INTERRELIGIOUS ENGAGEMENT

The comprehensive exams for Ph.D. students in the Interreligious Engagement Field will consist of four exams in the following areas:

1. Theory and Methods in the Study of Religious Diversity

Description: The objective of this exam is to demonstrate competency in theories and methods related to the study of religious diversity that are drawn from sub-disciplines: comparative theology; theology of religions; religious studies/history of religions; interfaith studies; practical modes of interreligious engagement, and interfaith dialogue.

Content: Many of the sources will be covered in theory and methods courses.

Format: Timed, closed book exam and follow-up conversation with readers. The follow-up conversation will take place before the student receives reader feedback, and will serve as another avenue for discerning the student’s comprehension of the materials.

1. Tradition Specific Exam 1: Primary Tradition

Description: The objective of this exam is to demonstrate a research level competency in a primary tradition.

Content: Specific focus of and sources for the exam will be developed by the student in close consultation with the advisor and exam readers.

Format: Take home exam. The questions on this exam will be formulated in

conversation with the student’s advisor.

1. Tradition Specific Exam 2: Secondary Tradition

Description: The objective of this exam is to demonstrate an undergraduate teaching competency in a second tradition. The tradition will vary dependent on student, but will most likely align with faculty capacity in the areas of Buddhism, Christianity, Hinduism, Islam, and Judaism.

Content: Specific focus of and sources for the exam will be developed by the student in close consultation with the advisor and exam readers.

Format: Timed, closed book exam. One or more questions on this exam will be related to teaching of the tradition.

1. Dissertation-Related Comparison Exam

Description: The objective of this exam is to demonstrate competency in the existing literature on comparison of the student’s two main traditions. The literature may span multiple fields, and will be identified in light of the student’s particular research focus and in preparation for the student’s specific dissertation project.

Content: Specific focus of and sources for the exam will be developed by the student in close consultation with the advisor and exam readers.

Format: Academic essay, not to exceed 30 pages plus notes and bibliographic citations.