

HANDBOOK FOR DOCTORAL STUDENTS
IN RELIGIOUS STUDIES

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1.0. THE DOCTORAL PROGRAM IN RELIGIOUS STUDIES

1.1. Overview of the Program

- 1.1.1. The doctoral program in Religious Studies seeks to train each student in three concentric areas: the discipline of religious studies, a particular field within the discipline, and an area of specialization within the field.
- 1.1.2. The student takes two seminars on religious studies theories and methods, and at least two courses outside the student's own field.
- 1.1.3. Most of the reading and course work done in the program is directed toward developing expertise in a particular field of religious studies. Most students work in fields designated by the department, but the student is also free to define his or her own special field if it can be supported by the department's faculty resources. By the end of the third year, the student submits a research paper in the field and, near the end of the program, is tested on the field as part of the qualifying examinations.
- 1.1.4. The area of specialization represents that particular part of the field on which the student plans to do primary research and from which he or she will choose a topic for the dissertation. The student defines this area during the second year of the program and is tested on the area as part of the qualifying examinations.

1.2. Phases of the Program

- 1.2.1. The doctoral program can be broken down into three fairly distinct phases. The first covers the period prior to the student's advancement to candidacy (a status indicating, roughly, the professoriate's acceptance of the student's declared area of specialization and his or her ability to complete a dissertation in that area). By university regulation, advancement to candidacy takes place at the end of the second year of the program. During this phase, in addition to exploring the discipline of religious studies and developing expertise in the field, the student works toward defining the area of specialization. The student also takes the course "Teaching Religious Studies" (RS 391), normally offered during the winter of either the first or the second year, to train to be a Teaching Assistant in the department, and "Recent Works in Religious Studies" at least once.
- 1.2.2. The second phase is the period between advancement to candidacy and the qualifying examinations. During this period, in addition to completing course work and other program requirements, the student has three major tasks: to submit a research paper in the field, to prepare for the qualifying examinations, and to develop a proposal for the dissertation. The length of this phase is largely at the discretion of the student: some students take the examinations at the end of their third year; many others, during their fourth year.

1.2.3. The third phase covers the writing of the dissertation, a period often spent in large part away from Stanford. Wherever it is spent, the student is expected to keep in regular contact with his or her advisor and, once a draft of the dissertation is complete, to sit for the university oral examination. Depending on the outcome of this examination, the student may be required to do significant revision of the dissertation before its final acceptance.

1.3. Fields of Study

1.3.1. Particular fields of study within the discipline of Religious Studies are established by the professoriate where strengths of the department and of the university cohere; they are Buddhism, Christianity, Islam, Judaism, and Modern Religious Thought, Ethics, and Philosophy. Statements of basic requirements and bibliography for these fields are available through the student's advisors. Students should identify their probable fields of study to the Graduate Director on enrollment in the program and will be assigned an advisor accordingly.

1.3.2. The student may propose a special field of study other than those established by the professoriate. Careful discussions with the Graduate Director and the advisor are undertaken before submission of such a proposal; submission is made by the end of the first year. The proposal describes the field's time periods, geographical areas, religious themes and figures, basic primary and secondary bibliography, necessary languages, faculty in the department and elsewhere in the university whose specialties support the proposed field, and a detailed plan of study by which the field will be covered. The proposal should not exceed seven pages; it is submitted to the Graduate Studies Administrator for approval by the professoriate.

1.4. Summary of Requirements

Numerals in parentheses here indicate relevant sections in this *Handbook*. Additional information on university requirements can be found in the *Stanford Bulletin* and *Graduate Student Handbook*. Documents on university policies and procedures are available on the World Wide Web at <http://gap.stanford.edu/>.

Courses: 135 units total (2.1), including:

- a. Two seminars: RS 304A and 304B (5.2.1)
- b. Two courses in an area outside the student's field (5.2.2)
- c. One pedagogy course: RS 391 (5.2.4)

Teaching:

- a. One internship (4.2)
- b. Two assistantships (for students on university fellowship) (4.1)

Essays:

- a. Special field proposal (for students doing independent field) (1.3.2)
- b. Self-evaluation (7.2)
- c. Declaration of area of specialization (7.3)
- d. Paper in field (7.4)

Foreign languages: French or German plus one other modern language (6.1)

Qualifying examinations (9.0)
Dissertation proposal (10.0)
University oral examination (11.1)
Dissertation submission (11.2)

1.5. Timetable for Completion of Requirements

The doctoral program can be completed in as few as four years; most students take longer. The following gives a chronological schema of the requirements. Numerals in parentheses indicate relevant *Handbook* sections or course numbers.

First year:

- “Theories and Methods” (RS 304A or B), usually offered in autumn quarter (5.2.1).
- “Teaching Religious Studies” (RS 391), usually offered in the winter, every other year; must be passed prior to candidacy (5.2.4).
- Self-evaluation, by May 1st (7.2).
- Special field proposal (for students doing independent field), by end of year (1.3.2).

Second year:

- “Theories and Methods” (304A or B), usually offered in autumn quarter (5.2.1).
- “Teaching Religious Studies” (RS 391), *if you did not take it first year* (5.2.4).
- Declaration of area of specialization, by end of winter quarter (7.3).
- Teaching Assistantship (for students on university fellowship) (4.1); Teaching Internship (sign up for 390) (4.2).
- First course outside area (recommended) (5.2.2).
- First foreign language requirement, prior to candidacy (6.1).
- Candidacy dossier, by beginning of spring quarter (8.1.2).
- Application for candidacy, by end of spring quarter (8.2), and/or application for M.A. (2.5).

Third year through completion:

- Paper in field, by end of ninth quarter (7.4).
- Second course outside area, by end of third year (5.2.2).
- Remaining teaching assistantships (for students on university fellowship) (4.1).
- Second foreign language requirement, prior to qualifying examinations (6.1).
- Qualifying examinations (9.0).
- Formation of dissertation committee (10.1).
- Dissertation proposal (10.2 and 10.3).
- University oral examination on the dissertation (11.1)
- Notice of Intention to Complete Degree Requirements, one quarter before completion of degree (11.2.2).
- Submission of dissertation (11.2).

1.6. Departmental Organization

- 1.6.1. The Religious Studies faculty consists of the professoriate (Professors, Associate Professors and Assistant Professors) plus others with teaching appointments in the department -- such as Professors by Courtesy, Professors (Teaching), Visiting Professors, Senior Lecturers, etc. The professoriate is in charge of the academic policies of the graduate program, but other members of the faculty may, with consent of the Chair, serve as student advisors and as members of students' committees. Non-departmental faculty of Stanford may also serve on some committees, and non-Stanford faculty may serve on the dissertation committee with the permission of the Graduate Director.
- 1.6.2. The Chair is in charge of the overall administration of the department, including matters of program, personnel, curriculum and finance.
- 1.6.3. The Graduate Director is the member of the professoriate appointed by the Chair to oversee the academic administration of the graduate program. The director provides information and assistance concerning the academic program and serves as a liaison between graduate students and faculty.
- 1.6.4. The Graduate Studies Administrator is the staff person in charge of maintaining student records and assisting faculty and students with the operation of the program. The Officer provides information and assistance concerning university and departmental rules and regulations.
- 1.6.5. The advisor is the faculty member assigned by the Graduate Director (in consultation with the student) to assist the student with his or her academic program. Advisors are assigned year by year and may be changed during the course of the student's program.

1.7. Student Representation and Grievance Procedures

- 1.7.1. Enrolled graduate students are members of the departmental Graduate Student Association. Each year, the department will designate one graduate student as the representative (and one as an alternate) to the faculty. Except during discussion of individual students, the representative attends faculty meetings as a voting member.
- 1.7.2. Graduate students are represented by at least one member, appointed by the Chair, on departmental graduate admissions committees and search committees for new faculty appointments.
- 1.7.3. Students with an academic grievance against a member or members of the faculty may appeal to the Graduate Director (or the Chair) to appoint a grievance officer from among the faculty to look into and seek to resolve the matter. Students wishing to take their grievance beyond the department may follow the university procedures

given under "Student Academic Grievance Procedures" in the *Graduate Student Handbook*.

2.0. GENERAL RULES AND REGULATIONS

General information on graduate study at Stanford can be found in the university's publications *Graduate Student Handbook* and *Stanford Bulletin*.

2.1. Unit and Residency Requirements

2.1.1. The Ph.D. requires at least 135 units of graduate work in addition to the dissertation. Full-time registration is defined by the university as enrollment for at least 11 units per quarter. During quarters when they are fulfilling the university T.A. requirement, students receiving university financial support may register for a maximum of 10 units per quarter.

2.1.2. Minimal progress in the graduate program is defined by the university as the completion with a passing grade for full-time students, of at least 24 units per year, normally at least 8 units per quarter, or, for part-time students, of at least 18 units per year, normally at least 6 units per quarter. Students identified by the Registrar as failing to maintain minimal progress are given warning and are required to submit to their advisor a plan for the elimination of deficiencies.

2.2. Transfer Credit

2.2.1. Students who have taken courses as graduate students at other institutions may apply up to the equivalent of 45 units of credit toward the university residency requirement. Such credit does not reduce the time to advancement to candidacy.

2.2.2. Students entering the doctoral program from the department's M.A. program may apply up to three quarters of residency and unit credit to the university Ph.D. requirements. They may also receive credit for one required seminar in theories and methods. Such credit does not reduce the time to candidacy.

2.2.3. On approval by the Graduate Director, students may transfer credit for the language requirements and for the required courses in an area outside their field.

2.2.4. Students are warned that significant transfer credit may shorten the period of university financial aid.

2.3. Study Away from Stanford

2.3.1. Stanford students may register for courses at the University of California, Berkeley, with credit applied directly to their program. Students planning to take courses at Berkeley should consult with their advisor for approval and the Graduate Studies Administrator for information on registration procedures.

2.3.2. Students may undertake extended periods of study at other institutions with the endorsement of their advisor and the approval of the Graduate Director. Such study is usually done on a leave of absence from Stanford, with two notable exceptions. The university participates in the Exchange Scholar Program, which enables doctoral students to register for up to one year, with the Stanford fellowship, at certain other American universities; details of this program are available from the Graduate Studies Administrator. University fellowships may also be used for study at the Stanford centers in China and Japan; details are available from the Center for East Asian Studies. Students considering enrollment in these programs should consult with the Graduate Studies Administrator on their plans for fulfilling their teaching assistantship requirements.

2.3.3. Extended study away from Stanford on a leave of absence, during the first three years of the program will affect the timetable for completion of requirements and may require special arrangements. Students applying for such leave should arrange in advance with their advisor and the Graduate Director a schedule for fulfillment of outstanding requirements.

2.4. Leaves of Absence

2.4.1. Students may apply for a leave of absence of one to three quarters at any time during the program. During such leaves, formal affiliation with the university is suspended: the student is not subject to university fees or the timetable of program requirements and does not enjoy university benefits. Extension of leave beyond three quarters requires a re-application. Application forms are available from the Graduate Studies Administrator and should be submitted to the Graduate Director with the endorsement of the advisor. Students are warned that, in principle, the university does not guarantee the resumption of financial aid following leaves of absence.

2.4.2. The university makes special provision for students in need of short-term medical, maternity or paternity leaves; see the *Graduate Student Handbook* for details.

2.5. The Master's Degree

2.5.1. Students proceeding towards candidacy for the Ph.D. may apply for the M.A. upon completion of the degree requirements.

2.5.2. Students working toward the Ph.D. who are not recommended for candidacy may receive the M.A. degree upon completion of the degree requirements.

2.5.3. The requirements for the M.A. degree are (1) 45 units of graduate study, (2) one foreign language, and (3) one of the required departmental seminars in theories and methods.

2.6. AGR and TGR

Advanced Graduate Registration and Terminal Graduate Registration permit advanced graduate students to register and use the facilities of the university without enrolling for a full-time course load. Regulations can be found under "Advanced Degrees" in the *Stanford Bulletin*; application forms are available from the Graduate Studies Administrator. Students should normally apply for TGR status immediately after forming their dissertation committee (see 10.1).

3.0. FINANCIAL, LEARNING AND PLACEMENT SUPPORT

3.1. Financial Aid

3.1.1. The five-year university doctoral fellowship includes three summer quarters of tuition and stipend. Students should arrange for their summer support with the Graduate Studies Administrator.

3.1.2. In addition to the university fellowship, there are several forms of financial assistance (including conference travel funds, summer support, loans, campus jobs, scholarships, teaching and research assistantships, etc.) available from various sources in the university. Information on these and non-Stanford sources of financial support, such as dissertation fellowships, is available from the Graduate Studies Administrator. Students should keep in mind that acceptance of major grants other than their university fellowship may affect their university funding.

3.1.3. Depending on the departmental budget, the Chair may have funds to assist students, including salaries for teaching and teaching assistantships or other jobs in the department, as well as limited funds for special academic or personal expenses. Individual faculty members may also have research funds that can be used to support an assistant. Students in need of financial help should feel free to approach their advisor, the Graduate Director, and/or the Chair for assistance.

3.1.4. According to university regulations, students on full fellowship support are not permitted to work for more than eight hours per week during the academic year.

3.2. Learning Assistance

The university's Center for Teaching and Learning provides courses and tutoring for students seeking to improve their study and writing skills. Non-native English speakers can get help from this Center in the preparation of written work; they may also consult with their advisor or the Graduate Director for assistance in finding help within the department. Counseling and Psychological Services of the Cowell Student Health Center provides help with personal problems affecting academic work.

3.3. Job Placement

The university maintains a Career Planning and Placement Center to assist students in developing a placement file and preparing for job applications and interviews. Further assistance is available from the Graduate Director, Graduate Studies Administrator, and the graduate student association.

4.0. TEACHING ASSISTANTSHIPS AND INTERNSHIPS

4.1. Teaching Assistantships

4.1.1. All students on fellowship support are obligated to serve two quarters as half-time teaching assistants, beginning in the second year. During these quarters, students may register for a maximum of 10 units. A half-time teaching assistantship is normally defined by the university as two discussion sections in a course in the department but may involve other teaching duties.

4.1.2. In times of extraordinary need due to high enrollments, the department may provide opportunities for students to act as teaching assistants beyond the obligatory two quarters. For students beyond their fellowship years, such work will be remunerated through a regular TA stipend. Students who are still on fellowship when they accept extra teaching duties will have their fellowships extended beyond the regular five-year package.

4.2. Teaching Internship

4.2.1. All students are required as part of their academic program to complete one teaching internship in Religious Studies, for which they may receive graduate credits by registering for RS 390: Teaching Internship. The internship is intended to provide students with the opportunity to team-teach a course in the department with a member of the faculty.

4.2.2. The teaching internship is additional to the obligation of two quarters of teaching assistantship.

4.3. Assignment and Training

4.3.1. Teaching assistant course assignments are arranged by the Graduate Studies Administrator, in consultation with the Graduate Director. Students should contact the Graduate Studies Administrator during the spring term regarding assistantships for the following year.

4.3.2. Teaching internships require advanced planning by both faculty and student. Faculty must propose the curriculum for the following year during the winter quarter;

students should therefore arrange with faculty early in that quarter for internships planned for the following year.

- 4.3.3. Stanford's Center for Teaching and Learning offers educational programs and materials for teaching assistants. The department's Graduate Student Association also offers a handbook and occasional workshops on teaching in religious studies.

4.4 Opportunities for Advanced Teaching

Students who have completed their qualifying examination may apply to the Chair of the department to teach a course in their area of expertise. Funding for one such course is available each year. Students should submit a course proposal and syllabus to the Chair and applicants will be chosen on the basis of quality of submissions and financial need.

5.0. COURSES

5.1. General rules

- 5.1.1. Courses numbered 200-289 apply 3-5 units of credit each, while courses numbered 299-399 apply variable units of credit each, to the Ph.D. requirements. Courses numbered 100-199 may, with approval of the advisor, apply 3-5 units of credit each to the requirements. Courses numbered below 100 do not apply to the requirements, with the exception of language courses, on which see 5.1.3 below.
- 5.1.2. Courses passed with a grade of B-minus or higher (or as S or CR in courses where this is the only option) apply to the total units required for the Ph.D. A student receiving two course grades lower than B-minus is subject to review by the faculty and possible termination from the program.
- 5.1.3. Students may take no more than one introductory language course in any quarter. Such courses may be credited to Ph.D. coursework requirement upon the approval of both the advisor and the Graduate Director.
- 5.1.4. Students who receive a grade of Incomplete in a course have three quarters (not including the summer quarter) in which to finish the assigned work. Failure to complete the work within the time limit will result in a grade of No Credit for the course.

5.2. Required courses

- 5.2.1 Students complete two seminars, RS 304A and 304B, on theories and methods in religious studies. One of these seminars is offered every year. Both seminars must be completed prior to candidacy.

5.2.2 Students take two courses in an area significantly different from the student's own field. Courses selected to fulfill this requirement are subject to approval by the Graduate Director; courses taken outside the department or as a graduate student at another university may qualify. It is recommended that the two courses be interlinked in terms of religious tradition or topic and that at least one be taken prior to candidacy.

5.2.3. Students should do course work with at least five different faculty members of the department during their first two years in the program.

5.2.4 Students must take one 3-unit course in pedagogy, "Teaching Religious Studies" (391), usually offered in the winter quarter every other year by a faculty member. This course must be passed prior to candidacy.

6.0. LANGUAGES

6.1. Foreign Languages.

6.1.1. Students are required to demonstrate reading knowledge of at least two modern foreign languages, including French or German. The languages chosen should be those in which there is a significant body of scholarship in the student's field. Certification of one of the required languages is completed prior to advancement to candidacy; remaining language requirements are completed prior to the qualifying examinations.

6.1.2. Language competence is certified as follows: (1) for French, German, Spanish or Portuguese: (a) by examination, as set by the relevant department, or (b) by coursework, with a final grade of B or better, in French 10, German 52, Spanish 13 or Portuguese 13; (2) for other languages: by examination or coursework, as determined by the advisor. Certification of language competence from another institution may qualify.

6.1.3. In addition to the two required foreign languages, students are expected to acquire knowledge of any other languages, classical or modern, deemed necessary by their advisor for research in their area of specialization. Students are warned that introductory language courses may be credited to the Ph.D. program only when approved by both the advisor and the Graduate Director. Appropriate advanced courses involving the study of texts in foreign languages may also be so credited, but require the approval only of the advisor.

6.2. English.

Written work submitted to the department must be in acceptable English. Non-native speakers may need to seek editorial assistance in the preparation of their written work. (For such assistance, see 3.2.)

7.0. ESSAYS

7.1. Special Field Proposal

Only for students doing an independent field (see 1.3.2).

7.2. Self-evaluation

By May 1st of the first academic year each graduate student submits (to the Graduate Studies Administrator) a brief (five-page) written self-evaluation of academic progress to date and a projection of academic work for the second year, including a statement of progress toward declaring the area of specialization. The self-evaluation should be read and signed by the student's advisor prior to submission. It is used as a starting point for a faculty discussion of the student's work during the first year; the results of the discussion are conveyed to the student by the advisor.

7.3. Declaration of Area of Specialization

7.3.1. By the middle of the fifth quarter the student submits (to the Graduate Studies Administrator) a brief statement of the selected area of specialization, endorsed by the student's advisor. This declaration is used in considering the student's application for candidacy and in formulating questions for the qualifying examinations. The student should submit a draft well in advance to the advisor for her/his advice and criticism.

7.3.2. The declaration names the area; shows its limits of time and place; identifies the major subjects, works, and themes that make up the specialization; lists relevant work already completed toward the specialization and projects work anticipated for the remainder of the program; describes the progress in the acquisition of necessary language competence; and notes the specific strengths of faculty in Religious Studies and other departments that make this area of specialization feasible at Stanford. The declaration should not exceed seven pages and should not include a formal bibliography.

7.3.3. The declaration is read and discussed by the professoriate, which gives reasons to the student in case of disapproval. Declarations of area of specialization disapproved may be revised and resubmitted for approval by the beginning of the sixth quarter.

7.3.4. Students who, after advancement to candidacy, wish to redefine their area of specialization may do so with the approval of the professoriate.

7.4. Paper in Field

7.4.1. By the beginning of the ninth quarter, the student submits (to the Graduate Studies Administrator) a paper on a topic in the chosen field (See Appendix: Guidelines for Writing the Paper in Field). The paper should be written as if for submission as an

article in a scholarly book or journal in the field -- i. e., a work of article length (typically 20-40 ms pp), written for specialists and meeting the sorts of standards (in substance, argument, form and style) expected by a peer reviewer.

7.4.2. The paper is read by a committee made up of the advisor and at least one other faculty (as agreed upon by student and advisor); non-departmental faculty may be included. All readers offer detailed written criticism and advice on both form and content, together with a judgment on whether or not the paper has satisfied the requirement.

7.4.3. Papers deemed by the committee not to have satisfied the requirement are revised and resubmitted to the advisor, who may reconvene the committee or accept the revision, as appropriate. The paper must be accepted before the student may proceed to the qualifying exams.

8.0. CANDIDACY

8.1. Requirements for Candidacy

8.1.1. By university policy, continuing doctoral students must be advanced to candidacy before their seventh quarter. Students applying for candidacy must have met university requirements for minimal progress at the time of application. In addition, Religious Studies students must have completed the two required theories and methods seminars (5.2.1), and one teaching colloquium, "Teaching Religious Studies" (5.2.4), as well as one of the two language requirements (6.1), and the declaration of area of specialization (7.3).

8.1.2. At the beginning of the sixth quarter, the student compiles a candidacy dossier that provides the basis for the professoriate's recommendation regarding the student's advancement to candidacy. The dossier includes a record of all course work, the approved declaration of area of specialization, and two papers from courses (of approximately fifteen to twenty pages each, at least one of which should be in the student's chosen field).

8.1.3. The professoriate evaluates the completed candidacy dossier and makes its recommendation about advancing the student to candidacy for the Ph.D. If the recommendation is negative, the student may become a candidate for the M.A. degree (2.5).

8.1.4. In advancing the student to candidacy, the faculty reviews the student's past progress and makes recommendations for future study. The student is expected to work with the advisor and other faculty to comply with the recommendations; failure to do so in timely fashion will be considered evidence that the student is not making satisfactory progress toward the degree.

8.2. Application for Candidacy

8.2.1. Candidacy requires a formal application to the university, listing the student's program of study. The form is available from the Graduate Studies Administrator; it should be filed before the end of the sixth quarter.

8.2.2. Candidacy is valid for five years; it may be renewed subject to approval by the professoriate and the university.

9.0 QUALIFYING EXAMINATIONS

9.1 Examining Committee and Scheduling

9.1.2. The qualifying examinations consist of two parts: one written, the other oral. The examinations are conducted by a committee of at least three faculty (as agreed upon by student and advisor), of whom one is the advisor (as chair) and a majority are members of the professoriate; non-departmental faculty may be included.

9.1.3. Once the committee is formed, it is the responsibility of the student to make available to each member a copy of his or her declaration of area of specialization and to arrange a schedule for the examinations at times convenient for all members. Examinations are not scheduled during the summer quarter. The Graduate Studies Administrator can provide assistance in making arrangements.

9.2. The Written Qualifying Examination

9.2.1. The written examination is in two parts, of five hours each. The first part covers the student's chosen field; the second part, the area of specialization. The two parts may be completed over the space of one week, each part written in a single sitting, at a location convenient to the student; books and notes may be consulted during the writing. The completed examination is submitted to the Graduate Studies Administrator for distribution to the committee.

9.2.2. The examination is passed only if unanimously approved by the examining committee. If the examination is not passed, it may be taken again after three months.

9.3. The Oral Qualifying Examination

9.3.1. The oral qualifying examination (not to be confused with the university oral examination) is scheduled approximately two weeks after successful completion of the written examination, which it takes as its point of departure.

9.3.2. The examination lasts no more than three hours. It is passed only if unanimously approved by the examining committee. If it is not passed, it may be taken again after three months.

10.0 DISSERTATION PROPOSAL

10.1. Dissertation Committee

10.1.1. The dissertation committee is formed in consultation with the student's advisor immediately after passing the qualifying examinations (9.0). Formation of this committee requires the submission of a form (available from the Graduate Studies Administrator) to the university. *Upon submission of this form, the student should apply for TGR status (2.6).*

10.1.2. The dissertation committee is typically composed of the principal dissertation advisor and two readers, of whom at least one is a member of the department's professoriate. Dissertation committees may have no more than five members. Non-departmental and non-Stanford faculty may serve as readers when approved by the Graduate Director, but they may not form the majority of the committee. University regulations permit Non-Academic Council faculty (e.g. senior lecturers or faculty from other universities) to serve on dissertation committees if they hold a Ph.D. and so long as the majority of the committee members are Academic Council faculty.

10.1.3. It is the responsibility of the student to consult with all committee members during the writing of the dissertation and keep them informed of the progress of the work. Dissertation advisors have the right to require regular written progress reports.

10.2. Procedures

10.2.1. The dissertation proposal is submitted (to the Graduate Studies Administrator) after the formation of the dissertation committee. It is prepared in consultation with the advisor and read by the dissertation committee.

10.2.2. The committee discusses the proposal with the student and votes on its approval. Approval requires unanimous vote and may be conditional on revision. Proposals rejected by the committee may be revised and resubmitted.

10.3. Guidelines for Writing

Dissertation proposals should be approximately ten pages in length and do the following: (1) state the topic the dissertation will address, along with a discussion of the importance of the issues in question for the student's field and/or for religious studies; (2) establish the current status of the topic through a survey of the secondary literature (including other dissertations); (3) discuss the goals to be achieved through research on the topic; (4) describe the requisite research materials and methods; (5) provide an outline of the dissertation with a realistic projection of dates for completion; (6) provide a working bibliography of the principal primary and secondary sources for the dissertation.

11.0. DISSERTATION AND UNIVERSITY ORAL EXAMINATION

11.1. The University Oral Examination

11.1.1. This examination, required by the university of all Ph.D. students, involves the submission of a form (available from the Graduate Studies Administrator) at least two weeks prior to the

proposed date. By departmental policy, the exam is to be scheduled once the student has satisfied the advisor as well as other readers that a complete and final draft of the dissertation (including such elements as the bibliography and all other elements of the customary scholarly apparatus) is available for scrutiny and discussion. It is in the student's best interest to confer extensively with all readers in advance of the exam and ensure that there is general agreement that the dissertation is ready to be defended. It is therefore the responsibility of the student to provide all examiners with a copy of the dissertation draft well in advance of the examination date and to schedule the examination at a time convenient for all members. Examinations are not held during the summer quarter. The Graduate Studies Administrator can provide assistance in making arrangements.

11.1.2. The basic composition of the examining committee is set by university regulation: five or more faculty, normally all of whom are members of the Academic Council (i.e., hold regular faculty appointments at Stanford); one of these, who must be outside the department, presides as chair. Normally, the examining committee will include all members of the dissertation committee. In cases where a non-Academic Council faculty member takes part in the oral examination, only one of five or two of six or seven examiners may be non-Academic Council faculty.

11.1.3. The oral examination lasts no more than three hours, part of which may be open to all members of the academic community based upon the discretion of the student and the advisor. The examination is passed on a favorable vote of four examiners (out of five or six). Substantial revision of the dissertation may be required by the committee; passage of the oral examination is not equivalent to final approval of the dissertation. If the examination is not passed, it may be retaken after three months.

11.2. Submission of the Dissertation

11.2.1 According to university regulations, all requirements for the degree must be completed before candidacy expires. Candidacy is valid for five calendar years. The time limit is not automatically extended by a student's leave of absence. This means that students who have not received final approval of the dissertation (11.2.4) by the end of their seventh year must apply for an extension of their candidacy. This application is due in May in time for the faculty's annual review of graduate student progress. The Graduates Student Services Officer can assist you with the process.

11.2.2. During the quarter before the student intends to complete the degree, a form (Notice of Intention to Complete Degree Requirements) must be filed with the Graduate Office. The form is available from the Graduate Studies Administrator.

11.2.3. Directions regarding the form of the dissertation, title and signature pages, and the abstract can be obtained from the Graduate Degree Support Section; details on the process of approval and submission can be found under "Advanced Degrees" in the *Stanford Bulletin*. Students are warned that all necessary fees and materials must be submitted to the Graduate Degree Support Section on or before the last day of instruction in the quarter during which the degree is sought.

11.2.4 The dissertation is approved when the dissertation signature page is signed by all members of the committee.

Appendix: Guidelines for Writing the Paper in Field

The aim of this requirement is to have students develop the skills needed to write an acceptable article for a scholarly journal in their chosen field. If all goes well, the piece may become a first publication. Publications are increasingly common on the CVs of job applicants, even those just out of graduate school. So the exercise should serve at least as a dry run for a first article.

Step 1: Obtain several models of the sorts of articles you admire and that represent the kind of work you hope to do.

Step 2: Look at several of the journals in your field in which you might want to publish. Find out what sort of criteria they have for their articles: length, style sheet, submission requirements. (Often found at the beginning or on websites.)

Step 3: Buy a copy of the most recent edition of the *Chicago Manual of Style* or consult the online version. Even if the journal you wish to send your work to uses another format (the MLA Style Sheet for example), you will need to consult the Chicago manual for the rest of your life.

Step 4: Certain aspects of article writing give all beginners problems. Go through the following items with care:

- A. How to footnote. Pay attention to **ALL** the details. For example, page numbers are punctuated differently for books and for journal articles. Don't assume that you know how to do this. You may, but chances are you will learn some new tricks.
- B. The rules for ellipsis. These are confusing, and almost no one uses them correctly without checking.
- C. The rules for quoting other texts. Again, pay attention to all of the details: when to use quotation marks, when to indent, how to indicate any changes you make to the cited text.
- D. Anything else you are not quite clear how to do.

Step 5: Prepare your paper as though you will submit it for publication. That means everything must be double spaced, including quotations and notes and have standard margins. Notes should not be placed at the bottom of the page, but come in the form of Endnotes.

Step 6: In consultation with your advisor, determine your topic, method of approach and strategy for dealing with primary and secondary source material, write up a proposal for the paper. Go over the proposal draft with your advisor.

Step 7: Complete as finished a draft as you can. This is the form in which you would plan to submit it to a publication. Refereed journals will send the article to a reader or two for comments. Your advisor and second reader will serve in the same capacity. Expect them to ask you to make changes. Each person's experience will vary, but it is not uncommon for journals to ask for changes. At times authors can find reviews unreasonable, wrong and generally

infuriating. A key skill in getting published is learning how to respond diplomatically and constructively to criticism that you do not agree with.

This draft is due at the beginning of spring quarter of the third year.

Step 8: Revise the draft. Submit it to your advisor. If it is of sufficient quality, consult with him or her about where you might send it for possible publication.

The final revision is due no later than the end of the spring quarter of the third year.