

**Cultural and Historical Studies of Religions
Protocol
Revised, September 2009**

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1. Introduction

1.1. GENERAL DESCRIPTION:

This Area embraces both cross-cultural and historical themes, building upon scholarly methodologies that advance critical understandings of interreligious, multicultural, and contextual religious experience. The three main tracks of the Area are Buddhist Studies, Islamic Studies, and East Asian Religions. Faculty in the Area also have interests in ethnic studies, anthropology of religion, ritual studies, gender theory, and postcolonial theory.

Most students in Cultural and Historical Studies in Religions are preparing for academic careers of research and teaching. A few graduates are preparing to participate in interreligious dialogue

or education, or to work on interreligious issues in a church or other agency in a specific cultural context.

1.2. OBJECTIVES:

1. 1. Students will learn to recognize the contours of scholarship in the field of religious studies and find their own place within it.
1. 2. Students will demonstrate both a broad grounding and a developed specialization in a particular religious tradition or culture and its history.
1. 3. Students will learn to employ a religious studies methodology suited to their particular research specialization.
1. 4. Students will work through the issues of constructing a syllabus for an introductory course and will formulate a pedagogical philosophy and approach.
1. 5. Students will design and execute an original research project that makes a significant contribution to their field of specialization.

1.3. APPLICATION TO THE PROGRAM

CHSR applicants must propose in their Statement of Purpose a clearly framed and academically manageable, focused course of study for which there are faculty resources in the Area. No applicant may be admitted unless we can identify an appropriate and willing advisor.

Normally, applicants will apply under one of the three main tracks of the program: Buddhist Studies, Islamic Studies, or East Asian Religions. In exceptional circumstances --when the student's proposed course of study is a good fit with both the Area protocols, with an Area faculty's research interests, and with the overall faculty resources of GTU and UCB --- a student may be admitted in one of the areas of additional research interests, listed above.

The three tracks of the Area each entail significant language study in addition to the GTU's requirement of a modern research language. Applicants with inadequate language background may not be admissible to the program.

2. Proceeding through the program

2.1. Draft Academic Plan

This plan is the first assignment for the required Interdisciplinary Seminar (See 2.3, below). What you submit for the second seminar class will be responded to by classmates and instructors, and by your Advisor. On the basis of those discussions, you can revise and refine it as part of your final seminar paper.

After the seminar, it should be used in conversations with your Advisor (and, later, with faculty who would serve on your comprehensives committee). The plan begins with your specific career goals for your Ph.D. program, articulates the background you bring to the program, and then articulates what you need to do to move from your background toward your goals: how will you spend your time in this program?

Your plan will be revised and refined as your interests are tested in course work and in conversation with faculty. Although your goals and plans may evolve, this written statement serves as a template to structure your conversations with faculty and to guide your academic choices.

Specificity about your fields of interests, your dissertation interests and approaches, the bibliography of authors you need to address, etc., will help you to move toward your comprehensives proposal. All of these items will eventually become elements of your comprehensives. Starting to think of them from the first semester of the program can significantly shorten the time it takes you to move towards comprehensives.

The Draft Academic Plan should include:

A. Career Goals: (Specificity is helpful here, at least as a thought experiment)

Teaching? Research? Writing? Social Action/Ministry?

In what sort of institution/environment?

Under what generic headings (department or field, if for teaching; general rubric if for social action work, e.g. community organization, organizational consulting, etc.)?

Helpful thought experiments:

If you are interested in teaching, make a list of courses you would want to teach. These courses should fit the sort of institution you designated above and should primarily include those general courses for which you would be hired, and not the specialized interest courses you might be able to teach occasionally.

If you are interested in writing, think about journals and presses in which you would like to publish. What sort of writing do you intend to do? Remember that you are talking about writing after the doctoral program, not only writing that you feel ready to do in the first semester.

If you are interested in specialized ministry or non-profit work, in what ways will that work build upon what you intend to do in the program? Again, this is not about what you are ready to do as you enter, but what you are preparing to do after you leave the program.

Thought experiment for everyone:

Do your best to envision a topic (or two or three variations on a topic) for your dissertation. It is early to pick a topic, to be sure, but what this intends to tease out of you is: What sort of specialized academic research and writing do you intend to do as the “crown” of your doctoral program? Thus, even more important than the topic is “What sort of a dissertation will this be”? How would you approach the topic (using what methodologies or strategies), and what would you be trying to demonstrate in a careful and rigorous scholarly manner?

B. Major fields/areas of interest:

Name of each (and of wider discipline if pertinent: e.g., feminist theology would be part of systematic theology or of women’s studies)

Prior reading, study, or practical experience (background)

Major thinkers/writers/theorists pertinent to the student’s program, and any background study or reading of such figures (a brief bibliography, or at least a list of major authors, would be useful here)

Courses needed, or gaps to be filled

Faculty resources at GTU, UCB, elsewhere

C. Language requirements:

Modern research languages (related to theorists or to the major fields/disciplines)

Classical languages (for students studying historical periods or cultures)

Field languages – if fieldwork, interviews, etc. are to be part of the research design or background for professional work

The student lists as much information as possible, and the Advisor reviews it with the student, referring to the file/transcripts, and offers suggestions and feedback. On the basis of the information, the Advisor helps the student plan an appropriate program of course work and reading, and suggests promising faculty resources for the student’s program/committees at the GTU and outside. The Advisor also suggests other faculty who might advise the student about disciplines or interests beyond the expertise of the Advisor. The student might also consult with another member of the CHSR Faculty who is well positioned to make suggestions about some aspects of his/her program.

2.2. Language Requirements:

The Area requires two foreign languages, at least one a modern research language (e.g. French, German, Japanese). The second language might be a classical language, a field language, or a second research language. The languages are **presented to the Area as a written language proposal**, normally in the first year, framed by student and advisor, and approved by the entire Area, and then certified following the GTU’s procedures. Students must submit a copy of their approved proposal to the GTU Academic Secretary to facilitate this certification. At least one modern foreign language must be certified before the student moves on to comprehensives; classical or field languages may be certified later if the Advisor agrees that they are not

necessary for the comprehensives.

2.3. REQUIRED COURSES:

1 Entering CHSR students take IDS 6000 (Seminar on Interdisciplinarity) in their first fall semester.

This course can meet the objective of a professional grounding for students, and help them to define their interests and the directions of their program. The seminar paper is the fully developed draft academic plan, discussed above (see 2.1).

The seminar can also provide a venue for discussing the Area's expectations about language proposals, research readiness, comprehensives, student committees, etc.

CHSR students taking IDS 6000 to develop as part of their final paper a core bibliography that locates them within the larger field of their Track.

2. A one-semester required course (HR 6006) Issues in the Contemporary Study of Religion.

This course is not a "great books" or "canon" oriented course (a survey of classical or contemporary readings), but a course organized around selected contemporary books in the study of religion. The issues in the study of religion would arise from students engaging extended arguments by contemporary scholars.

It is not a course on how to teach the introductory course in religion.

The course goal is to create a scholarly conversational cohort, and the objective is to guide students into important current conversations in the field.

Faculty will introduce materials, but will serve as partners rather than instructors; this is not a lecture course, but a seminar.

HR 6006 is normally be facilitated by a faculty member every two years. It is run as a seminar, i.e., with students leading discussions of the readings. The faculty facilitator will choose readings on major issues for the first half of the seminar, but each student will generate a set of readings to present another issue for the seminar. The paper for the course will constitute a preamble to the methodology comprehensive examination, but would need further development to become the comprehensive paper.

3. The pedagogical comprehensives (a syllabus and paper on pedagogy) remains our default third comprehensive; students taking this comprehensive must take IDS 6016 (Seminar on Course Design and Syllabus Development) in order to develop their syllabus and paper, and to get substantial critical feedback on their syllabus. For other options, see the discussion of the third comprehensive examination, below.

2.4 CHSR AS AN ALLIED FIELD

Students outside of CHSR wishing to take it as an Allied field students must satisfactorily complete HR 6006, and take a course in Cultural and Historical Studies in Religions (HR) at the 3000 level or above for which they write a substantial research paper. Their intention to name CHSR as an Allied Field is declared in an e-mail to the Convener, and their completion is certified in an e-mail from the Convener to the student and to the Academic Secretary.

2.5 COURSEWORK

CHSR students follow different courses of study, but they need to ground themselves firmly in the substance of their track and in disciplines or theories relevant to their work.

Although no specified course is required of all students beyond the Seminar on Interdisciplinarity (IDS6000), Issues in the Study of Religion (HR 6006), and the Seminar on Course Design (IDS6016), students are expected to work with their Advisors and the faculty who will serve on the Comprehensive (Qualifying) Examinations Committee to establish broad grounding in their several fields or disciplines. Faculty in each of the tracks Buddhism, Islamic Studies, and East Asian Religions may specify specific courses or bibliographies that their students should address.

Broad grounding in the fields/disciplines in light of the student's research and professional goals must be certified prior to proceeding to the comprehensive (qualifying) examinations (see 2.6 below).

Coursework should be planned, in consultation with an Advisor and other recommended faculty, to meet multiple purposes:

- a) to provide the broad grounding in the disciplines/fields which must be certified prior to proceeding to comprehensive (qualifying) examinations (see 2.7.2., below),
- b) to establish relationships with faculty at GTU and UCB who could serve on the comprehensive (qualifying) examinations or dissertation committees,
- c) to fill gaps in the student's background which have been identified in the review of the student's Draft Academic Plan, in the Review for Research Readiness, or by a member of the Comprehensive (Qualifying) Examinations Committee, and
- d) to write two papers (preferably in the first year) suitable for the Research Readiness Review (see 2.6).

2.6 RESEARCH READINESS REVIEW

A Research Readiness Review (RRR) is conducted typically in the third semester of the

program. The general guidelines and procedures for this review are discussed in the Doctoral Program Handbook; the Research Readiness Forms can be downloaded from the GTU Website (See: students/academic programs/registrar/downloadable forms).

When the student has in hand two Research Readiness papers with the professor's comments and the forms completed and signed by the course instructors, s/he provides these to his/her Advisor. A copy of the completed forms should be provided to GTU Academic Secretary for the student's permanent file. The Advisor may conduct the review, or contact another faculty in CHSR to do so, forwarding the papers and forms to him/her. The faculty and student schedule an appointment to discuss the papers after the faculty has reviewed them.

The faculty reviewer writes an e-mail report which s/he sends to the Convener, who in turn circulates it to the CHSR faculty for comment within one week.

When the CHSR faculty has approved the report, the Convener sends the report with an e-mail confirming that the student has passed Research Readiness to the student and the Academic Secretary (Gloria Motley). The Convener enters the date of the approved report on the CHSR Student Tracking Chart.

In a few cases, the student is asked to rewrite one or more papers or address some inadequate aspect of Research Readiness. Such recommendations should be included in the e-mail circulated to the faculty. The Advisor monitors that the issues have been addressed, and then writes and circulates to the CHSR faculty a report noting that the issues have been addressed, after which the Convener sends the report confirming the completion of Research Readiness to the student and the Academic Secretary.

Once a semester (or once a year) the CHSR faculty will meet in Executive Session to discuss the progress of the Area's students, including any issues raised by the Research Readiness Review.

2.7 COMPREHENSIVE EXAMINATIONS:

2.7.1. THE COMMITTEE

CHSR comprehensives committees must be chaired by a CDF member who is also a member of CHSR. The second GTU member may be a non-CDF and/or not a member of CHSR.

The Comprehensives Committee should be chaired by the Area Faculty whose work is most relevant to the Student's particular interests. The second GTU Faculty should bring the best expertise to round out the committee. The outside member may be a UCB faculty member or a qualified faculty person from another institution who best rounds out the appropriate expertise. The Area may question the constitution of the Comprehensives Committee if it deems that appropriate expertise is not adequately represented. The Area Convener and the GTU Dean (the Dean of Students office can help with this step) must approve the make-up of the Comprehensives Committee on behalf of the GTU. Students are required to append to the

proposal a brief description of how the committee represents the appropriate areas of expertise.

2.7.2 CERTIFYING BROAD GROUNDING

In the course of their studies, students are expected to establish a broad grounding in their track, in their tradition or culture of specialization and in their chosen methodology/ies. The breadth of the student's doctoral program is addressed by **Certifying Broad Grounding** in light of prior or current course work, reading, examinations, or writing.

Because the **Certification of Broad Grounding** addresses the breadth of the student's doctoral program, the **Comprehensive Examinations** are somewhat more focused and lead to the dissertation and the specific teaching and writing goals of the student.

_ The broad grounding may have been completed in prior course work and/or reading, or examinations, as determined by the student's committee in consultation with the Convener.

As the student is preparing his/her comprehensive (qualifying) examinations proposal, s/he should also revisit the final paper from the IDS seminar and use it as a starting point to create a statement of broad grounding. The draft of the statement on broad grounding should be reviewed and refined by the student and Advisor, then with the members of the Comprehensives Committee. When the student and the committee believe that the broad grounding specified will be adequate for the student's professional goals, the student sends/takes a copy of the statement to the Convener, who certifies that it meets the standards of the Area (or asks for some additional revisions).

The approved document is attached to the Comprehensive (qualifying) Examinations Proposal as an educational document. That is, it has already been approved; its purpose is to educate the Area (and particularly students who have not yet certified) what a broad grounding might consist of.

The broad grounding document has its origin in the draft academic plan, further developed in the Seminar on Interdisciplinarity. The review at the time of submitting the Comprehensive (qualifying) Examinations Proposal caps what has been a several year process. See Check List for Broad Certification, on the CHSR Moodle site.

2.7.3 DEVELOPING THE COMPREHENSIVES PROPOSAL

Prior to proposing CHSR comprehensive (qualifying) examinations a student will have successfully completed:

- Draft Academic Plan
- Language Proposal
- IDS6000 (Seminar on Interdisciplinarity) and HR 6006 (Issues in the Study of Religion)
- Certification in Modern Research Languages
- Research Readiness Review
- Certification of Broad Grounding

It is possible that one or two pieces of “broad grounding” will still be “in process” as the student proposes comprehensives. That is suitable as long as there is a concrete plan and schedule, and as long as the Advisor and committee agree that the student has sufficient background to proceed with the comprehensives.

In addition, the student will have made significant progress in any classical or field languages that will be required for the dissertation.

The first stage in development and approval of the CHSR Comprehensive (Qualifying) Examinations Proposal is detailed review and critique of several drafts by the members of the Comprehensive (Qualifying) Examinations Committee. Until the committee members are satisfied with the proposal, it is not ready to be brought before the Area.

The proposal should include:

- 1) The name of the student and specification of his/her track.
- 2) The names and Areas/departments of committee members, with e-mail addresses
- 3) Introduction: to the fields/issues that inform the examinations.
- 4) Descriptions of each examination: with the type of examination, the substance of the examination, and a bibliography
- 5) Statement on Committee Expertise: a brief articulation of how the expertise of committee members is suited to the project
- 6) Statement of Broad Grounding

The CHSR comprehensive (qualifying) examinations are normally a set of four exams. These examinations may each take one of several forms (closed-book exam, take-home exam, bibliographic essay, paper) as long as the general rubrics for GTU comprehensive (qualifying) examinations are met.

1. 1. Religious tradition or culture of specialization

The student will have certified breadth in a particular tradition as part of **Certifying Broad Grounding**. The tradition may be a religion tradition (e.g., Sunni Islam) or a religious culture, such as that of China or Indonesia, either of which would embrace many traditions. The broad tradition or culture of specialization should be sufficiently broad to serve as a “job category” for purposes of hiring.

Since the student has completed **Certification of Broad Grounding** in the tradition or culture, this **Comprehensive Examination** will focus on the student’s significant specialization within the tradition (an historical period, a major theme --Tokugawa Buddhism; Pluralism in China). Faculty in each of the tracks (Buddhist Studies, Islamic Studies, East Asian Religions) may offer further specifications about the parameters of or bibliography for this exam.

1. 2. Methodology

Scholars in religious studies use a wide range of methodologies (historical, philological, interpretive, anthropological, feminist, critical, postcolonial, etc.) The required course (HR 6006) introduces students to a range of literature in religious studies using various methodologies and approaches, and encourages students to consider these literatures in relation to their own scholarly approaches. This examination will require the student to explore in some depth critical issues in a methodology that s/he intends to use in his/her research. The student will develop a select bibliography in consultation with the comprehensive committee, and write a bibliographic essay or a critical essay on methodological issues. The bibliography and thinking about methodological issues will have been developed in the IDS Seminar and the required course HR 6006, and then developed and revised for this comprehensive examination.

1. 3. Preparation for Teaching

This examination requires the student to prepare a full syllabus with clearly defined objectives, requirements, expectations, evaluation criteria, and a reading list for an **introductory course with no prerequisites**. The course can be an introductory course in the student's religious tradition or culture of specialization (see exam 1), an introduction to the study of religion, a course on world religions, or an introductory course whose scope is broader than the student's religious tradition or culture of specialization. The syllabus is to be accompanied by a 15-20 page paper describing the intellectual approach of the course and specifying the decisions made about both content and instruction. The bibliography should include literature on pedagogy as well as on the topic of the course. Students are required to take the Doctoral Seminar IDS 6016 Seminar on Course Design and Syllabus Development as a context in which to develop this syllabus.

Students whose primary professional goals are other than teaching may petition for an alternative form of the third comprehensive, designed to prepare them to meet their professional goals. The petition should include a project or course and paper equivalent in work and sophistication to the pedagogical requirement. The student would develop the idea with their advisor/committee and submit it to the Area for approval in principle prior to proposing comprehensives.

1. 4. Research Paper

This paper represents the student's distinctive approach to research in their field, using the methodology discussed in examination 2 in conjunction with the religious tradition or culture discussed in examination 1. The paper may be related to the topic of the dissertation, but should be a self-contained, autonomous 30-40 page research paper. The three Tracks may have additional guidelines for this paper, given expectations in their field.

2.7.4. PROCEDURES FOR PROPOSING COMPREHENSIVES

The major work of development and approval of the comprehensives proposal lies with the

Student's Advisor/Coordinator and Comprehensives Committee. This proposal should have been thoroughly reviewed and revised before it is brought to the Area.

When it is deemed ready, the **Student and Coordinator** submit the proposal to the **Area Faculty** two weeks prior to the Area meeting on the third Wednesday of the month. The **Area Assistant** will provide the student with faculty mailbox and e-mail addresses.

Student and Advisor/Coordinator present the proposal at an Area meeting.

The first presentation is traditionally a "dry run." This is a less formal presentation of the proposal to glean substantive feedback and advice before it the proposal is presented for final approval. In some cases, the proposal is approved at the dry run, as it is or with minor revisions, but the normal practice is that it would return for a second formal presentation.

In most cases, **Student and Coordinator** submit the revised proposal two weeks prior to the next Area meeting and present the proposal at that meeting. Normally, the proposal will be approved at this second presentation.

In some cases, however, serious issues will require further work and yet another presentation. If the "dry run" raises serious and substantial issues, **Student and Coordinator** will consult carefully with the Area Faculty who raised the objections to be certain that their issues are fully addressed.

Area reviews of comprehensive examination proposals are based on the Area's interpretation of the Area protocols. Although the student's Comprehensives Committee will likely be the experts on the specialized fields in the proposal, the Area as a whole is a "community of interpretation" in relation to the structure and purpose of Area protocols. The Area seeks clarity and coherence of presentation (general virtues), as well as consistency with Area protocols in terms of both intention and precedent (prior proposals).

The student should bring to the Area presentations the "proposal for Comprehensive Examinations" form (available from the GTU website: under students/academic programs/registrar/downloadable forms), with its required information, including the c.v of any "outside reader" not from UCB. Please note that the Academic Secretary must sign off that languages have been certified and Research Readiness Review completed before a student may proceed to propose comprehensive/qualifying examinations. **The form is important because the proposal is not officially approved until the form is signed and filed with the Academic Secretary.**

Following the approval of the proposal the student has one year in which to complete all of the examinations and the oral examination on them. If the examinations cannot be completed within the one-year deadline, a formal extension must be petitioned from the Dean of Students.

2.7.5. COMPREHENSIVES EXAMINATIONS ORAL

When the student has completed all of the comprehensive examinations, s/he consults with the

chair and the committee to establish a date for the oral examination, and checks with the Academic Secretary to reserve an examination room.

An outside reader and/or GTU faculty on sabbatical may participate in the oral by means of conference phone, but they are expected to participate in the entire oral examination.

The oral examination primarily covers the written examinations and papers; faculty may also ask further questions about the bibliographies in the comprehensives proposal.

Students must bring to the oral examination the cover sheet for faculty to sign; it may be picked up from the Academic Secretary. **The student has not officially passed the comprehensives until this signed sheet has been filed with the Academic Secretary.**

2.8. THE DISSERTATION

2.8.1 THE DISSERTATION COMMITTEE

After the comprehensive examinations have been passed, the student recruits a committee of at least three members to serve as the Dissertation Committee. This is often, but not always, the same as the Comprehensive Examinations Committee. As in the case of the former, the committee must meet the general GTU requirements (see Core Doctoral Faculty Handbook), and the CHSR requirement that the Chair be the member of the Area most qualified to supervise the dissertation, and that the expertise of members of the committee represent all fields, methodologies, and theories central to the dissertation. The Area may question the constitution of the Dissertation Committee if it deems that appropriate expertise is not adequately represented. The Area Convener and the GTU Dean (the Dean of Students office can help with this) must approve the make-up of the Dissertation Committee on behalf of the GTU.

2.8.2 PROPOSING THE DISSERTATION

The major work of development and approval of the dissertation proposal lies with the **Student's Advisor/Coordinator and Dissertation Committee**. This proposal should have been thoroughly reviewed and revised before it is brought to the Area.

Although it may begin as a more detailed document, the official dissertation proposal brought to the Area and to Doctoral Council must fit the page limits and formats specified in the Doctoral Program Handbook. Please consult those guidelines and follow them carefully.

When presented to the Area, a CHSR proposal must also include an Appendix on Committee Expertise (including all e-mail addresses) and the c.v. for any outside members not from UCB.

Proposals must also be accompanied by the signed "Request to Proceed to Dissertation" form (available at the GTU Website: [students/academic programs/registrar/downloadable forms](#)). The signatures of the committee members indicate that they have thoroughly reviewed and approved the proposal.

When it is deemed ready, the **Student and Coordinator** submit the proposal to the **Area Faculty** two weeks prior to the Area meeting on the third Wednesday of the month. The **Area Assistant** will provide the student with faculty mailbox and e-mail addresses.

Student and Advisor/Coordinator present the proposal at an Area meeting.

The first presentation is traditionally a "dry run." This is a less formal presentation of the proposal to glean substantive feedback and advice before the proposal is presented for final approval. In some cases, the proposal is approved at the dry run, as it is or with minor revisions, but the normal practice is that it would return for a second formal presentation.

In most cases, **Student and Coordinator** submit the revised proposal two weeks prior to the next Area meeting and present the proposal at that meeting. Normally, the proposal will be approved at this second presentation.

In some cases, however, serious issues will require further work and yet another presentation. If the "dry run" raises serious and substantial issues, **Student and Coordinator** will consult carefully with the Area Faculty who raised the objections to be certain that their issues are fully addressed.

Area reviews of dissertation proposals are based on the Area's interpretation of the Area protocols and of the GTU's requirements of the dissertation proposal, which will go to Doctoral Council for approval at the next stage. Although the Student's Dissertation Committee will likely be the experts on the specialized fields in the proposal, the Area as a whole is a "community of interpretation" in relation to the structure and purpose of Area's and GTU's protocols. The Area seeks clarity and coherence of presentation (general virtues), as well as consistency with Area protocols in terms of both intention and precedent (prior proposals). Each of the Area's tracks (Buddhism, Islamic Studies, East Asian religions) may also specify specific guidelines for dissertation proposals in their track.

When the proposal is approved, the Convener will sign the "Request to Proceed to Dissertation" form, and the student will take the final version of the proposal and the signed form to the Academic Secretary to be put on the Doctoral Council Agenda for approval. There is an annual student workshop on the Doctoral Council and what it looks for in dissertation proposals. Attendance at that workshop is strongly recommended.

2.8.3. DISSERTATION DEFENSE

When the student has completed a defense draft of the dissertation, s/he consults with the chair and the committee members to establish a defense date, and with the Academic Secretary to reserve a room for the defense.

The student is responsible to bring to the defense the "Certification of Dissertation Defense," available from the Academic Secretary, and the Title pages for the dissertation on the proper

paper for committee signatures.

After the defense, the student's committee chair, in consultation with other members, completes the full Rubric for Evaluation of CHSR dissertations (available for download at the CHSR Moodle Website), and notes any revisions necessary. After the revisions have been completed, the chair notes the final evaluation of the dissertation. The dissertation must be deemed overall "satisfactory" by the time of final deposit.

When the dissertation is deposited, the committee chair forwards the Dissertation Evaluation Form to the Convener, who reviews it for any issues that need to come before the Area and files it for use in the next Area review.

Copy of the Area Dissertation rubric:

Rubric for Evaluation of CHSR Dissertations

The chair of the dissertation committee will bring this document to the defense, and fill it out after the defense in consultation with the committee members. The chair keeps the document until the dissertation has been revised for deposit. The summative ranking at deposit must be satisfactory.

The chair then submits it to the CHSR faculty designated to receive all Dissertation Rubrics. The CHSR faculty will from time to time examine the file of Rubric forms to see if there are any patterns of deficiencies requiring Area attention.

Name of Student _____

Date of Defense _____ **Date of Deposit** _____

Rate the dissertation on each of the following criteria as:

1 = Exemplary 2 = Satisfactory 3 = Minimal or 4 = Inadequate

Explain what improvements are required for minimal or inadequate rankings.

1. This dissertation makes a significant contribution to academic research.
2. This dissertation identifies a central issue, situates it in historical perspective, and articulates its practical implications.
3. This dissertation situates its project within the scholarly discourse.
4. This dissertation effectively and competently uses classical and/or field languages, as applicable.
5. This dissertation cites the appropriate literature in the scholar's modern research language/s.
6. This dissertation clearly articulates and effectively implements its research methodology.
7. This dissertation has a coherent style, organization, and format, and follows the appropriate scholarly conventions for citation.

Overall this dissertation is:

Exemplary (very minor revisions; need not be seen again by chair)

Satisfactory (minor revisions, reviewed by chair only)

Minimal (major revisions; reviewed by chair and possibly one or more other members)

Inadequate (must be seriously revised, and defended again; or fails, in which case the committee is dissolved and the student is out of the program)

Ranking and Signature of Chair: At defense: _____

At deposit: _____

Does this dissertation raise any issues about the Area's dissertations?

2.9 TIME TABLE FOR WORK IN CHSR

Year 1: Draft Academic Plan
Seminar on Interdisciplinarity (IDS 6000)
Issues in the Study of Religion (HR 6006)
Language Proposal
Two Research Readiness Papers
Certification of languages

Year 2: Course work in fields/track/theories
Completion of Language Certification
Continued work on additional languages
Research Readiness Review
Recruitment of Comprehensives Committee

Year 3: Certification of Broad Grounding
Proposal and work on Comprehensives
IDS 6016 (Seminar on Course Design)

Year 4: Comprehensives Oral
Recruitment of Dissertation Committee
Propose Dissertation (may be early in year 5)

Please note: Extensive language work, shifts in the academic goals and program, filling major gaps in background for the proposed program, or development of specialized methodologies may add an extra year or more to the student's program.

Satisfactory progress is represented in steady and consistent work through the items listed above.