corner. Page numbers are the only items which may fall outside the margin. Begin numbering on the first page of the body of the dissertation. Page numbering must be consistent throughout the dissertation.

D Spacing and Font: Double spacing is required. Acceptable font size is 11 and 12 for the text (excluding foot notes, abstracts and acknowledgements). Please choose a common font preferably a serif font (Times, Garamond, Georgia, etc.) (the Distribution Agreement and the Abstract may be single-spaced.)

D Double-sided: the body of the text can be printed double-sided. The special pages must be single-sided.

D Production of Bound Paper Copies: The ETD and Queen Watson (2014) have instructions for how to arrange for the production of bound copies for your program or your personal use.

THE DISSERTATION DEFENSE

The director of the dissertation serves as the moderator of the oral defense of the dissertation. The readers and examiners participate in the session, with others whom the student and the director may wish to invite. Unlike the readers, the examiners usually read the dissertation only in its final form. Only the director, the readers, and the examiners may vote to accept the dissertation, reject it, or require revisions.

- I. At least one month before the oral defense, the student submits electronic copies of the dissertation to each committee member. If a committee member requests a paper copy, then the student submits a paper copy to that committee member.
2. The members of the dissertation committee assign the dissertation a grade of "Fail," "Pass," or "Pass With Distinction." Among acceptable dissertations they thereby distinguish between very good and truly excellent work on a range of indicators, including importance of topic, depth of research, mastery of issues and questions, originality of thought and argument, genuine contribution to a scholarly field, and quality of writing. The oral defense of the dissertation will be treated as any other examination and assigned a passing grade of A-, B+ or B. A grade of C indicates that the student has not defended the dissertation successfully.
3. At the conclusion of a successful defense of the dissertation, the dissertation director has each member of the committee sign the "Report of Completion of the Requirements for a Doctoral Degree" available in the GDR office or on the LGS website at <http://www.gs.emory.edu/academics/policies/completion.html>. On the form, the dissertation director indicates the grade determined by the committee. The report is sent to the GDR office, where it is signed by the Director, who sends it to the Graduate School.

SUBMISSION OF THE DISSERTATION

- I. Submission of the Dissertation Title
 - a. Since dissertation titles are printed in commencement programs, the Graduate School office needs to have an accurate title of each dissertation well before it is turned in to the Graduate School. Students, therefore, are required to record their correct, complete dissertation titles on the Application for the Degree form, which is available at <http://www.gs.emory.edu/academics/policies/completion.html>
2. Electronic Dissertation Submission
 - a. All dissertations are submitted electronically, through the Electronic Theses and Dissertation Repository. The electronic copy submitted to the ETD Repository becomes the official and archival copy.
 - b. Detailed instructions for submitting the dissertation are in the document "Submitting Your Thesis or Dissertation," available on the Laney Graduate

School website at www.gs.emory.edu/academics/policies/completion/ html.

c. As of 2014, the Laney Graduate School contact person for dissertation submission is Queen Watson (404-727-6170, queen.watson@emory.edu)

3. Paper Dissertation Submission

- a. In addition to submitting your dissertation electronically, submit one printed copy to the Laney Graduate School, with a number of special pages and forms included. As of 2014, this is given to Queen Watson. This printed copy is reviewed by the Laney Graduate School, and must be approved by the Dean before a student can be cleared to graduate. It is essential that this printed copy be the exact file you upload to the ETD Repository. If there are ANY discrepancies we will return the paper copy to you.
- b. A fee (\$25 in 2014) must be paid to the controller of the university for binding and printing the abstract in an appropriate bulletin.
- c. Copyrighting a dissertation is optional (though it is a common practice in the sciences). Students wishing to register the copyright for their dissertation must pay an additional fee and complete appropriate forms.

Appendix L: Application for Degree Checklist

*This information and more is available on the LGS website;
reference the website for the most up-to-date information*

- D* Application for Degree, completed and signed
- D* Report of Completion of Requirements for Doctoral Degree (aka "Degree Clearance" form), completed and signed
- DA* pdf file of your dissertation, prepared from a word processing file that conforms to all formatting requirements, and produced using Adobe Acrobat. You will also need to upload the original word-processor files and supplementary items
- DA* printed copy of your dissertation-this printed copy must include:
 - DD* Distribution Agreement, signed by you
 - OA* Approval Sheet, signed by all members of your dissertation committee
- DE* Electronic Thesis and Dissertation (ETD) Repository Submission Agreement, signed by you and your adviser
- D* ProQuest/UMI Publishing Agreement and a check for the relevant fee
- DA* printed certificate for completing the online *Graduate Education Exit Survey*
- DA* printed certificate for completing the online *Survey of Earned Doctorates*

IN ADDITION

- D* The *Application for Degree* must be submitted by the degree application deadline for the semester in which you want to complete. That deadline is available on the LGS website as well as on the registrar website. It generally falls about three weeks into the semester.
 - D* This application requires several signatures that you will need to collect.
- D* The dissertation and all other items must be submitted by the deadline indicated on the LGS academic calendar, which is found on the website. It generally falls about three weeks before the end of the semester.
- Everything is submitted to the Laney Graduate School, 209 Administration Building. If you are not submitting in person, the mailing address is:
 - James T. Laney School of Graduate Studies, Emory University
 - 209 Administration Building
 - Mailstop 1000-001-IAF 201 Dowman Drive
 - Atlanta, Georgia 30322

IMPORTANT CONDITIONS

1. PhD candidates must be admitted to candidacy in at least one semester before receiving the degree. This is a minimum requirement. The student applies for candidacy as soon as all requirements are completed, and no later than August 1 before the start of your fifth year of study.
2. Degree candidates must be registered during the semester in which the degree is awarded
3. You must submit **an** Application for Degree in the semester you wish to graduate. If you apply one semester but do not complete all requirements, you must re-submit in the semester in which you will receive the degree.

4. Any incompletes, Ps and Fs must have been resolved
5. All fees and other charges from Emory University must be paid.

Help Available

1. Copyright and Intellectual Property Issues
 - a. Each semester, the University Libraries Intellectual Property Rights Office holds workshops for graduate students on copyright law and author rights and responsibilities. You'll find dates on the LGS website. Videos of previous sessions are available on Blackboard.
2. Submitting Your Dissertation
 - a. Each semester, you'll find three information sessions with representatives both from LGS and the ETD Repository. Dates are on the LGS website.
- 3 ETD Submission Workshops
 - a. Close to the dissertation submission deadline, the ETD will offer submission workshops for hands-on assistance with the actual preparation and uploading of documents.
4. LGS website
 - a. Several concise and helpful documents can be found on the LGS website, including "Completing Your Degree in [semester]," which is a good document to print and reference.

[Revised October, 2014]

Theological Studies

Qualifying Exams, Theological Studies

Typically, in the late fall of your third year you will take qualifying exams. There are five exams and an oral. Two are from a common bibliography (content and method) and reflect a relative mastery of the theological and philosophical tradition in ancient, medieval, and contemporary periods. The second two anticipate the topic of the dissertation, thus the Topic and Outside exams.

During your second year you should begin to identify an advisor who will mentor you through this process and direct the exams and dissertation. You will need three faculty members from the Laney Graduate School (typically one or more from TS) one of whom will be in an outside area, either outside TS in another area of the GDR or outside the GDR altogether – Philosophy, Comp Lit, Art History, ILA etc. You might also have someone outside of Emory, especially on the dissertation committee.

Common Bibliography:

This bibliography is “common” to two theology exams. While it is expected to span the history of western thought from Plato to womanism, its specific content will be built around your particular interests. It should reflect familiarity with standard figures as well as creativity in what “counts” as theology. The purpose of these exams is to provide a general background to your specific research and also, more importantly, to provide you with a broad base for your teaching career. You should be able to step into your first job with a substantial bibliography and knowledge base on which to draw.

Content:

You will focus your bibliography around some particular content. Evidently, you cannot read everything Augustine wrote for your exams and so you would choose those texts pertinent to your interest. Thus, for example, if your interests are in trauma or women’s religious experience you might focus on theological anthropology and chose texts from Augustine or feminist theology related to that theme. If you are interested in religious dialogue you would choose texts through the tradition that supported the comparisons you were preparing to make.

Method:

You will also choose texts through the tradition to reflect the methodological issues you face both as a teacher and a researcher. The interplay between the kataphatic and apophatic, the role

and nature of various genres, attention for how to combine disciplines (ethnography, literature, psychology, etc) are examples of methodological questions with which you should be familiar.

Topic:

The transition to dissertation writing can be tricky. One way of making that transition smoother is to be thinking about the dissertation as you go through course-work and build your exam bibliography. The topic exam should show what the topic of the dissertation is and to begin to build a bibliography toward it.

Outside Exam:

All TS students must take an exam in a discipline other than theology. This exam will be constructed by you and the person who is giving it. It often involves a method which will be used in the dissertation – eg ethnography, philosophy, trauma theory. It might reflect a subject matter that will be involved in dissertation research: eg a figure or movement in another religious tradition, ecology, black history. Students sometimes write a paper for this exam – but that is between you and advisor.

Exams are eight hours each and typically have four questions, of which you choose two to write on. The answers should not attempt to show everything you have read but to argue a thesis, drawing on figures and themes relevant to the question. It is more important to show mastery in theological thinking rather than superficial knowledge of a number of figures.

You are permitted to take these exams over a period of one month but TS recommends you knock them out in 2-3 weeks.

An oral exam will follow about two weeks after the last exam. This exam will follow up on issues in the exams themselves and will likely conclude with a discussion of how you intend to move forward with the dissertation proposal.

You are strongly encouraged to take a nice break after exams and not think about school at all. But ideally within about a month you should turn your head back to your research and begin to formulate concrete thoughts for a proposal. This is NOT a time to disappear. Stay in close contact with your advisor and committee members to help think through your research.

WSAR Exams Philosophy and Procedures

Doctoral students in the West and South Asian Religions (WSAR) course of study in the Graduate Division of Religion (GDR) are required to take qualifying exams after the conclusion of coursework and prior to submitting and defending the dissertation prospectus. Exams normally are taken in the third or, occasionally, the fourth year. There are four written exams and one oral exam. This document outlines the philosophy, policies, and procedures for the WSAR exams.

Philosophy

Taken as a whole, the qualifying exams serve a variety of distinct purposes and their utility cannot be reduced to a single element. Perhaps the most important outcome of the exam process is the increased professionalization and independence of the student in relation to his or her areas of specialization within the study of religion. In particular, the WSAR course of study sees exams as an opportunity for students to begin to consolidate mastery of the various fields necessary for their successful completion of the dissertation and for their future success as a college or university professor. The exams thus seek to develop and test for literacy in a given field, as well as for teaching competency. Students will need to consider and discuss the specific aims of each of the four exams, and these aims will contribute to the nature and form of each exam. Decisions about the purpose, nature, and form of the four exams are made through a process of negotiation between the student and his or her examiner (or examiners) for each exam. Details about this process are discussed below, but it is critical for students to understand that the goal of the exam process is to develop a professional capacity that enables the successful negotiation of the terms of the exams themselves. In a sense, negotiating the exams is part of the exams.

Policies

The four written exams will generally fall into the following four categories:

1. Primary tradition
2. Secondary tradition
3. Theories, methods, and approaches to the study of religion
4. Special topic in preparation for the dissertation

The precise manner in which these topics are understood in each case is a matter of negotiation. The specific purpose that is identified for each exam is a contributing factor in the negotiations. For example, if a student and his or her examiner decide that teaching competency is the primary

aim for a given exam, that fact will help to shape the form of the exam. There are three possible forms for the exams: 1) the syllabus plus written essay exam, 2) the standard written exam, and 3) the essay paper form.

Option 1: The Syllabus Plus Written Essay Form

This option is available for students who are trying to develop and demonstrate teaching competency in a given tradition. This option is generally only available for the first two exams (the exams in the primary and the secondary traditions). Students work with the examiner to specify the nature of the course (it will generally be an introductory course, though this is also open to negotiation) as well as a bibliography of critical sources for the course. Over several months, and in discussion with the examiner, the student will then develop a 15-week course syllabus, including required books, required assignments, and the goals for the course. Then, the student will also complete one written exam. The exam may include asking for a short essay providing a rationale for the syllabus design and an outline for a lecture from some part of the syllabus. The written exam will be an open-book 48-hour exam. The written portion of the exam in this case will generally be between 10 and 12 pages in length.

Option 2: The Standard Written Exam

This option is used when the purpose of the exam is determined to be mainly to develop and demonstrate literacy in a given field. This option is available for any of the four exams, but it is *required* for the third exam (theories, methods, and approaches to the study of religion). For this exam, students work with the examiner to develop a bibliography of critical sources for their own work in religion. Here it is important for students to recognize that the study of religion is not a discipline but a field. As a result, there are a large number of methods and theories available for students to draw upon for their work. Students need to become self-reflexive about their own methods and the theories that inform them, and this exam is an opportunity to do so. The exam will generally consist of two questions, often with some degree of choice among questions, and it will be an open-book 48-hour exam. The written exam will be between 17 and 25 pages in length.

Option 3: The Essay Paper Exam

This option is limited to the fourth exam, which is designed to help a student develop expertise in some topic or theme relevant to his or her dissertation. Like the other two exams, the essay paper exam starts with the negotiation between the student and the examiner on the topic and bibliography. The essay paper exam will be similar to a research paper in length but will be more wide-ranging so as to cover the topic or theme more broadly than may be possible in a research paper. The essay paper exam will be between 25 and 30 pages in length.

Procedures

The exam process begins toward the end of a student's coursework (normally the spring semester of the second year). At that time, the student should begin to identify potential examiners and should schedule individual meetings with them to start the discussions regarding both the content and the timing of the exams. Please note that exams are generally not given during the summer months when faculty are conducting their own research. Exams also are not generally given during the first and final weeks of any given semester.

If the student has a primary advisor already in place, the student should discuss the overall plan for the exams with the advisor, but the student also should not hesitate to consult a range of faculty members. Once an examiner has been chosen for a particular exam, the student and the examiner together must decide on the main goal of the exam, thus helping to clarify the form of the exam. The next step is to develop a bibliography of readings for the exam. All three forms of exam require a bibliography. At first, the bibliography will be a working document, but over time it will become more fixed. (A timeline is given below for reference.) During the months leading up to the exams, the student should schedule regular meetings with the examiner. The frequency of the meetings should be negotiated early on in the process. Some students and examiners may meet weekly or bi-weekly. Others may find that once a month is sufficient. In some cases, meetings may increase toward the time of the exams. In other cases, meetings will be more frequent toward the beginning of the process. *In all cases, it is the responsibility of the student to clarify expectations from the examiner and to communicate perceived needs.*

The exams themselves will take place over a one-month period, with at least 48 hours between each written exam and at least 10 days between the last written exam and the oral exam. The oral exam is an opportunity for the examiners to ask questions of the student and for the student to clarify, amend, or expand on his or her written exams. *The responsibility for scheduling the exams, including the oral exam, rests with the student. The student must also secure the room for the oral exam.* The GDR support staff can also help with that.

Timeline Suggestions

The following are suggestions for how to navigate the exam process. This timeline should be used for guidance only. The timeline assumes that the student will take exams early in the spring semester. Other timings are possible, however, and the timeline should be adjusted in such cases.

10-12 months before the exams: Student identifies potential examiners and schedules meetings to discuss possible exam goals and forms. During this phase, the student should develop preliminary bibliographies for all four exams. Students are strongly encouraged to consult both the bibliographies from the seminars they have taken and the exam bibliographies of WSAR

students who have already completed their exams. The four bibliographies should complement each other (i.e., there should not be a lot of overlap). The bibliographies at this point are working documents subject to change.

8-9 months before the exams: Student should begin reading for exams. At this point, part of the goal is to refine the bibliography while also developing literacy in the field. This means that as the student reads, he or she is likely to identify new sources critical to the exam. He or she will also likely eliminate some sources that seem less relevant or useful at this time. The bibliography should become increasingly refined as the student gains mastery of the sources.

6 months before the exams: At this point, the student is likely to need to meet somewhat more intensively with the examiner to hammer out the details of the negotiations. Around this time, the student and examiner should finalize their understanding concerning the goal and form of the exam. The bibliography should be getting closer to a finalized version.

3 months before the exams: By now, the bibliography should be fixed. The student should know why the bibliography looks as it does and should be broadly familiar with most of its contents. Some items on the bibliography will have been thoroughly digested by now, and others will remain to be read. Once the bibliography has been fixed and the form of the exam has been decided, it may not be necessary to meet extensively with the examiners as the student is spending most of his or her time mastering the bibliography and working toward the exams. If the student is creating one or more syllabi for the exams, these should begin to take more finalized shape during this period.

1 month before exams: The student should check in with the examiners to make sure everything is clear. The student also should schedule the oral exam, finding a date that suits all members of the committee. If the student is doing an essay paper exam, the student may begin writing it now.

Exams: As noted above, the exams should take place over the course of approximately one month. There should be at least 10 days between the final written exam and the oral exam, in order to give committee members time to read the written materials.