

**DOCTORATE**  
**IN**  
**HISTORICAL THEOLOGY**  
**STUDENT HANDBOOK**



**SAINT LOUIS**  
**UNIVERSITY™**  
— EST. 1818 —

**DEPARTMENT OF THEOLOGICAL STUDIES**

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## **I. INTRODUCTION**

This manual is intended for PhD students in the Department of Theological Studies (“DTS”) at St. Louis University. Any questions regarding the PhD program not addressed here should be brought to the student’s mentor or to the Director of Graduate Studies (“DGS”).

### **1. ABOUT THE PhD PROGRAM**

The doctorate in Historical Theology offers students advanced training in the discipline of theology with a focused attention on the dialogue and dialectic between theological doctrines and ideas, on the one hand, and historical context, on the other. The program aims to form students as both scholars and teachers, equipping students with the skills to do research that matters in the field of Historical Theology and preparing students to teach a range of courses at the undergraduate level. There are three areas of specialization in the doctoral program: early Christianity, medieval Christianity, and modern Christianity.

### **2. MENTORS**

Upon entering the PhD program, each student is assigned a faculty mentor whose academic interests best align with those of the student (subject to faculty availability). Mentors are responsible for understanding the PhD program, fielding student questions about the program, advising students about coursework, deadlines, and procedures, facilitating exit interviews, and preparing students for the job market. Students are expected to meet with their mentors at least once each semester, typically at the time of registration, until successfully defending the prospectus in the third year of study. Upon defending the prospectus, the student’s dissertation director becomes her or his mentor. Although mentors serve in an advisory capacity to students, students themselves are ultimately responsible for fulfilling the requirements of the degree program and following appropriate procedures.

### **3. ANNUAL REVIEW**

According to University policy, all graduate students are reviewed on an annual basis. Students must complete and submit a hard copy of the annual review form (see Appendix A) by March 15 of each year of study to the DGS. Failure to submit a signed Annual Review form to the DGS by March 15 will result in a “not meeting expectations” score for all relevant activities. In consultation with other faculty, the Graduate Studies Committee will complete the faculty portion of the form and file the form with the department. The DGS will then return the completed form to students and send a summary of the review to the Associate Dean of Graduate Education by May 15.

## **II. CONTACT INFORMATION AND GENERAL FACTS**

### **DTS Office Hours**

Monday – Friday 8:00 a.m. - 4:30 p.m.

### **Adorjan Building Hours**

7:00 a.m. - 7:00 p.m.

To enter the building after hours, use your Banner ID card to activate the magnetic card swipe system to the right of the entrance doors.

### **Codes**

Mail Room/Adjunct Office: 2881

Copy Machines and Printers: Access code available from departmental secretary

### **DTS Chair, Program Directors, and Office Staff**

Peter Martens, Chair

Office: Adorjan 126

Phone: 977-2608

Email: [pmarten1@slu.edu](mailto:pmarten1@slu.edu)

To schedule an appointment with Dr. Martens, please contact Heather Venable at [venablehv@slu.edu](mailto:venablehv@slu.edu).

Mary Dunn, Director of Graduate Studies

Office: Adorjan 239

Phone: 216-1650

Email: [mdunn12@slu.edu](mailto:mdunn12@slu.edu)

Randall Rosenberg, Director of Undergraduate Studies

Office: Adorjan 348

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Heather Venable, Departmental Secretary

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Phone: 977-2881

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### III. PROGRAM DESCRIPTION

#### 1. PROGRAM OVERVIEW

The doctoral program consists of a fifty-four (54) credit-hour program of study designed to train students in the discipline of Historical Theology. All students take THEO 6010 (Methods in Historical Theology), as well as survey courses in early Christianity, medieval Christianity, and modern Christianity that aim to familiarize students with key primary texts and give a broad overview of Christian history in each particular period. Remaining coursework includes seminars in both students' major and minor areas of specialization and two electives.

In addition to coursework, degree requirements include competency in at least three foreign languages, comprehensive examinations, and a dissertation that presents an original thesis in response to a question of significance to the field of Historical Theology.

To remain in good academic standing, students in the doctoral program must maintain a minimum 3.5 grade point average. Students in the doctoral program are expected to stay in residence during the first three years of study. After passing the oral defense of the prospectus, students may petition to be non-resident. Students in the doctoral program are expected to graduate within five years. For a complete list of university rules and regulations for graduate students, see the Graduate Education Catalog at:

[http://www.slu.edu/Documents/graduate/graduate\\_education/Graduate\\_Catalog\\_2015-16.pdf](http://www.slu.edu/Documents/graduate/graduate_education/Graduate_Catalog_2015-16.pdf).

#### 2. COURSEWORK

Students are responsible for registering for all courses and must ensure their continuous registration in the program through graduation.

The first and second years of study consist of 36 hours of coursework. Up to 6 elective credit hours can be taken in other departments at SLU or with tuition remission from another institution in the area (i.e., Washington University). The typical sequence of coursework in the first two years of each of the concentrations is outlined below:

	FALL	SPRING
YEAR 1	<ul style="list-style-type: none"><li>• THEO 6010 (3 hours) Methods in Historical Theology</li><li>• THEO 6020 (3 hours) Survey of Early Xnity</li><li>• THEO 6xxx (3 hours) Seminar in Major Field</li></ul>	<ul style="list-style-type: none"><li>• THEO 6030 (3 hours) Survey of Medieval Xnity</li><li>• THEO 6040 (3 hours) Survey of Modern Xnity</li><li>• THEO 6xxx (3 hours) Seminar in Major Field</li></ul>
YEAR 2	<ul style="list-style-type: none"><li>• THEO 6xxx (3 hours) Seminar in Major Field</li><li>• THEO 6xxx (3 hours) Seminar in another field</li><li>• Elective (3 hours)</li></ul>	<ul style="list-style-type: none"><li>• THEO 6xxx Seminar in Major Field</li><li>• THEO 6xxx Seminar in another field</li><li>• Elective</li></ul>

In the third year of study, students register for THEO 6210 (Dissertation Prospectus; 3 credit hours) and THEO 6990 (Dissertation Research; 6 credit hours) in both the fall and spring semesters. Both courses are taken with the dissertation director.

	FALL	SPRING
YEAR 3	<ul style="list-style-type: none"> <li>• THEO 6210 (3 hours) Dissertation Prospectus</li> <li>• THEO 6990 (6 hours) Dissertation Research</li> </ul>	<ul style="list-style-type: none"> <li>• THEO 6210 (3 hours) Dissertation Prospectus</li> <li>• THEO 6990 (6 hours) Dissertation Research</li> </ul>

In the fourth and fifth years of study (and, under special circumstances, beyond), students register for THEO 6990 (0 credit hours) with their dissertation director in both the fall and spring semesters.

	FALL	SPRING
YEARS 4 & 5	<ul style="list-style-type: none"> <li>• THEO 6990 (0 hours) Dissertation Research</li> </ul>	<ul style="list-style-type: none"> <li>• THEO 6990 (0 hours) Dissertation Research</li> </ul>

### 3. LANGUAGE COMPETENCY EXAMINATIONS

#### General Description

Students must demonstrate competency in at least three foreign languages before advancing to the prospectus examination in the third year of study. One language must be ancient (i.e., Greek, Latin, Syriac) and one must be modern (i.e., French, German, Spanish, Italian). Both languages must facilitate students' dissertation research as determined by their mentors and the DGS. In certain cases, depending on the demands of the student's dissertation research, competency in more than three languages may be required before advancement to the prospectus examination. Students typically dedicate the summer between the first and second year of study to the acquisition of one or more of the required languages. See page 12 for funding opportunities to cover the cost of summer language study.

Prior to acceptance into the program, students must assure competency in at least one language other than English. Students must demonstrate this competency during the first year of study. Typically, students demonstrate competency in the second and third languages in the second and third years of study, respectively. Students demonstrate competency by translating into clear English a text in the original language selected by the appropriate faculty during a two-hour examination with the aid of a print dictionary. Students will be asked to translate 400-500 lines of original text in a modern language, and 300-400 lines of original text in an ancient language.

#### Procedures

- DTS sets October and March examination dates.
- Students register for examinations with departmental secretary at least 2 weeks prior to scheduled exam.

- Faculty selects and submits the text to be translated to the departmental secretary at least three days prior to the exam.
- Students submit their completed exams to the departmental secretary, who then distributes the exams to appropriate faculty.
- Faculty evaluate the examinations according to the Language Competency Examination Rubric (see Appendix B) within 2 weeks. Faculty communicate the results of the examinations to the departmental secretary, who then informs students.

## **Policies**

- Failure to demonstrate competency in one foreign language during the first year of study will result in student's removal from the program.
- If the student fails an examination, the student may retake the exam twice.

## **4. COMPREHENSIVE EXAMINATIONS**

### **General Description**

Students in the doctoral program must pass comprehensive examinations at the end of the first and second years of study.

The first-year comprehensive examinations consist of three two-hour examinations on each of the historical periods: early, medieval, and modern. These examinations are closely tethered to the survey courses and test students' mastery of key primary sources from each historical period, as determined by the reading lists maintained by DTS (see Appendix H). The purpose of the first-year examinations is to assess students' familiarity with 1) the major historical and theological issues, events, and figures of each period, 2) the broad historical and theological themes that bring cohesion to each period and separate one period from the next, and 3) the historiographical tradition associated with each period.

The second-year comprehensive examination consists of one four-hour examination on students' chosen areas of specialization. These examinations focus on key secondary scholarship relating to one of the three historical periods, as determined by the reading lists maintained by DTS (see Appendix H). The purpose of the second-year examination is to assess students' familiarity with the larger scholarly discussion within their areas of specialization in order to prepare students for 1) dissertation research, 2) future teaching, and 3) job interviews.

### **Procedures**

- Students schedule comprehensive examinations with the departmental secretary for the second or third week of April. Exams are taken over the course of a five-day week, each exam on a different day. All students in the same cohort must follow the same exam schedule.
- First-year examination questions are determined by faculty assigned to the survey courses.

- Second-year examination questions are determined by faculty in the chosen area of specialization.
- Faculty submit the examination questions to the departmental secretary at least three days prior to the exam.
- Students submit the completed written exam to the departmental secretary, who then distributes the exam to the appropriate faculty.
- Faculty evaluate the examinations according to the Comprehensive Examination Rubrics (see Appendix C) within 2 weeks. Faculty communicate the results of the examinations to the departmental secretary, who then informs students.

### **Policies**

- Examinations are graded as either “pass” or “fail.”
- If the student fails an examination, the student may retake the exam once.
- Re-takes must be completed by the end of the fall semester following the original examination.

## **5. PROSPECTUS**

### **General Description**

In the fall and spring of the third year of study, all students register for THEO 6210 (Prospectus) with their dissertation directors.

During the fall semester, students write a 20-25 page dissertation prospectus, following the Prospectus Template (see Appendix D). The prospectus should 1) pose a research question of significance to the field of historical theology and deserving of a dissertation-length response, 2) articulate a clear and concise thesis statement that responds directly to the question posed and drives the structure of the proposed dissertation, 3) demonstrate a familiarity with relevant primary sources, as well as a solid grasp of the existing scholarship on the question, and 4) articulate a research method appropriate to the question posed. The purpose of the prospectus is to demonstrate that the proposed dissertation will make a significant contribution to scholarship and can feasibly be completed in a three-year window.

During the spring semester, students give an oral defense of their prospectus. The oral prospectus defense lasts two hours. Students should dedicate the first 15 minutes of the defense to a discussion of the proposed dissertation’s anticipated conclusions and emphasize the contribution that the dissertation will make to knowledge in the field, especially its relationship to important current scholarly trajectories. Following the presentation, members of the Dissertation Committee ask questions based on their assessment of the written prospectus. The purpose of the oral defense is to strengthen the student’s proposed dissertation project.

### **Procedures**

- Students identify a dissertation director and two additional faculty members to form the Dissertation Committee. The dissertation director will be Committee Chair.

- Students submit the penultimate draft of the prospectus to Dissertation Committee by November 1.
- Members of Dissertation Committee must read, assess, and give constructive feedback on prospectus.
- Students submit the revised prospectus to Dissertation Committee and the Doctoral Oral Examination Form (available at: [http://www.slu.edu/Documents/graduate/graduate\\_education/Doc%20Oral%20Exam%20Form.pdf](http://www.slu.edu/Documents/graduate/graduate_education/Doc%20Oral%20Exam%20Form.pdf)) to the Doctoral Candidacy Advisor.
- Students schedule the oral prospectus defense with departmental secretary in consultation with Dissertation Committee on or before February 15.
- Dissertation Committee members evaluate the defense according to the Prospectus Oral Defense Rubric (see Appendix E). Committee communicates the results of the evaluation to the departmental secretary, who then informs students.
- After students have passed the oral defense, students must submit the Application for Advancement to Candidacy (to be received by email) and a copy of the completed prospectus to the Doctoral Candidacy Advisor. Students must also give copies of both the application and the prospectus to the DGS. The Office of Graduate Education will then advance students to candidacy.

## **Policies**

- In exceptional cases a tenured faculty member from outside DTS or SLU may serve as a reader if the department does not have a faculty member with relevant expertise. The dissertation director must petition the DGS for an external reader one year in advance of the scheduled defense.
- The prospectus is graded as either “pass” or “fail.”
- If a student fails the prospectus, the student can resubmit and defend the prospectus once.

## **6. DISSERTATION**

### **General Description of the Dissertation**

During the fourth and fifth years of study candidates register for THEO 6999 (Dissertation Research).

The dissertation is a significant piece of academic research totaling roughly 75,000 words in length (excluding front matter, footnotes, appendices, and bibliography) that 1) presents an original thesis in response to a question of significance to the field of historical theology, 2) logically and persuasively argues in defense of the thesis, 3) demonstrates a critical grasp of primary texts and secondary scholarship of relevance to the topic, and 4) makes an original contribution to the field of historical theology.

### **Dissertation Guidelines**

- Dissertations must not exceed 300 double-spaced, typed pages (100,000 words)

- Appendices may be included in addition to the main text, but collectively they must not exceed 200 pages in length.
- Dissertations must include a short abstract, table of contents, and continuous pagination.
- Dissertations must be fully documented using either footnotes or endnotes. Notes must be numbered continuously only for each chapter and not for the whole dissertation.
- Dissertations must be accompanied by a properly formatted bibliography, divided into the following categories: unpublished primary sources, printed primary sources, and secondary sources.
- Citation of non-English sources should be in translation with the original text in the note, unless the presentation of the foreign language in the text is crucial to a particular argument.
- For additional formatting guidelines, see SLU Formatting Guidelines at: <http://www.slu.edu/Documents/graduate/Formatting%20Guide%202nd%20Revision%20Jan%202016.pdf>.

In most cases candidates will conduct a public, oral defense of the dissertation by April 15 of their sixth year. In some cases candidates can petition for an extension on time to degree to a seventh year in accordance with the guidelines in the Graduate Education Catalog.

### **Oral Defense of the Dissertation**

After the written dissertation is complete, candidates must give an oral defense of the dissertation. The oral defense lasts two hours. The candidate's dissertation director opens the defense by introducing the candidate. The candidate then gives a presentation of 30 minutes or less discussing the dissertation's major conclusions and emphasizing the contribution that the dissertation makes to knowledge in the field, especially its relationship to important current scholarly trajectories. Following the presentation, members of the Dissertation Committee ask questions based on their assessment of the written dissertation. The candidate then fields questions from the audience. Immediately following the defense, the Dissertation Committee confers and evaluates the defense.

### **Procedure**

- Candidates schedule the oral defense with the departmental secretary in consultation with Dissertation Committee.
- Candidates must submit a completed draft of the dissertation to the Dissertation Committee at least three months before the scheduled defense.
- Dissertation Committee members must read, assess, and give constructive feedback on the dissertation, indicating whether the dissertation is ready for defense, within one month of candidates' submission.
- Candidates must make all recommended revisions, format the dissertation properly, and submit the final draft to the Dissertation Committee at least one month before the scheduled defense.
- Candidates must submit the Notification of Readiness for the Public Oral Presentation of the Dissertation Defense to the Doctoral Candidacy Advisor at least two weeks before the scheduled defense. The form is available at:

[http://www.slu.edu/Documents/graduate/graduate\\_education/Notification%20of%20Readiness.pdf](http://www.slu.edu/Documents/graduate/graduate_education/Notification%20of%20Readiness.pdf)

- Candidates schedule appointment with the Doctoral Candidacy Advisor for format review, to take place *after* the defense.
- The Dissertation Committee evaluates the written dissertation according to the Dissertation Rubric (see Appendix F) and the oral defense according to the Dissertation Oral Defense Rubric (see Appendix G). In both cases, the evaluation options are “pass with distinction,” “pass,” and “fail.”
- After the defense, the dissertation director submits the Committee’s evaluations of the written dissertation and the oral defense by ballot to the Doctoral Candidacy Advisor.
- After the defense and the format review, candidates must make any necessary corrections and submit the dissertation to ProQuest (see [www.etsdadmin.com/slu](http://www.etsdadmin.com/slu)) for digital archiving.

## **Policies**

- A vote of pass is required from a majority of the committee members for a student to pass both the written dissertation and the oral defense.
- If the student fails the dissertation or the defense, the student can resubmit and defend the dissertation once.
- Oral defense must be completed by April 30 for candidates to participate in spring Graduate Ceremonies.

## **7. GRADUATION PROCEDURES**

In the beginning of the semester in which they intend to graduate, candidates must follow the procedures of the Office of Graduate Education (see [http://www.slu.edu/Documents/graduate/graduate\\_education/Process%20for%20PhD%20Students.pdf](http://www.slu.edu/Documents/graduate/graduate_education/Process%20for%20PhD%20Students.pdf)). The doctoral degree is conferred on the day that all requirements are met (i.e., all grades posted, dissertation accepted on ProQuest, defense ballots submitted), not on the day candidates defend their dissertation.

In addition to following the procedures for the writing and defense of the dissertation, candidates must:

- Complete Application for Degree (available at: [http://www.slu.edu/Documents/graduate/graduate\\_education/ONLINE%20GRADUATION%20APPLICATION%20STUDENT%20INSTRUCTIONS\\_GR.pdf](http://www.slu.edu/Documents/graduate/graduate_education/ONLINE%20GRADUATION%20APPLICATION%20STUDENT%20INSTRUCTIONS_GR.pdf))
- Complete Degree Audit Form (to be received by email)
- Complete Doctoral Exit Questionnaire (to be received by email)
- Schedule Exit Interview with dissertation director

#### **IV. ASSISTANTSHIPS**

All doctoral students are admitted on four-year assistantships, with 54 credit hours of tuition remission, health insurance benefits, and an \$18,000 stipend per nine-month contract on the following terms:

- In the first and second years of study, students provide 20 hours of work per week as Research Assistants to the faculty to whom they are assigned. RAs typically assist faculty with research and from time to time help with teaching.
- In the third year of study, students usually serve as TAs for large-lecture courses in which they lead small group discussions. TAs are mentored in their teaching by the instructors of these courses.
- In the fourth year of study, students teach four introductory undergraduate courses in the department.

Funding is guaranteed for four years provided that students remain in good academic standing and receive strong teaching evaluations. Beyond the fourth year no financial aid is provided and the department cannot guarantee a teaching assignment.

In the fifth year of study, students may have the opportunity to teach up to four 2000-level courses in the department as adjuncts, provided that they have received strong teaching evaluations in the preceding year.

## **V. SPECIAL OPPORTUNITIES**

There are a number of special opportunities available through DTS, SLU, and beyond that can enhance the experience of doctoral students at all stages of the program.

### **1. LANGUAGE READING GROUPS**

Language Reading Groups meet informally upon availability of faculty throughout the semester to encourage development and retention of language skills. These groups are usually led by faculty and tend to focus on the reading and translation of primary texts in languages other than English.

### **2. BROWN BAG LUNCHES**

On Tuesdays during the academic year, DTS hosts brown-bag lunches for all graduate students and faculty in the department. Brown-bag lunches provide opportunities for faculty or graduate students to present ongoing work or to discuss some aspect of the profession. These lunches are intended to foster community in the department and to contribute to the formation of DTS graduate students as scholars.

### **3. MONTHLY WORKSHOPS**

Each year the Graduate Studies Committee will run a number of workshops on various aspects of the profession (i.e., writing a cover letter, conducting mock interviews). Students are expected to attend these events.

### **4. JESUIT LANGUAGE SCHOLARSHIP**

The Jesuit Community at SLU has made available funds (up to \$3000) for doctoral students in Historical Theology to be used for language immersion programs. Students who have already demonstrated competency in one foreign language may apply for these funds. Upon completion of a language immersion program, students must submit a brief written report to the chair of the department. Interested students should request an application from the departmental secretary early in the spring semester prior to the summer in which they intend to use the funds.

### **5. GRADUATE STUDENT ACTION COMMITTEE**

The DTS-SAC is a committee of four graduate students in Historical Theology in service to all the graduate students in the department. The goal of DTS-SAC is to enhance the graduate student experience within the department. To find out more about DTS-SAC, see <https://sites.google.com/a/slu.edu/dtssac/>.

### **6. GRADUATE STUDENT ASSOCIATION**

The GSA represents all full-time and part-time students enrolled in the Graduate School. The GSA sponsors the annual Graduate Student Research Symposium and assists with funding for travel to academic conferences. One student from DTS serves as the representative of the

department to the GSA and acts as a liaison between DTS graduate students and the other graduate students in the university. To find out more about the GSA, see <https://sites.google.com/a/slu.edu/graduate-student-association/>.

## 7. CENTER FOR MEDIEVAL AND RENAISSANCE STUDIES

The Center for Medieval and Renaissance Studies supports, coordinates, and promotes the extraordinary array of scholars, students, and resources devoted to medieval and early modern research at Saint Louis University. One of the largest in America, the Center is home to more than sixty full-time faculty members. By supporting students, conferences, speakers, fellowships, library acquisitions, and professorships the Center enriches the intellectual environment for medievalists and early modernists on campus and around the world. To find out more about the CMRS, see <http://www.slu.edu/center-for-medieval-and-renaissance-studies-home>.

## 8. REINERT CENTER FOR TRANSFORMATIVE TEACHING AND LEARNING

The Reinert Center for Transformative Teaching and Learning offers a Certificate in University Teaching Skills that enables doctoral students to strengthen their pedagogical skills. All students are encouraged to enroll by their fourth year in the program. To find out more about the Reinert Center for Transformative Teaching and Learning, see <http://www.slu.edu/ctl>.

## 9. DISSERTATION FELLOWSHIP

The Saint Louis University Dissertation Fellowship is awarded to competitive PhD candidates whose work demonstrates outstanding academic achievement and whose dissertation will significantly extend the body of knowledge within their discipline. Students interested in being nominated should contact their department or PhD Mentor. For eligibility requirements, deadlines, and application, see <http://www.slu.edu/graduate-education/dissertation-fellowships>.

## 10. GSA CONFERENCE AWARD

Graduate students are eligible to apply for awards given by the GSA to fund conference presentations and attendance. For eligibility requirements, deadlines, and application see <http://gsa.slu.edu/awards/conference-awards>.

## 11. FUNDING DATABASE

DTS maintains a catalog of internal and external grants and funding opportunities available to graduate students. See [http://www.slu.edu/Documents/arts\\_sciences/theological\\_studies/FundingDissertationResearch.pdf](http://www.slu.edu/Documents/arts_sciences/theological_studies/FundingDissertationResearch.pdf).

## 11. MISCELLANEOUS

In addition to the above, the Department has available to it limited funds to offset the cost of tuition and to cover other student initiatives. These funding opportunities are routinely communicated to students at the end of each spring semester.

## VI. CALENDAR AND TIMETABLE

### 1. ANNUAL CALENDAR FOR PhD STUDENTS

AUGUST	<ul style="list-style-type: none"> <li>• Orientation for incoming students</li> <li>• Classes begin</li> </ul>
SEPTEMBER	<ul style="list-style-type: none"> <li>• Year 3: Form Dissertation Committee</li> </ul>
OCTOBER	<ul style="list-style-type: none"> <li>• Language Competency Examinations</li> </ul>
NOVEMBER	<ul style="list-style-type: none"> <li>• Year 3: Prospectus draft due 11/1</li> <li>• Register for spring courses</li> </ul>
JANUARY	<ul style="list-style-type: none"> <li>• Year 5: Graduation Procedures</li> <li>• Year 5: Dissertation draft due 3 months before scheduled defense</li> </ul>
FEBRUARY	<ul style="list-style-type: none"> <li>• Year 3: Prospectus defense before 2/15</li> </ul>
MARCH	<ul style="list-style-type: none"> <li>• Annual Review Form due 3/15</li> <li>• Language Competency Examinations</li> </ul>
APRIL	<ul style="list-style-type: none"> <li>• Register for fall courses</li> <li>• Jesuit Language Scholarship Application due 4/1</li> <li>• Year 1 and Year 2: Comprehensive Examinations</li> <li>• Year 5: Dissertation defense</li> </ul>
MAY	<ul style="list-style-type: none"> <li>• Classes end</li> <li>• Year 5: Exit interviews</li> <li>• Year 5: Graduation</li> </ul>

### 2. SAMPLE TIMETABLE FOR PhD STUDENTS

	FALL	SPRING
YEAR 1	Coursework Language Competency Exam	Coursework Year 1 Comprehensive Examinations
YEAR 2	Coursework Language Competency Exam	Coursework Year 2 Comprehensive Examinations
YEAR 3	Coursework Language Competency Exam Form Dissertation Committee Prospectus due	Coursework Prospectus Defense
YEAR 4	Dissertation Research	Dissertation Research
YEAR 5	Dissertation Research	Dissertation Research Dissertation Defense Graduation Procedures Exit Interview

**VII. APPENDICIES**

1. APPENDIX A: ANNUAL REVIEW FORM

**DOCTORAL STUDENT ANNUAL REVIEW FORM**

*Students: Please complete electronically, sign, and submit hard copy to the Director of Graduate Studies by **March 15**.*

**STUDENT INFORMATION**

Date of Evaluation: _____	Phone: _____
Name: _____	Banner ID: _____
Email: _____	Mentor: _____
Graduate Program: _____	
Area of Specialization: _____	

Are you on Academic Leave?       Yes       No

If yes, please attach a copy of your Leave Agreement to this review.

**ACADEMIC COURSEWORK**

Previous courses: List chronologically all previous courses you have taken since enrolling at SLU, including the grades you received. Lines can be added to the table as you progress. You can find this information using Banner Self Service.

Term	Course #	Course Title	Instructor	Credits	Grade

Current courses: Which courses are you taking now? Lines can be added to the table as you progress.

Course #	Course Title	Instructor	Credits

**LANGUAGE ACQUISITION**

List any language competency exams you have taken, the dates of those exams, and their results. Provide an expected timeline for the fulfillment of all language requirements (indicating in which languages you intend to demonstrate competency, how you intend to acquire competency, and when you plan to take the competency exams).

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**DISSERTATION RESEARCH**

Describe your current progress with the research requirements of the program (i.e., thesis, dissertation). Provide expected timelines, with dates, for completion of the major components of your thesis or dissertation (i.e., prospectus defense, written drafts of individual chapters, final written version, committee approval, oral defense).

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**ASSISTANTSHIP ACTIVITIES**

Support: Have you received financial support from either SLU or external organizations? If so, what is the source (teaching assistantship or research assistantship from department, presidential scholarship, external fellowship, etc.)? Indicate whether your source of support included a stipend and the duration of the support contract. If none, leave blank.

Term	Source and Type of Support

Teaching: In which courses and semesters have you been a Teaching Assistant? In which courses and semesters have you been the Primary Instructor? If none, leave blank.

Term	Course #	Course Title	Instructor (for TAs)	Role


Research: With which faculty and in which semesters have you been a Research Assistant? If none, leave blank.

Term	Faculty Member	Main Activities

**PROFESSIONAL DEVELOPMENT**

List below all presentations at professional meetings and conferences for the current academic year. Include any presentations to occur over the rest of the academic year, including summer.

List below all articles or manuscripts submitted for publication this academic year, indicating the journal to which they were submitted and the results of editorial reviews.

List below all internal or external grant submissions (or your participation in submissions) this academic year, indicating the funding source to which they were submitted and the results of the reviews, if known.

Describe any specialized training in teaching. Have you completed or do you plan on completing the Certificate Program in Teaching from the Reinert Center for Transformative Teaching and Learning?

List below all internships that you have had this academic year, indicating the place, time commitment, and activities of the program.

List all professional organizations of which you are a student member, including any offices held.

Describe any professional service and/or leadership positions associated with the university, graduate education, department or program. Indicate your title and dates of service.

List any awards, honors and achievements you have received this academic year.

Are there any other factors that you would like to have included in your evaluation?

--

.....

**EVALUATION: TO BE COMPLETED BY FACULTY**

Based on the faculty’s discussion, the quality of your work was rated in each of the following areas.

	<b>Not Meeting Expectations</b>	<b>Meeting Expectations</b>
<b>Academic Quality of Coursework</b>		
<b>Research Quality of Thesis, Prospectus or Dissertation</b>		
<b>Research Quantity (timely completion of project)</b>		
<b>Language Acquisition</b>		
<b>Assistantship Quality and Quantity</b>		
<b>Professional Development</b>		
<b>Collegiality</b>		

Commentary (Include specific, written goals for the upcoming year if a student is “not meeting expectations” in any area.)

--

\_\_\_\_\_  
Student’s signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies’ signature

\_\_\_\_\_  
Date

2. APPENDIX B: LANGUAGE COMPETENCY EXAMINATION RUBRIC

**Language Competency Examination Rubric**

**Student:** \_\_\_\_\_

**Examiner:** \_\_\_\_\_

**Language under Examination:** \_\_\_\_\_

**I. Learning Goals**

- Students will demonstrate competency in the selected language with the aid of a print dictionary in a two-hour time period.
- Students will demonstrate the ability to conduct research in the selected language for the purposes of dissertation research.

**II. Instructions**

- Read the exam.
- Using the rubric key, evaluate the exam and provide a total score.

**Rubric Key**  
 4 = High Pass  
 3 = Pass  
 2 = Low Pass  
 1 = Fail

**III. Rubric Indicator**

Length of translation	
Grammar cases	
Verb tenses	
Vocabulary	
Idioms	
Flow and readability	
Employs correct English grammar and syntax	
Total Score	

**IV. Evaluation Score (Please List Number Score) \_\_\_\_\_**

**V. Evaluation Possibilities for the Exam**

- Pass (a score of 14 or above)
- Fail (a score of 13 or below, with option for two retakes)

\_\_\_\_\_  
 Faculty Name

\_\_\_\_\_  
 Faculty Signature

3. APPENDIX C: COMPREHENSIVE EXAMINATION RUBRICS

**First-Year Written Comprehensive Examination Rubric**

**Student:** \_\_\_\_\_

**Examiner:** \_\_\_\_\_

**Historical Period under Examination:** \_\_\_\_\_

**I. Learning Goals**

- Students will demonstrate an integrated and comprehensive understanding of both primary texts and secondary scholarship related to the relevant field, as reflected in the reading list.
- Students will demonstrate the ability to articulate their understanding of the nature of the discipline of historical theology.

**II. Instructions**

- Read the exam.
- Using the rubric key, evaluate the exam and provide a total score.

**Rubric Key**  
 5 = Outstanding  
 4 = Very Good  
 3 = Acceptable  
 2 = Needs Work  
 1 = Unacceptable

**III. Rubric Indicator**

Directly and correctly answers the questions posed by the examiner	
Each answer argues a central point or position	
Answers are well organized and logically coherent	
Marshals detailed evidence to substantiate the answers given	
Avoids extraneous detail (“filler”) in answers	
Demonstrates knowledge of relevant primary and secondary material from the assigned reading lists	
Employs correct English grammar and syntax	
Total Score	

**IV. Evaluation Score (Please List Number Score) \_\_\_\_\_**

**V. Evaluation Possibilities for the Exam**

- Pass (a score of 21 or above)
- Fail (a score of 20 or below, with option for one retake)

\_\_\_\_\_  
 Faculty Name

\_\_\_\_\_  
 Faculty Signature

## Second-Year Written Comprehensive Examination Rubric

**Student:** \_\_\_\_\_

**Examiner:** \_\_\_\_\_

**Historical Period under Examination:** \_\_\_\_\_

**I. Learning Goals**

- Students will demonstrate an integrated and comprehensive understanding of both primary texts and secondary scholarship related to the chosen major field, as reflected in the reading list.
- Students will demonstrate the ability to articulate their understanding of the nature of the discipline of historical theology.

**II. Instructions**

- Read the exam.
- Using the rubric key, evaluate the exam and provide a total score.

**Rubric Key**  
 5 = Outstanding  
 4 = Very Good  
 3 = Acceptable  
 2 = Needs Work  
 1 = Unacceptable

**III. Rubric Indicator**

Directly and correctly answers the questions posed by the examiner	
Each answer argues a central point or position	
Answers are well organized and logically coherent	
Marshals detailed evidence to substantiate the answers given	
Avoids extraneous detail (“filler”) in answers	
Demonstrates knowledge of relevant primary and secondary material from the assigned reading lists	
Employs correct English grammar and syntax	
Total Score	

**IV. Evaluation Score (Please List Number Score) \_\_\_\_\_**

**V. Evaluation Possibilities for the Exam**

- Pass (a score of 21 or above)
- Fail (a score of 20 or below, with option for one retake)

\_\_\_\_\_  
 Faculty Name

\_\_\_\_\_  
 Faculty Signature

## 4. APPENDIX D: PROSPECTUS TEMPLATE

The dissertation prospectus is a 20-25 page document that gives a road map for the proposed dissertation, arguing for its feasibility and significance to the field. Below you will find a template outlining the elements of a strong prospectus. Please be advised that one of the crucial ingredients of a successful prospectus is a willingness to collaborate with and seek regular feedback from your dissertation director and members of your committee.

### **I. Introduction**

At a minimum, the introduction must include a statement of the question animating the proposed dissertation. The question posed should be one that has not yet been answered or has been answered inadequately, that can be answered, and that deserves a dissertation-length response. The introduction must also include a thesis statement that directly responds to the question posed, is clear and concise, advances the field, and orients and drives the structure of the dissertation.

### **II. State of the Question/Literature Review**

This section situates the proposed dissertation within the context of contemporary scholarship on point. In this section, you must review and critically assess approaches to the question you pose above, identifying trends, patterns, or major themes and evaluating the merits and limitations of existing scholarship. In this section, too, please comment on the ways in which your own proposed response to the question develops, challenges, departs from, or fills in the gaps of existing scholarship.

### **III. Primary Sources**

In this section, you must identify the primary sources upon which you intend to rely for your dissertation research. You should discuss the location and accessibility of these sources, demonstrate your ability to use these sources in their original languages, and critically assess (where applicable) published editions of such primary sources.

### **IV. Method**

In this section, you must articulate a methodological approach to the sources that inform your dissertation project. The methodological approach should be appropriate to both the types of sources upon which you will be relying as well as your proposed thesis. You should also consider the ways in which your methodological approach to the question compares to, contrasts with, or otherwise relates to the approaches of existing scholarship on your topic.

### **V. Chapter outline**

In this section, you must provide a tentative outline of the chapters that will constitute your dissertation. Chapters should be arranged in such a way that demonstrates a logical and progressive argument in defense of your thesis.

### **VI. Bibliography**

The bibliography consists of two sections—one for primary sources and one for secondary scholarship. All entries must be formatted in proper Chicago style.

5. APPENDIX E: PROSPECTUS ORAL DEFENSE RUBRIC

**Prospectus Oral Defense Rubric**

**Student:** \_\_\_\_\_

**Committee Chair:** \_\_\_\_\_

First Reader: \_\_\_\_\_

Second Reader: \_\_\_\_\_

**I. Learning Goals**

- Students will demonstrate the ability to defend, clarify, and expand upon arguments made in the written prospectus.
- Students will demonstrate the ability to articulate their understanding of the nature of the discipline of historical theology.

**II. Instructions**

- Listen to the oral defense.
- Using the rubric key, evaluate the defense and provide a total score.

**Rubric Key**  
 5 = Outstanding  
 4 = Very Good  
 3 = Acceptable  
 2 = Needs Work  
 1 = Unacceptable

**III. Rubric Indicator**

Defends, clarifies, and expands upon written prospectus with further evidence and argument	
Directly and correctly answers the examiner’s questions	
Demonstrates knowledge of proposed dissertation subject, primary sources, and background scholarship	
Demonstrates ability to argue for significance of proposed dissertation topic to the field of historical theology	
Shows awareness of the limits of his or her knowledge	
Demonstrates an understanding of the nature of the discipline of historical theology	
Total Score	

**IV. Evaluation Score (Please List Number Score) \_\_\_\_\_**

**V. Evaluation Possibilities for the Defense**

- Pass with distinction (a score of 27 or above)
- Pass (a score of 18 or above)
- Fail (a score of 17 or below, with option for one retake)

\_\_\_\_\_  
 Faculty Name

\_\_\_\_\_  
 Faculty Signature

6. APPENDIX F: DISSERTATION RUBRIC

**Dissertation Rubric**

**Student:** \_\_\_\_\_

**Committee Chair:** \_\_\_\_\_

First Reader: \_\_\_\_\_

Second Reader: \_\_\_\_\_

**I. Learning Goals**

- Students will present an original thesis in response to a question of significance to the field of historical theology.
- Students will craft a dissertation of substantial length that logically and persuasively argues in defense of the thesis.
- Students will demonstrate a critical grasp of major issues and themes in the field of historical theology and of relevance to the particular question that drives the thesis.
- Students will make an original contribution to the field of historical theology.

**II. Instructions**

- Read dissertation.
- Using the rubric key, evaluate the dissertation and provide a total score.

**Rubric Key**  
 5 = Outstanding  
 4 = Very Good  
 3 = Acceptable  
 2 = Needs Work  
 1 = Unacceptable

**III. Rubric Indicator**

<b>A. Foundational Elements</b>	
Statement of the Question <ul style="list-style-type: none"> <li>• Articulates a question that has not yet been answered or has been answered inadequately</li> <li>• Articulates a question that can be answered</li> <li>• Articulates a question that deserves a dissertation-length response</li> </ul>	
Thesis <ul style="list-style-type: none"> <li>• Directly answers the question</li> <li>• Clear and concise</li> <li>• Advances the field of historical theology</li> <li>• Orients and drives the structure of the dissertation</li> </ul>	
State of the Question/Literature Review <ul style="list-style-type: none"> <li>• Reviews literature in English and other languages</li> <li>• Identifies schools, trends, patterns, or other relationships in the existing scholarship</li> <li>• Recognizes relative significance of various scholarly contributions</li> </ul>	

<p>Primary Sources</p> <ul style="list-style-type: none"> <li>• Identifies diverse types of sources (if applicable)</li> <li>• Demonstrates use of sources in their original language</li> <li>• Places logical and coherent limit on sources</li> <li>• Demonstrates knowledge and use of unpublished sources (if applicable)</li> <li>• Critically assesses published primary sources</li> </ul>	
<p>Method</p> <ul style="list-style-type: none"> <li>• Articulates coherent method that fits the sources and thesis</li> <li>• Situates method in the context of existing scholarship</li> </ul>	
<b>B. Formal Elements</b>	
<p>Style</p> <ul style="list-style-type: none"> <li>• Employs clear, correct English grammar and syntax</li> <li>• Employs accurate vocabulary and technical terminology appropriate to the question</li> <li>• Effectively transitions from section to section, chapter to chapter, etc.</li> </ul>	
<p>Organization and Argumentation</p> <ul style="list-style-type: none"> <li>• Outlines the structure of the argument proposed in defense of the thesis</li> <li>• Adheres to the outline given</li> <li>• Presents appropriate and persuasive evidence in defense of the thesis</li> <li>• Constructs a logical argument in defense of the thesis on the basis of evidence presented</li> <li>• Demonstrates significance of thesis to the field of historical theology</li> </ul>	
<b>C. Functional Elements</b>	
<p>Formatting</p> <ul style="list-style-type: none"> <li>• Employs footnotes formatted in Chicago Style and according to the conventions of the discipline</li> <li>• Includes footnotes containing original text from foreign-language sources that have been translated into English in the body of the dissertation</li> <li>• Includes appendices (if applicable) presenting relevant documentary materials, datasets, etc.</li> </ul>	
<p>Bibliography</p> <ul style="list-style-type: none"> <li>• Follows Chicago Style and the conventions of the discipline for bibliographic citations</li> <li>• Separates primary and secondary sources into discrete sections</li> <li>• Includes all sources cited in notes and appendices, as well as other works consulted</li> <li>• Arranges citations in alphabetical order</li> </ul>	
Total Score	

**IV. Evaluation Score (Please List Number Score) \_\_\_\_\_**

**V. Evaluation Possibilities for the Dissertation**

- Pass with Distinction (a score of 40 or above)
- Pass (a score of 27 or above)
- Fail (a score of 26 or below, with option for one retake)

\_\_\_\_\_  
Faculty Name

\_\_\_\_\_  
Faculty Signature

7. APPENDIX G: DISSERTATION ORAL DEFENSE RUBRIC

**Dissertation Oral Defense Rubric**

**Student:** \_\_\_\_\_

**Committee Chair:** \_\_\_\_\_

First Reader: \_\_\_\_\_

Second Reader: \_\_\_\_\_

**I. Learning Goals**

- Students will demonstrate the ability to defend, clarify, and expand upon arguments made in the written dissertation.
- Students will demonstrate the ability to articulate their understanding of the nature of the discipline of historical theology.

**II. Instructions**

- Listen to the oral defense.
- Using the rubric key, evaluate the defense and provide a total score.

**Rubric Key**  
 5 = Outstanding  
 4 = Very Good  
 3 = Acceptable  
 2 = Needs Work  
 1 = Unacceptable

**III. Rubric Indicator**

Defends, clarifies, and expands upon written dissertation with further evidence and argument	
Directly and correctly answers the examiner’s questions	
Demonstrates knowledge of dissertation subject, primary sources, and background scholarship	
Demonstrates ability to synthesize dissertation topic with broader topics in the discipline of theology	
Shows awareness of the limits of his or her knowledge	
Demonstrates an understanding of the nature of the discipline of historical theology	
Total Score	

**IV. Evaluation Score (Please List Number Score) \_\_\_\_\_**

**V. Evaluation Possibilities for the Defense**

- Pass with distinction (a score of 27 or above)
- Pass (a score of 18 or above)
- Fail (a score of 17 or below, with option for one retake)

\_\_\_\_\_  
 Faculty Name

\_\_\_\_\_  
 Faculty Signature

## 8. APPENDIX H: COMPREHENSIVE EXAMINATION READING LISTS

### **First-Year Comprehensive Examination Reading List**

At the conclusion of the first year of study, Ph.D. students will be examined in each of the three historical periods: early, medieval, and modern. The following bibliographies, each of which includes approximately 2000 pages of primary text and a selection of secondary texts, will provide the basis for each exam.

The purpose of the first-year exams is three-fold, to assess students' familiarity with:

- 1) The major historical and theological issues, events, and figures of each period.
- 2) The broad historical and theological themes that bring cohesion to each period and separate one period from the next.
- 3) The historiographical tradition associated with each period of study.

Each exam will be developed by the instructor(s) of the relevant survey course and will consist of three questions. One exam question will touch on a theological theme presented by the various texts listed below, one question will deal with an issue of historiography appropriate to the period, and the third will be crafted at the discretion of the instructor(s).

Students will have a total of two hours within which to respond to their choice of two of the three questions for each of the three periods. Hence, the length of the entire exam is six hours, which can be divided up over one work week (five days). First-year exams must be scheduled in the second or third week of April.

## I. Early Christianity:

- “Apocryphon of John.” In *The Gnostic Scriptures: A New Translation with Annotations and Commentary*. Edited by Bentley Layton. 5–22. New York: Doubleday, 1995.
- “Didache.” In *The Apostolic Fathers I*. Edited and translated by Bart D. Ehrman. Volume 24 of *The Loeb Classical Library*. 405–43. Cambridge, MA: Harvard University Press, 2003.
- “Documents Relating to the Councils of Nicaea I, Constantinople I, Ephesus, Chalcedon, Constantinople II, and Constantinople III.” In *Christology of the Later Fathers*. Edited by Edward R. Hardy. 327–86. Louisville: Westminster John Knox Press, 1995.
- “Epistle of Barnabas.” In *The Apostolic Fathers II*. Edited and translated by Bart D. Ehrman. Volume 25 of *The Loeb Classical Library*. 3–83. Cambridge, MA: Harvard University Press, 2003.
- “Martyrdom of Perpetua and Felicity.” In *The Acts of the Christian Martyrs*. Edited and translated by Herbert Musurillo. 106–131. Oxford: Clarendon, 1972.
- Ambrose. “De Fide ad Gratianum.” Edited by Philip Schaff. Volume 10 of the *Nicene and Post-Nicene Fathers, Second Series*. 199–314. Oxford: Parker & Co., 1896.
- Ambrose. “Expositio de psalmo CXVIII.” In *Homilies of Saint Ambrose on Psalm 118 (119)*. Translated by Íde M. Ní Riain. Dublin: Halcyon Press, 1998.
- Athanasius of Alexandria. “On the Incarnation.” In *Christology of the Later Fathers*. Edited by Edward R. Hardy. 55–110. Louisville: Westminster John Knox Press, 1995.
- Athanasius of Alexandria. “The Life of Antony of Egypt.” In *Athanasius: The Life of Antony and the Letter to Marcellinus*. Translated by Robert C. Gregg. *The Classics of Western Spirituality*. 1–99. Mahwah, N.J.: Paulist Press, 1980.
- Augustine of Hippo. *Confessions*. Edited by David Vincent Meconi. Translated by Maria Boulding. San Francisco: Ignatius Press, 2012.
- Bowersock, G.W., P. Brown, and O. Grabar, eds. *Late Antiquity: A Guide to the Postclassical World*. Cambridge: Harvard University Press, 1999.
- Chadwick, H. *The Church in Ancient Society: From Galilee to Gregory the Great*. Oxford and New York: Oxford University Press, 2001.
- Cyprian of Carthage. “On the Unity of the Catholic Church.” In *St. Cyprian: The Lapsed; The Unity of the Catholic Church*. Translated by Maurice Bévenot. Volume 25 of *Ancient Christian Writers*. 43–68. Westminster: Newman, 1957.
- Cyril of Alexandria. “Against Nestorius” and “An Explanation of the Twelve Chapters.” In *Cyril of Alexandria*. Edited by Norman Russell. 130–89. New York: Routledge, 2000.
- De Lubac, Henri. “Introduction to the Torchbook Edition.” In *Origen: On First Principles: Being Koetschau’s text of the De principiis*. Translated by G.W. Butterworth. vii–xxii. New York: Harper and Row, 1966.
- Diodore of Tarsus. “Preface.” In *Diodore of Tarsus: Commentary on Psalms 1–51*. Translated by Robert C. Hill. 1–5. Atlanta, GA: Society of Biblical Literature, 2005.
- Dionysius the Areopagite. “The Divine Names” and “The Mystical Theology.” In *Pseudo-Dionysius: The Complete Works*. Edited by Colm Luibhéid and Paul Rorem. *The Classics of Western Spirituality*. 47–142. Mahwah, N.J.: Paulist Press, 1987.
- Ephrem the Syrian. *Hymns on Paradise*. Translated by Sebastian Brock. Crestwood: St. Vladimir’s Seminary Press, 1990.
- Eusebius of Caesarea. *The History of the Church from Christ to Constantine*. Translated by G.A. Williamson. New York: Penguin, 1990.

- Evagrius of Pontus. "The Monk: A Treatise on the Practical Life." In *Evagrius of Pontus: The Greek Ascetic Corpus*. Translated by Robert E. Sinkewicz. 91–114. Oxford: Oxford University Press, 2003.
- Ferguson, E., ed. *Encyclopedia of Early Christianity*. 2<sup>nd</sup> ed. New York: Garland, 1997.
- Gregory of Nazianzus. "Theological Orations" and "Letters on the Apollinarian Controversy." In *Christology of the Later Fathers*. Edited by Edward R. Hardy. 113–214; 215–232. Louisville: Westminster John Knox Press, 1995.
- Gregory of Nyssa. "An Address on Religious Instruction." In *Christology of the Later Fathers*. Edited by Edward R. Hardy. 235–325. Louisville: Westminster John Knox, 1995.
- Gregory of Nyssa. "The Life of Macrina." In *Gregory of Nyssa: Ascetical Works*. Translated by Virginia Woods Callahan. Volume 58 of *The Fathers of the Church*. 163–91. Washington, D.C.: The Catholic University of America Press, 1967.
- Gregory the Great. "Letters." In *Leo the Great and Gregory the Great*. Edited by Philip Schaff. Volume 12 of the *Nicene and Post-Nicene Fathers, Second Series*. vi(b)–xxx(b), 73(b)–244(b). Oxford: Parker & Co., 1895.
- Harvey, S.A., and D. Hunter, eds. *The Oxford Handbook of Early Christian Studies*. Oxford: Oxford University Press, 2008.
- Ignatius. "Letters." In *The Apostolic Fathers I*. Edited and translated by Bart D. Ehrman. Volume 24 of *The Loeb Classical Library*. 203–321. Cambridge, MA, and London: Harvard University Press, 2003.
- Irenaeus of Lyon. "Against Heresies." In *Irenaeus of Lyon*. Edited by Robert M. Grant. Selections. New York: Routledge, 2000.
- Jerome. "Letter 22 to Eustochium." In *Jerome*. Translated by F. A. Wright. Volume 262 of *The Loeb Classical Library*. 52–159. Cambridge, MA: Harvard University Press, 1954.
- Jerome. "On the Perpetual Virginity of the Virgin Mary Against Helvidius." In *Dogmatic and Polemical Works: Saint Jerome*. Translated by John N. Hritzu. Volume 53 of *The Fathers of the Church*. 1–45. Washington, D.C.: The Catholic University of America Press, 1965.
- John of Ephesus. "Lives of Mary and Euphemia," "Life of John of Thella," "Life of Susan," and "Life of James." In *John of Ephesus: Lives of the Eastern Saints*. Edited and translated by E.W. Brooks. Volumes 17–18 of *Patrologia Orientalis*. 17:166–86; 18:513–26, 541–58, 690–97. Paris, 1923.
- Justin Martyr. "First Apology." In *St. Justin Martyr: The First and Second Apologies*. Translated by Leslie William Barnard. Volume 56 of *Ancient Christian Writers*. 1–71. Mahwah, NJ: Paulist Press, 1997.
- Maximus the Confessor. "The Four Hundred Chapters on Love." In *Maximus Confessor: Selected Writings*. Translated by George C. Berthold. *The Classics of Western Spirituality*. 33–98. Mahwah, N.J.: Paulist Press, 1985.
- Origen of Alexandria. *Origen: On First Principles: Being Koetschau's text of the De principiis*. Translated by G.W. Butterworth. New York: Harper and Row, 1966.
- Philoxenus of Mabbug. "Dogmatic Letter to the Monks." In *Three Letters of Philoxenus of Mabbug*. Edited and translated by A.A. Vaschalde. 93–105. Rome, 1902.
- Severus of Antioch. "Ad Nephalius (Oration II)." In *Severus of Antioch*. Edited by Pauline Allen and C.T.R. Hayward. 59–66. New York: Routledge, 2004.
- Tertullian. "On Prayer." In *Tertullian, Cyprian, Origen: On the Lord's Prayer*. Translated by Alistair Stewart-Sykes. 41–64. Crestwood: St. Vladimir's Seminary Press, 2004.

## II. Medieval Christianity:

- Agobard of Lyons. "On the Truth of the Faith and the Establishment of All Good—An Exhortatory Sermon to the People." In *Early Medieval Theology*. Edited by George McCracken. 334-362. Philadelphia: Westminster Press, 1957.
- Anselm of Canterbury. "Proslogion" and "Why God Became Man." In *Anselm of Canterbury: The Major Works*. Translated by Brian Davies and G. R. Evans. 82–104, 260–356. Oxford: Oxford University Press, 1998.
- Bede. "Life of Cuthbert." In *The Age of Bede*. Edited by D. H. Farmer. Translated by J.F. Webb. 41–104. New York: Penguin Books, 1998.
- Benedict of Nursia. *The Rule of St. Benedict in English*. Edited by Timothy Fry. Collegeville, MN: Liturgical Press, 1982.
- Bernard of Clairvaux. "On Loving God" and "Five Books of Consideration." In *Bernard of Clairvaux: Selected Works*. Edited by G. R. Evans. 145–206. New York: Paulist, 1987.
- Boethius. *The Trinity is One God Not Three Gods*. Christian Classics Ethereal Library. Accessed June 21, 2016. <http://www.ccel.org/ccel/boethius/trinity.html>.
- Bonaventure. *Breviloquium*. Translated by D. Monte. St. Bonaventure: Franciscan Institute, 2006.
- Cassiodorus. *Institutions of Divine and Secular Learning*. Translated by J. Halporn and M. Vessy. Liverpool: Liverpool University Press, 2004.
- Columbanus of Bobbio. "The Rule for Monks." In *Celtic Spirituality*. Edited by Oliver Davies and Thomas O'Loughlin. 246–56. New York: Paulist Press, 1999.
- D'Onofrio, Gulio. *History of Theology II: The Middle Ages*. Translated by M.J. O'Connell. Collegeville: Liturgical Press, 2008.
- Francis of Assisi. "The Earlier Rule." In *Francis of Assisi: Early Documents, Vol. 1: The Saint*. Edited by Regis J. Armstrong, J.A. Wayne Hellmann, and William J. Short. 63–86. New York: New City Press, 1999.
- Ginther, James R. *Westminster Handbook to Medieval Theology*. Louisville: Westminster John Knox Press, 2009.
- Gregory the Great. *The Book of Pastoral Rule*. Trans. G. Demacopoulos. Crestwood, NY: St Vladimir Press, 2007.
- Gregory VII. *The Epistolae Vagantes of Pope Gregory VII*. Edited and translated by H. E. J. Cowdrey. Oxford: Clarendon Press, 1972.
- Hildegard of Bingen. *Hildegard of Bingen: Selected Writings*. Translated by Mark Atherton. New York: Penguin, 2001.
- Hugh of Saint Victor. *Didascalicon of Hugh of St. Victor: A Medieval Guide to the Arts*. Edited by Jerome Taylor. New York, Columbia University Press, 1961.
- Julian of Norwich. *Showings*. Translated by Edmund Colledge and James Walsh. Mahwah: Paulist, 1978.
- Logan, F. Donald. *A History of the Church in the Middle Ages*. 2<sup>nd</sup> ed. New York: Routledge, 2013.
- Meister Eckhart. *The Essential Sermons, Commentaries, Treatises, and Defense*. Translated by Edmund Colledge and Bernard McGinn. New York: Paulist Press, 1981.
- Peter Lombard. *The Sentences. Book 2: On Creation*. Edited by Giulio Silano. Toronto: Pontifical Institute of Mediaeval Studies, 2007.

- Rabanus Maurus [attrib.]. *The Life of Saint Mary Magdalene and of Her Sister Saint Martha: A Medieval Biography*. Translated by David Mycoff. Kalamazoo, MI: Cistercian Publications, 1989.
- Richard of St. Victor. "Benjamin Minor." In *Richard of St. Victor*. Edited by Grover Zinn. 51–148. New York: Paulist Press, 1979.
- Theodulph of Orleans. "Precepts to the Priests of His Diocese." In *Early Medieval Theology*. Edited by George McCracken. 382-399. Philadelphia: Westminster Press, 1957.
- Thomas Aquinas. *Thomas Aquinas: Selected Writings*. Translated by Ralph McInerny. New York: Penguin, 1989.
- Urban II. *Sermon at the Council of Clermont Calling for the First Crusade*: Internet History Sourcebook. Last modified November 4, 2011.  
<http://www.fordham.edu/halsall/source/urban2-5vers.html>.
- Van Engen, John. "The Christian Middle Ages as an Historiographical Problem." *The American Historical Review* 91 (1986), 519-52.
- Van Engen, John. "The Future of Medieval Church History." *Church History* 71 (2002), 492-523.
- William of Ockham. *Quodlibetal Questions*. Edited by Alfred Freddoso and Francis Kelley. Questions 1–2 and 6. New Haven: Yale University Press, 1991.

### III. Modern Christianity:

- Brownson, Orestes. "The Church and Its Mission." In *American Catholic Religious Thought: The Shaping of a Theological and Social Tradition*, 2<sup>nd</sup> ed. Edited by Patrick Carey. 147–78. Milwaukee, WI: Marquette University Press, 2004.
- Calvin, John. *Institutes of the Christian Religion*. Translated by Elsie Anne McKee. Introduction and chapters 2, 6, and 8. Grand Rapids, MI: Eerdmans, 2009.
- Carey, Patrick. *Catholics in America: A History*. Westport, CT: Praeger Publishers, 2004.
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- Hecker, Isaac. "An Exposition of the Church in view of recent difficulties and the present Needs of the Age." In *American Catholic Religious Thought: The Shaping of a Theological and Social Tradition*. Edited by Patrick Carey. 179–208. Milwaukee, WI: Marquette University Press, 2004.
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- Luther, Martin. "On the Bondage of the Will." In *Erasmus and Luther: Discourse on Free Will*. Translated and edited by Ernst F. Winter. 88–120. New York: Continuum, 2006.
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- Raushenbusch, Walter. "The Social Aims of Jesus." Chapter 2 in *Christianity and the Social Crisis*. Edited by Robert Cross. 44–92. New York: Harper & Row, 1964.
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- Schleiermacher, Friedrich. *On Religion: Speeches to Its Cultured Despisers*. Translated by John Oman. 26–101. London: Kegan Paul, 1893.
- Spener, Phillip Jakob. *Pia Desideria*. Translated and edited by Theodore G. Tappert. Philadelphia: Fortress, 1974.
- Teresa of Avila. "First, Second, and Fifth Dwelling Places." Parts 1, 2, and 5 in *The Interior Castle*. Translated by Keiran Kavanaugh and Otilio Rodriguez. 38–54, 85–107. New York: Paulist Press, 1979.
- Von Harnack, Adolf. *What Is Christianity?* Translated by Thomas Bailey Saunders. 19–56. Philadelphia: Fortress, 1986.
- Winthrop, John. "A Model of Christian Charity." Hanover Historical Texts Project. Last modified August, 1996. <http://history.hanover.edu/texts/winthmod.html>.

## Second-Year Comprehensive Examination Reading Lists

At the conclusion of the second year of study, Ph.D. students will be examined in one area of specialization as defined by their major field. Three options are possible: early, medieval, and modern. The following bibliographies will provide the basis for each exam. The purpose of the second year exam is to assess students' fluency with the larger scholarly discussion within the area of specialization.

Hence, the focus is on secondary texts, which presumes the primary texts of the first year exam. To prepare for the exam, students should be prepared to address the following aspects as related to the texts on the respective bibliographies:

1. Author: How do particular authors fit into the general historiographies of the period? In other words, how does the author map (i.e., academic training, religious affiliation, other publications, etc.)?
2. Audience: for whom is the text written and why?
3. Argument: even if lacking a clearly defined thesis, what is the text's argument?
4. Approach: what are the historiographical, methodological and theological rationales that provide the foundation for the arguments?
5. Assessment: how does one critique the text (e.g., evidence, argument(s), method(s), structure, translations, critical apparatus, conclusion(s), etc.)? Has the author overlooked something? Misread evidence? Made unsubstantiated assumptions? Does the argument support the conclusion?
6. Advancement: how does the text change the understanding of the topic? How does the argument move the conversation of historical theology forward?

At least three professors within the area of specialization will administer and grade the exams. Faculty will create the exam questions within the framework of six aspects above. Students will have a total of four hours within which to respond to their choice of two of the three questions. The exam can be divided up over one work week (five days), and must be scheduled in the first or second week of April. The targeted outcome from the second year exam will be a confident fluency with the designated area of specialization that will be needed for 1) dissertation research, 2) future teaching, and 3) job interviews.

## I. Early Christianity:

- Ayres, Lewis. *Nicaea and Its Legacy: An Approach to Fourth-Century Trinitarian Theology*. Oxford and New York: Oxford University Press, 2004. Also see the articles devoted to this volume in *Harvard Theological Review* 100 (2007): 125–175.
- Barnes, Timothy David. *Constantine and Eusebius*. Cambridge, M.A.: Harvard University Press, 1981.
- Bauer, Walter. *Orthodoxy and Heresy in Earliest Christianity*. Philadelphia: Fortress Press, 1971.
- Beard, Mary, John North and Simon Price. *Religions of Rome. Vol. 1, A History*. 167–388. Cambridge: Cambridge University Press, 1998.
- Boyarin, Daniel. *Dying for God: Martyrdom and the Making of Christianity and Judaism*. Stanford, C.A.: Stanford University Press, 1999.
- Bradshaw, Paul F. *The Search for the Origins of Christian Worship: Sources and Methods for the Study of Early Liturgy*. 2nd ed. Oxford: Oxford University Press, 2002.
- Brakke, David. *The Gnostics: Myth, Ritual, and Diversity in Early Christianity*. Harvard: Harvard University Press, 2011.
- Brown, Peter. *The Body and Society: Men, Women, and Sexual Renunciation in Early Christianity*. New York: Columbia University Press, 1988.
- \_\_\_\_\_. “The Rise and Function of the Holy Man in Late Antiquity.” *The Journal of Roman Studies* 61 (1971): 80–101.
- Cameron, Averil. *Christianity and the Rhetoric of Empire: The Development of Christian Discourse*. Berkeley, C.A.: University of California Press, 1991.
- Clark, Elizabeth A. *Founding the Fathers: Early Church History and Protestant Professors in Nineteenth-Century America*. Philadelphia: University of Pennsylvania Press, 2011.
- Clark, Gillian. *Women in Late Antiquity: Pagan and Christian Lifestyles*. Oxford: Clarendon Press, 1993.
- Ehrman, Bart D. *The Orthodox Corruption of Scripture: The Effect of Early Christology Controversies on the Text of the New Testament*. New York: Oxford University Press, 1993.
- Eno, Robert B. *The Rise of the Papacy*. Wilmington, D.E.: Glazier, 1990.
- Frend, W. H. C. *The Rise of the Monophysite Movement: Chapters in the History of the Church in the Fifth and Sixth Centuries*. Cambridge: Cambridge University Press, 1972.
- Griffith, Sidney. *The Church in the Shadow of the Mosque*. Princeton: Princeton University Press, 2008.
- Hadot, Pierre. *What is Ancient Philosophy?* Translated by Michael Chase. Cambridge, M.A.: Belknap Press of Harvard University Press, 2002.
- Harmless, William. *Desert Christians: An Introduction to the Literature of Early Monasticism*. Oxford: Oxford University Press, 2004.
- Heine, Ronald E. *Origen: Scholarship in the Service of the Church*. Oxford: Oxford University Press, 2011.
- Jensen, Robin M. *Understanding Early Christian Art*. London: Routledge, 2000.
- Krueger, Derek. *Writing and Holiness: The Practice of Authorship in the Early Christian East*. Philadelphia: University of Pennsylvania Press, 2004.
- Louth, Andrew. *The Origins of the Christian Mystical Tradition: From Plato to Denys*. Oxford: Clarendon Press, 1983.

- MacMullen, Ramsey. *Christianizing the Roman Empire: A.D. 100–400*. New Haven: Yale University Press, 1986.
- McGuckin, John A. *St. Cyril of Alexandria: the Christological Controversy: Its History, Theology and Texts*. Leiden: Brill, 1994.
- Menze, Volker. *Justinian and the Making of the Syrian Orthodox Church*. Oxford: Oxford University Press, 2008.
- Remes, Pauliina. *Neoplatonism*. Berkeley, C.A.: University of California Press, 2008.
- Rubenson, Samuel. *The Letters of St. Antony: Monasticism and the Making of a Saint*. Minneapolis: Fortress Press, 1995.
- Schäfer, Peter. *Judeophobia: Attitudes toward the Jews in the Ancient World*. Cambridge, M.A.: Harvard University Press, 1997.
- White, L. Michael. *Building God's House in the Roman World: Architectural Adaptation among Pagans, Jews, and Christians*. Baltimore, M.D.: Published for the American Schools of Oriental Research by Johns Hopkins University Press, 1990.
- Wilken, Robert Louis. *The Christians as the Romans Saw Them*, 2<sup>nd</sup> ed. New Haven, C.T., and London: Yale University Press, 2003.
- Williams, Rowan. *Arius: Heresy and Tradition*. Rev. ed. Grand Rapids: Eerdmans, 2002.
- Young, Frances Margaret. *Biblical Exegesis and the Formation of Christian Culture*. Cambridge and New York: Cambridge University Press, 1997.

Note: Students are responsible for two essays (one in French and the other in German) that pertain to their research interests. Students must confirm their essays with their examination committees.

## II. Medieval Christianity:

- Bynum, Caroline Walker. *Jesus as Mother: Studies in the Spirituality of the High Middle Ages*. Berkeley: University of California, 1982.
- Carruthers, Mary. *The Book of Memory: A Study of Memory in Medieval Culture*. New York: Cambridge University Press, 1990.
- Chazelle, Celia. *The Crucified God in the Carolingian Era: Theology and Art of Christ's Passion*. Cambridge: Cambridge University Press, 2002.
- Chenu, M.-D. *Nature, Man and Society*. Trans. J. Taylor and L.K. Little. Chicago: University of Chicago Press, 1968.
- Cross, Richard. *Duns Scotus*. Oxford: Oxford University Press, 1999.
- Cushing, Kathleen G. *Reform and the Papacy in the Eleventh Century: Spirituality and Social Change*. Manchester: Manchester University Press, 2005.
- D'Avray, D. L. *The Preaching of the Friars*. Oxford: Oxford University Press, 1985.
- DeGregario, S., ed. *The Cambridge Companion to Bede*. Cambridge Companions to Literature. Cambridge: Cambridge University Press, 2010.
- Evans, G.R. *The Language and Logic of the Middle Ages: The Earlier Middle Ages*. Cambridge: Cambridge University Press, 1984.
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- Friedman, Russell. *Medieval Trinitarian Thought from Aquinas to Ockham*. New York: Cambridge University Press, 2010.
- Grant, Edward. *God and Reason in the Middle Ages*. Cambridge: Cambridge University Press, 2001.
- Hamburger J.; A.-M. Bouché. *The Mind's Eye: Art and Theological Argument in the Middle Ages*. Princeton: Princeton University Press, 2006.
- Hellmann, J. A. Wayne. *Divine and Created Order in Bonaventure's Theology*. Translated by Jay Hammond. St. Bonaventure, NY: The Franciscan Institute, 2001.
- Illich, Ivan. *In the Vineyard of the Text: A Commentary to Hugh's Didascalicon*. Chicago: University of Chicago Press, 1993.
- Leclercq, Jean. *The Love of Learning and the Desire for God: A Study of Monastic Culture*. Trans. Catharine Misrahi. Third edition. New York: Fordham University Press, 1982.
- Mayr-Harting, Henry. *The Coming of Christianity to Anglo-Saxon England*. 3rd ed. University Park, PA: Pennsylvania State University Press, 1991.
- McGinn, B. *The Flowering of Mysticism: Men and Women in the New Mysticism (1200–1350)*. New York: Crossroad, 1998.
- McKitterick, Rosamund. *The Frankish church and the Carolingian Reforms, 789–895*. London: Royal Historical Society, 1977.
- Moore, R. I. *The Formation of a Persecuting Society: Authority and Deviance in Western Europe, 950–1250*. 2nd ed. Malden, MA: Blackwell, 2007.
- Murphy, J.J. *Rhetoric in the Middle Ages: A History of Rhetorical Theory from Saint Augustine to the Renaissance*. Berkeley: University of California Press, 1974.
- O'Loughlin, Thomas. *Celtic Theology: Humanity, World and God in Early Irish Writings*. London: Continuum, 2000.
- Oberman, Heiko. *The Harvest of Medieval Theology*. Cambridge MA: Harvard University Press, 1963.

- Rosemann, P.W. *Peter Lombard*. Oxford: Oxford University Press, 2004.
- Simon, Jonathan and Christopher Riley-Smith. *The First Crusade and the Idea of Crusading*. 2<sup>nd</sup> ed. Philadelphia: University of Pennsylvania Press, 2009.
- Smalley, Beryl. *The Study of the Bible in the Middle Ages*. 2nd Ed. Notre Dame: University of Notre Dame Press, 1964.
- Southern, R.W. *Anselm of Canterbury: Portrait in a Landscape*. Cambridge: Cambridge University Press, 1990.
- Swanson, R.N. *Religion and Devotion in Europe, c.1215–c.1515*. Cambridge Medieval Textbooks. New York: Cambridge University Press, 1995.
- The Study of the Bible in the Carolingian Era*. Edited by C. Chazelle and B. Van Name Edwards. Turnhout: Brepols, 2003.
- Tolan, John. *Saracens: Islam in the Medieval European Imagination*. New York: Columbia University Press, 2002.
- Torrell, Jean-Pierre. *Saint Thomas Aquinas*, volume 2: *Spiritual Master*. Trans. R. Royal. Washington, DC: Catholic University of America Press, 2003.
- Van Engen, John. "The Christian Middle Ages as an Historiographical Problem," *American Historical Review* 91 (1986), 519–552.
- Vauchez, André. *The Laity in the Middle Ages: Religious Beliefs and Devotional Practice*. Translated by M.J. Schneider. Notre Dame: University of Notre Dame Press, 1997.

### III. Modern Christianity:

- Ahlgren, Gillian T. W. *Teresa of Avila and the Politics of Sanctity*. Ithaca, NY: Cornell University Press, 1996.
- Anderson, Allen. *An Introduction to Pentecostalism: Global Charismatic Christianity*. Cambridge: Cambridge University Press, 2004.
- Burke, Peter. *Popular Culture in Early Modern Europe*. New York: New York University Press, 2009.
- Dorrien, Gary. *The Barthian Revolt in Modern Theology*. Louisville, KY: Westminster John Knox, 1999.
- Duffy, Eamon. *The Stripping of the Altars: Traditional Religion in England, 1400-1580*. 2<sup>nd</sup> ed. New Haven: Yale University Press, 1992.
- Dupré, Louis. *Passage to Modernity: An Essay on the Hermeneutics of Nature and Culture*. New Haven: Yale University Press, 1995.
- Eire, Carlos M. N. *War Against the Idols: The Reformation of Worship from Erasmus to Calvin*. New York: Cambridge University Press, 1986.
- Frei, Hans Wilhelm. *Theology and Narrative: Selected Essays*. Chapters 2–5. New York: Oxford University Press, 1993.
- . *Types of Christian Theology*. Chapters 3–5. New Haven: Yale University Press, 1992.
- Gavrilyuk, Paul L. *Georges Florovsky and the Russian Religious Renaissance*. Oxford: Oxford University Press, 2013.
- Hartch, Todd. *The Rebirth of Latin American Christianity*. New York: Oxford University Press, 2014.
- Hodgson, Peter Crafts. *The Formation of Historical Theology*. New York: Harper & Row, 1966.
- Holifield, E. Brooks. *Theology in America: Christian Thought from the Age of the Puritans to the Civil War*. New Haven: Yale University Press, 2005.
- Hutchinson, William R. *The Modernist Impulse in American Protestantism*. Cambridge, MA: Harvard University Press, 1976, Durham: Duke University Press, 1992.
- Israel, Jonathan. *A Revolution of the Mind: Radical Enlightenment and the Intellectual Origins of Modern Democracy*. Princeton: Princeton University Press, 2011.
- Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. Oxford: Oxford University Press, 2011.
- Johnson, Trevor. “Holy Fabrications: The Catacomb Saints and the Counter-Reformation in Bavaria.” *Journal of Ecclesiastical History* 47 (1996): 274-297.
- Kaplan, Grant. *Answering the Enlightenment: The Catholic Recovery of Historical Revelation*. St. Louis: Crossroad, 2006.
- Legaspi, Michael C. *The Death of Scripture and the Rise of Biblical Studies*. Oxford: Oxford University Press, 2011.
- Lehner, Ulrich. *Enlightened Monks: The German Benedictines 1740–1803*. New York: Oxford University Press, 2011.
- Lindberg, Carter. *The Pietist Theologians: An Introduction to Theology in the Seventeenth and Eighteenth Centuries*. Malden, MA: Blackwell, 2005.
- MacCulloch, Diarmaid. *Christianity: the first three thousand years*. Parts VI and VII. New York: Viking, 2010.
- McClymond, Michael, and Gerald McDermott. *The Theology of Jonathan Edwards*. Chs. 1-4, 7, 10, 13-15, 17, 19, 21, 23, 26, 27, 33, 43, and 45. Oxford: Oxford University Press, 2012.

- Noll, Mark A. *The Rise of Evangelicalism: The Age of Edwards, Whitefield, and the Wesleys*. Downers Grove, IL: InterVarsity Press, 2003.
- O'Malley, John W. *Trent and all That: Renaming Catholicism in the Early Modern Era*. Cambridge, MA: Harvard University Press, 2000.
- . *What Happened at Vatican II*. Cambridge, MA: Belknap Press, 2008.
- Ogden, Schubert M. "Prolegomena to Historical Theology." In *Revisioning the Past: Prospects in Historical Theology*, edited by Mary Potter Engel and Walter E. Wyman, Jr. Minneapolis: Fortress Press, 1992.
- Orsi, Robert A. *Thank you, St. Jude: Women's Devotion to the Patron Saint of Hopeless Causes*. New Haven: Yale University Press, 1996.
- Raboteau, Albert. *A Fire in the Bones: Reflections on African-American Religious History*. Boston: Beacon Press, 1995.
- Robert, Dana. "World Christianity as a Women's Movement." *International Bulletin of Missionary Research* 30 (2006): 180-188.
- Sanneh, Lamin O. *Disciples of All Nations: Pillars of World Christianity*. New York: Oxford University Press, 2008.
- Scallen, Catherine. "Rembrandt's Reformation of a Catholic Subject: The Penitent and Repentant Saint Jerome." *Sixteenth Century Journal* 30 (1999): 71-88.
- Schüssler Fiorenza, Elisabeth. *In Memory of Her: A Feminist Theological Reconstruction of Christian Origins*. New York: Crossroad, 1983.
- Schwarz, Hans. *Theology in a Global Context: The Last Two Hundred Years*. 1–228, 409–62. Grand Rapids: Eerdmans, 2005.
- Scribner, Robert. "The Incombustible Luther: The Image of the Reformer in Early Modern Germany." *Past and Present* 110 (1986): 38-68.
- Taylor, William. "Saints and Images." In *Magistrates of the Sacred: Priests and Parishioners in Eighteenth-Century Mexico*. Stanford, CA: Stanford University Press, 1996.
- Welch, Claude. "The Perils of Trying to Tell the Whole Story: Historiographical Issues in the Study of Nineteenth-Century Theology." In *Revisioning the Past: Prospects in Historical Theology*, edited by Mary Potter Engel and Walter E. Wyman, Jr. Minneapolis: Fortress Press, 1992.

Note: As a supplement to the following required reading, students must select an additional 500 pages of text from at least three secondary sources of their own choosing. These supplemental texts are to be approved by their directors.