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2005–2006



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Series 101 Number 5 July 25, 2005

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Inquiries

Requests for catalogues and application material should be addressed to the Office of Admissions, Yale University Divinity School, 409 Prospect Street, New Haven, Connecticut 06511, telephone 203.432.5360, fax 203.432.7475.

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Divinity School 2005 – 2006

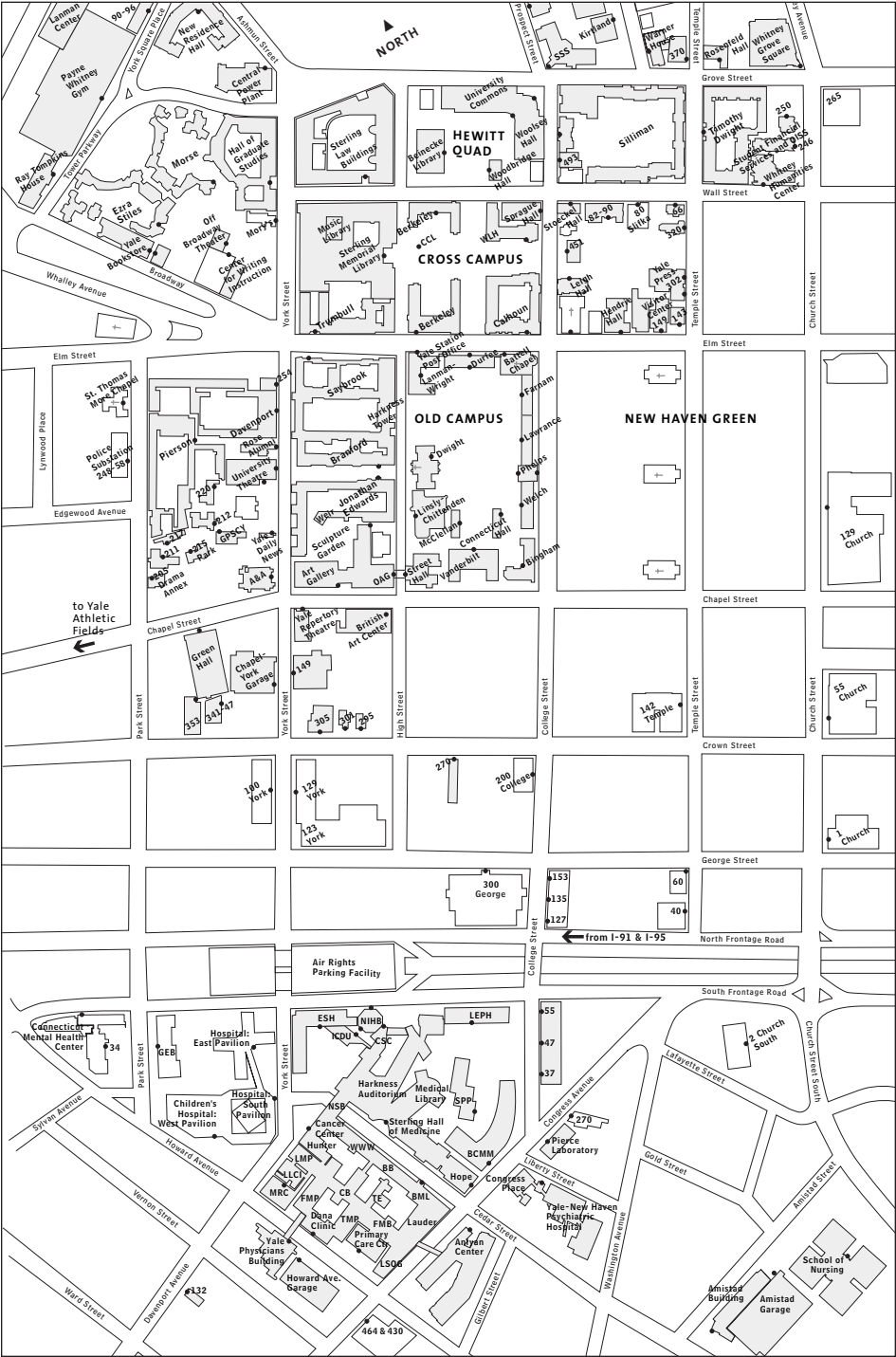
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YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



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Calendar

The calendar of the Divinity School is coordinated with the schedule of the University. The school year normally begins immediately after Labor Day, and the first term ends just before Christmas. The second term begins in mid-January and ends in early May.

FALL 2005

Aug. 23–26	Tues.–Fri.	Orientation.
Aug. 30	Tues.	Online registration begins, 9 A.M.
<i>Aug. 31</i>	<i>Wed.</i>	<i>Fall-term classes begin, 8.30 A.M.</i>
Sept. 9	Fri.	Online registration ends, 4 P.M.
Sept. 21	Wed.	Last day to add a course.
Oct. 7	Fri.	Reading period begins, 6 P.M.
Oct. 10–13	Mon.–Thurs.	Fall Convocation.
Oct. 17	Mon.	Reading period ends, 8.30 A.M.
Oct. 19	Wed.	Last day to drop a course.
Nov. 3	Thurs.	Visitation Day for prospective students.
Nov. 7–11	Mon.–Fri.	Advising period for spring 2006.
Nov. 18	Fri.	Reading period begins, 6 P.M.
Nov. 23	Wed.	Reading period ends, 6 P.M. Thanksgiving recess begins, 6 P.M.
Nov. 28	Mon.	Thanksgiving recess ends, 8.30 A.M. Classes resume, 8.30 A.M.
Dec. 6	Tues.	Classes end. Reading period begins, 6 P.M.
Dec. 12	Mon.	Reading period ends. Examinations begin, 8.30 A.M.
<i>Dec. 16</i>	<i>Fri.</i>	<i>Final exams end. Fall term ends, 6 P.M.</i>

SPRING 2006

Jan. 2	Mon.	Grades due for fall 2005.
<i>Jan. 9</i>	<i>Mon.</i>	<i>Spring-term classes begin, 8.30 A.M.; online registration begins.</i>
Jan. 16	Mon.	Martin Luther King, Jr. Day. No classes.
Jan. 18	Wed.	Online registration ends.
Jan. 30	Mon.	Last day to add a course.
Feb. 3	Fri.	Reading period begins, 6 P.M.
Feb. 13	Mon.	Reading period ends, 8.30 A.M.
Feb. 27	Mon.	Last day to drop a course.
Mar. 3	Fri.	Spring recess begins, 6 P.M.
Mar. 20	Mon.	Spring recess ends, 8.30 A.M.
Apr. 10–21	Mon.–Fri.	Advising period for fall 2006.
Apr. 11	Tues.	Admissions open house.
Apr. 14	Fri.	Good Friday. No classes.

Apr. 24	Mon.	Martin Luther King, Jr. Day classes rescheduled.
Apr. 25	Tues.	Good Friday classes rescheduled.
		Reading period begins, 6 P.M.
May 1	Mon.	Reading period ends. Examinations begin, 8.30 A.M.
May 5	Fri.	<i>Spring term ends, 6 P.M.</i>
May 8	Mon.	Senior grades due.
May 21	Sun.	Baccalaureate Service, 4 P.M.
May 22	Mon.	University Commencement.
May 23	Tues.	All other grades due.

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* On leave of absence, fall 2005.

† On leave of absence, spring 2006.

‡ On leave of absence, 2005–2006.

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Alice de V. Perry, B.A., M.A., M.A.T., M.DIV., D.MIN., *Lecturer in Pastoral Care*, 2005–2006.

Dale Peterson, B.A., M.DIV., *Lecturer in the History/Polity of the Baptist Church*, fall 2005.

William Rusch, B.A., M.DIV., D.PHIL., *Lecturer in the History/Polity of the Lutheran Church*, fall 2005.

Kent Siladi, B.S., M.DIV., *Lecturer in the History/Polity of the United Church of Christ*, fall 2005.

Lynda Lea Snyder, B.A., M.DIV., *Lecturer in Practical Theology*, spring 2006.

Visiting and Adjunct Faculty

Randall Balmer, B.A., A.M., M.A., M.DIV., PH.D., *Visiting Professor of American Religious History*, fall 2005.

§ Philip Bohlman, B.M., M.M., PH.D., *Distinguished Visiting Professor of Ethnomusicology*, fall 2005.

§ Lorenzo Candelaria, B.MUS., PH.D., *Visiting Assistant Professor of Ethnomusicology*, spring 2006.

§ Melva Wilson Costen, B.A., M.A.T.M., PH.D., *Visiting Professor of Liturgy*, fall 2005.

Judith Gundry-Volf, B.A., M.A., TH.D., *Associate Professor (Adjunct) of New Testament*.

Debra W. Haffner, B.A., M.DIV., M.P.H., *Visiting Lecturer in Pastoral Care*, spring 2006.

Donald Kirkham, B.A., M.ED., B.D., PH.D., *Associate Professor (Adjunct) of Methodist Studies*, 2005–2006.

§ Gordon Lathrop, B.A., B.D., TH.D., *Visiting Professor of Liturgical Studies*, spring 2006.

Karen Lebacqz, B.A., M.A., PH.D., *Visiting Professor of Theological Ethics*, 2005–2006.

Burke O'Conner Long, B.A., B.D., M.A., PH.D., *Visiting Professor of Old Testament*, fall 2005.

David W. Miller, B.S., B.A., M.DIV., PH.D., *Assistant Professor (Adjunct) of Business Ethics*.

Kenneth Pieter Minkema, B.A., M.A., PH.D., *Assistant Professor (Adjunct) of American Religious History*, 2004–2005.

Richard Mollica, B.A., M.A., M.A.R., PH.D., M.D., *Visiting Professor of Pastoral Care*, fall 2005.

Holmes Rolston III, B.S., B.D., M.A., PH.D., *Visiting Professor of Philosophy*, 2005–2006.

Jeffrey Rowthorn, *Associate Professor (Adjunct) of Pastoral Theology and Worship*, 2005–2006.

§ Martha Serpas, B.A., M.A., M.DIV., PH.D., *Visiting Associate Professor of Religion and Literature*, fall 2005.

Frederick J. Streets, B.A., M.DIV., M.S.W., D.S.W., *Chaplain of Yale University and Assistant Professor (Adjunct) of Pastoral Theology*.

Institute of Sacred Music

Wesley D. Avram, B.S., M.DIV., PH.D., *Stephen Merrell Clement–E. William Muehl Assistant Professor of Communication Arts.*

Jeffrey Brillhart, M.M., *Lecturer in Organ Improvisation.*

Marguerite L. Brooks, M.M., *Associate Professor (Adjunct) of Choral Conducting.*

Lorenzo Candelaria, B.MUS., PH.D., *Visiting Assistant Professor of Ethnomusicology, spring 2006.*

Simon Carrington, M.A., *Professor (Adjunct) of Choral Conducting.*

Melva Wilson Costen, M.A., M.A.T.M., PH.D., *Visiting Professor of Liturgical Studies, fall 2005.*

Patrick Evans, B.M., B.M.E., M.M., D.M., *Senior Lecturer in the Practice of Sacred Music.*

Margot E. Fassler, B.A., M.A., PH.D., *Robert S. Tangeman Professor of Music History and Liturgy.*

† Siobhán Garrigan, B.A., S.T.M., PH.D., *Assistant Professor of Liturgical Studies and Assistant Dean for Chapel.*

Martin D. Jean, B.A., A.MUS.D., *Director of the Institute of Sacred Music and Professor of Organ.*

Jaime Lara, B.A., M.A., M.DIV., S.T.M., PH.D., *Associate Professor of Christian Art and Architecture.*

Gordon W. Lathrop, B.A., B.D., DRS.TH., *Visiting Professor of Liturgical Studies, spring 2006.*

Judith Malafronte, M.A., *Lecturer in Voice.*

Mark Miller, M.M., *Lecturer in the Practice of Sacred Music.*

Thomas Murray, B.A., *Professor (Adjunct) of Organ.*

Markus Rathey, PH.D., *Assistant Professor (Adjunct) of Music History.*

* Lana Schwebel, A.B., M.A., PH.D., *Assistant Professor of Religion and Literature.*

Martha Serpas, B.A., M.A., M.DIV., PH.D., *Visiting Associate Professor of Religion and Literature, fall 2005.*

Bryan D. Spinks, B.A., DIP.TH., M.TH., B.D., D.D., *Professor of Liturgical Studies.*

James Taylor, B.MUS., M.DIPL., *Associate Professor (Adjunct) of Voice.*

Thomas H. Troeger, B.A., B.D., S.T.D., D.D., *J. Edward and Ruth Cox Lantz Professor of Christian Communication.*

* On leave of absence, fall 2005.

† On leave of absence, spring 2006.



General Information

NATURE OF THE DIVINITY SCHOOL

The Divinity School is interdenominational and completely nonsectarian. The faculty is drawn from the major Christian traditions, and the students represent forty denominations and groups. Instruction is provided in the history, doctrines, and polity of all the major church bodies.

Since 1971, Berkeley Divinity School at Yale, an Episcopal seminary, has been affiliated with Yale Divinity School. Berkeley Divinity School retains its identity through its board of trustees, its dean, and the Berkeley Center located at 363 St. Ronan Street. Episcopal students come under the care of the dean of Berkeley Divinity School for spiritual formation and counseling, but are not differentiated from other Yale Divinity School students. As a result of the affiliation, there is one integrated student body and faculty.

The Institute of Sacred Music was founded in 1973. It is affiliated with both the School of Music and the Divinity School.

The Divinity School offers programs of study leading to the degrees of Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.), and Master of Sacred Theology (S.T.M.). Programs for the degree of Doctor of Philosophy (Ph.D.) are offered by the Department of Religious Studies in the Graduate School.

A number of Divinity School faculty hold joint appointments in the Department of Religious Studies; others regularly participate in the doctoral program, and some departmental faculty regularly offer courses in the Divinity School.

The Divinity School is a graduate professional school of Yale University, which also includes Yale College, the Graduate School of Arts and Sciences, the School of Medicine, the Law School, the School of Art, the School of Music, the School of Forestry & Environmental Studies, the School of Architecture, the School of Nursing, the School of Drama, and the School of Management.

The Divinity School's Web site can be accessed at www.yale.edu/divinity/.

HISTORY OF THE DIVINITY SCHOOL

Training for the Christian ministry was a main purpose in the founding of Yale College in 1701. As expressed in its original charter it was to be a school "wherein Youth may be instructed in the Arts & Sciences who through the blessing of Almighty God may be fitted for Publick employment both in Church & Civil State." That purpose has always been recognized at Yale, and the history of the University is one of increasing development in the facilities for training for religious service.

During the early years of Yale College its general curriculum, supplemented in some cases by a year or two of reading under the direction of its instructors, was deemed sufficient for ministerial preparation. In 1746 an enlarged recognition of the needs of the ministry led to the establishment of a professorship of divinity through the efforts

of President Thomas Clap. By 1822 this had developed into a separate department, later known as the Yale Divinity School.

The degree of Bachelor of Divinity (B.D.) was first conferred in 1867. In June 1971, by vote of the Yale Corporation, this degree was replaced by the Master of Divinity (M.Div.) degree.

The Berkeley Divinity School at Yale was founded by Bishop John Williams, and opened its doors on May 3, 1854, in Middletown, Connecticut. The school took its name from George Berkeley, bishop of Cloyne, Ireland, philosopher, educator, and missionary, who spent three years in Rhode Island (1728–30) seeking to establish a theological college in the New World. His plans failed, but he became a benefactor of Yale College, establishing graduate scholarships and donating books to the library. John Williams, while president of Trinity College in Hartford, established a theological department for ordinands. After his election as assistant bishop of Connecticut he moved to Middletown, taking this department with him as the nucleus of his new divinity school. Bishop Williams was dean of Berkeley until 1899, at the same time serving as bishop of Connecticut and also as Presiding Bishop of the Episcopal Church.

The Berkeley Divinity School was founded on the one-hundredth anniversary of Bishop Berkeley's death, and its move to New Haven in 1928 commemorated the two-hundredth anniversary of his coming to America. Berkeley was moved to New Haven in order to better fulfill its mission by being in touch with the resources of an urban center and a great university, a purpose fulfilled by its affiliation with Yale Divinity School in 1971.

The Yale Institute of Sacred Music is also affiliated with Yale Divinity School. ISM was established at Yale in 1973 through a gift from Clementine Tangeman and her brother J. Irwin Miller. The Institute is a successor to the renowned School of Sacred Music at Union Theological Seminary in New York City; the first director of ISM was organist Robert Baker, who had also been director of the School of Sacred Music. Over the decades at Yale, ISM has continued in its primary purpose of training musicians for the churches, and it supports programs in choral conducting and organ performance (both with the Yale School of Music) and in liturgical studies and religion and the arts (both with the Divinity School). A focus on the arts and worship within theological education is possible at the Divinity School because of the support given by ISM. ISM also offers generous scholarships to candidates for the M.Div. and M.A.R. in the Divinity School and to musicians in the School of Music.

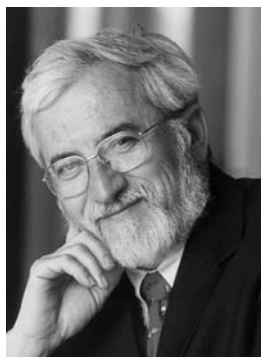
YALE DIVINITY SCHOOL MISSION STATEMENT

Yale Divinity School has an enduring commitment to foster the knowledge and love of God through critical engagement with the traditions of the Christian churches in the context of the contemporary world. It furnishes resources for the churches to reflect critically on their identity and mission in response to changing social and cultural realities and other religions of the world. It offers a university setting for the scholarly assessment of the religious features of human existence. Ecumenical and university-based, the

School recognizes as indispensable to its mission a communal environment that combines rigorous scholarly inquiry, public worship and spiritual nurture, practical involvement with the churches' ministries, and mutual regard among human beings across the diversities of gender, sexual orientation, race, class, nationality, and culture.

The Divinity School pursues its mission through three principal activities: (1) it enables women and men to prepare for the lay and ordained ministries of the Christian churches; (2) through its own programs and through the participation of members of its faculty in programs of the Graduate School, it shares in the education of those who will become scholars and teachers on the faculties of theological schools and departments of religious studies; and, (3) in conjunction with other professional schools of the University, it equips persons anticipating professional service in education, law, health care, social work, community organizations, public life, or the arts to understand more fully the theological basis of their vocations.

Adopted by the Yale Divinity School faculty, April 2, 1991.



Harold W. Attridge



Wesley D. Avram

Faculty Profiles

Harold W. Attridge, Dean of Yale Divinity School and Lillian Claus Professor of New Testament. Dean Attridge has made scholarly contributions to New Testament exegesis and to the study of Hellenistic Judaism and the history of the early Church. His publications include *Hebrews: A Commentary on the Epistle to the Hebrews*, as well as numerous book chapters and articles in scholarly journals. He has edited eleven books, most recently, with Margot Fassler, *Psalms in Community*. He has been an editorial board member of *Catholic Biblical Quarterly*, the *Harvard Theological Review*, the *Journal of Biblical Literature*, and the *Hermeneia Commentary Series*. He has been active in the Society of Biblical Literature and has served as president of the society. A.B. Boston College; B.A., M.A. Cambridge University (Marshall Scholar); Ph.D. Harvard University (Junior Fellow, Society of Fellows). (Roman Catholic)

Wesley D. Avram, Stephen Merrell Clement–E. William Muehl Assistant Professor of Communication Arts. Combining professional experience with scholarship, Professor Avram's research interests include broad issues in the intersection of rhetorical studies, philosophical theology, preaching, and the practice of ministry. He served most recently as senior pastor of the First Presbyterian Church in Wilmette, Illinois, and has also been college chaplain at Bates College. He has taught at both Bates and Northwestern, and has published articles and sermons in venues as varied as *The Journal of Religious Ethics*, *The New Oxford Review*, and *Sojourners* magazine. He is the contributing editor for *Anxious About Empire: Theological Reflections on the New Global Realities* (forthcoming 2004) and author of *Where the Light Shines Through: Discerning God in Everyday Life* (forthcoming spring 2005). He has received preaching prizes from the Christian Century Foundation and Princeton Seminary, and done special research supported by grants and fellowships from Princeton Seminary, the National Endowment for the Humanities, the Louisville Institute, and the Center for Theology and the Natural Sciences. He has also



Christopher A. Beeley



Barbara J. Blodgett



Joseph H. Britton

done special studies at the Hebrew University in Jerusalem, the Ecumenical Institute at Tantur (West Bank), the University of Chicago, and Yale University. B.S. Northwestern; M.Div. Princeton Seminary; Ph.D. Northwestern University. (Presbyterian)

Christopher A. Beeley, Walter H. Gray Assistant Professor of Anglican Studies and Patristics. Professor Beeley's research interests include early Christian theology, biblical interpretation, spirituality, and classical Anglican tradition. He is currently working on a book on Gregory Nazianzen's doctrine of the Trinity, and has published book reviews in the *Journal of Early Christian Studies* and the *Anglican Theological Review*. He teaches early Christian theology, Anglican theology and church history, and patristic Greek, and he is involved in Berkeley Divinity School's Anglican formation program. He is on the editorial board of the *Anglican Theological Review* and a member of the North American Patristic Society and the Society of Biblical Literature. An Episcopal priest and a University of Notre Dame Presidential Fellow, he previously taught at Washington and Lee University and has served parishes in Texas, Indiana, Virginia, and the New Haven area. B.A. Washington and Lee University; Dip.Angl.Stud. Berkeley Divinity School at Yale; M.Div. Yale University; Ph.D. University of Notre Dame. (Episcopal)

Barbara J. Blodgett, Director of Supervised Ministries. The Rev. Dr. Blodgett holds a doctorate in ethics; her research interests include ministry ethics, professional ethics, and feminist ethics. She is the author of *Constructing the Erotic: Sexual Ethics and Adolescent Girls* (2002) and is currently writing a book on trust in the ministry. She taught in the Religion Department at Oberlin College prior to joining the Divinity School administration in 1998. Ordained to the United Church of Christ, she served as associate pastor of First Congregational Church (UCC) in Amherst, Massachusetts. B.A. Wesleyan University; M.Div., Ph.D. Yale University. (United Church of Christ)

Joseph H. Britton, Dean of the Berkeley Divinity School at Yale and Associate Dean for Anglican Studies at Yale Divinity School. Dean Britton has extensive pastoral experience in parishes of the Episcopal Church in the United States and Europe. He served as Canon Missioner of the Convocation of American Churches in Europe, and was the



Adela Yarbro Collins

founding director of the Institute of Christian Studies. With wide involvement in ecumenical relationships, he has a particular academic interest in piety as the synthesis of religious faith and practice in the lives of believing men and women. As an Episcopal Church Foundation Fellow, he completed a dissertation on "Piety as Participation in the Divine Concern: The Mystical Realism of A. J. Heschel." Dean Britton is associate editor of the *Anglican Theological Review* and a member of the Standing Committee on Ecumenical and Interfaith Relations of the Episcopal Church. He has published articles in *The Anglican Theological Review*, *Sewanee Theological Review*, and *Anglican and Episcopal History*. A.B. Harvard University; M.Div., D.D. The General Theological Seminary; Th.D. Institut Catholique de Paris. (Episcopal)

Adela Yarbro Collins, Buckingham Professor of New Testament Criticism and Interpretation. Professor Yarbro Collins joined the Yale Divinity School in 2000 after teaching at the University of Chicago Divinity School for nine years. Prior to that, she was a professor in the Department of Theology at the University of Notre Dame. She was a member of the executive committee of the Society of New Testament Studies from 2002 to 2003. She is currently president of the New England Region of the Society of Biblical Literature. She was awarded an honorary doctorate in theology by the University of Oslo, Norway, in 1994 and a Fellowship for University Teachers by the National Endowment for the Humanities for 1995–96. Among her publications are *Cosmology and Eschatology in Jewish and Christian Apocalypticism*; *The Beginning of the Gospel: Probing of Mark in Context*; *Crisis and Catharsis: The Power of the Apocalypse*; *The Apocalypse* (New Testament Message series); and *The Combat Myth in the Book of Revelation*. Her current research project is a commentary on the Gospel according to Mark for the *Hermeneia* commentary series. She served as the editor of the Society of Biblical Literature's Monograph Series from 1985 to 1990. She currently serves on the editorial boards of the *Journal for the Study of the New Testament*, *Biblical Interpretation*, and the *Catholic Biblical Quarterly*. B.A. Pomona College; M.A., Ph.D. Harvard University. (Roman Catholic)



John J. Collins



Margaret A. Farley

John J. Collins, Holmes Professor of Old Testament Criticism and Interpretation. A native of Ireland, Professor Collins was a professor of Hebrew Bible at the University of Chicago from 1991 until his recent arrival at Yale Divinity School. He previously taught at the University of Notre Dame. He has published widely on the subjects of apocalypticism, wisdom, Hellenistic Judaism, and the Dead Sea Scrolls. His books include the commentary on Daniel in the Hermeneia series; *The Scepter and the Star: The Messiahs of Apocalypticism in the Dead Sea Scrolls*; *Jewish Wisdom in the Hellenistic Age*; *The Apocalyptic Imagination*; *Between Athens and Jerusalem: Jewish Identity in the Hellenistic Diaspora*; and most recently, *Introduction to the Hebrew Bible with CD-ROM*, *Does the Bible Justify Violence?*, and *Jewish Cult and Hellenistic Culture*. He is co-editor of the three-volume *Encyclopedia of Apocalypticism* and has participated in the editing of the Dead Sea Scrolls. He is editor of a monograph series for Brill titled *Journal for the Study of Judaism Supplements* and of the journal *Dead Sea Discoveries*, and has served as editor of the *Journal of Biblical Literature* and as president of the Catholic Biblical Association. He has served as president of the Catholic Biblical Association and of the Society of Biblical Literature. B.A., M.A. University College, Dublin; Ph.D. Harvard University. (Roman Catholic)

Margaret A. Farley, Gilbert L. Stark Professor of Christian Ethics. The recipient of ten honorary degrees, the John Courtney Murray Award for Excellence in Theology, and a Luce Fellowship in Theology, Professor Farley is a past president of the Society of Christian Ethics and the Catholic Theological Society of America. She is the author or editor of five books, including *Personal Commitments: Beginning, Keeping, Changing*. She has published more than eighty articles and chapters of books on medical ethics, sexual ethics, social ethics, historical theological ethics, ethics and spirituality, and feminist ethics. She has served on the Bioethics Committee of Yale–New Haven Hospital and on the Ethics Committee of the American Society of Reproductive Medicine. Professor Farley directs and co-directs two projects relating to women, theology, and response to HIV/AIDS in Africa. She is also co-director of the Yale University Interdisciplinary Bioethics Project. B.A., M.A. University of Detroit; M.Phil., Ph.D. Yale University. (Roman Catholic)



Margot E. Fassler



Siobhán Garrigan



Judith Gundry-Volf

Margot E. Fassler, Robert Tangeman Professor of Music History and Liturgy. Professor Fassler's special fields of study are medieval and American sacred music, and the liturgy of the Latin Middle Ages. Her subspecialties are liturgical drama of the Middle Ages and Mariology. Her book *Gothic Song: Victorine Sequences and Augustinian Reform in Twelfth-Century Paris* has received awards from both the American Musicological Society and the Medieval Academy of America. She has edited a volume on the divine office (Oxford University Press), and has just completed a book on the cult of the Virgin Mary at Chartres (forthcoming from Yale University Press). She is the author of numerous articles on a broad range of topics and is currently preparing a book on the twelfth-century theologian, exegete, and composer Hildegard of Bingen. B.A. State University of New York; M.A. Syracuse University; M.A., Ph.D. Cornell University. (Roman Catholic)

Siobhán Garrigan, Assistant Professor of Liturgical Studies and Assistant Dean for Chapel. Professor Garrigan is author of *Beyond Ritual: Sacramental Theology after Habermas* (2003) and a former Government of Ireland Humanities Scholar. Before coming to Yale, she taught Religion Today: Tradition, Modernity, and Change at the Open University and, for the previous three years, courses in Christian theology as part of the Religious Studies faculty at the Galway-Mayo Institute of Technology. Prior to teaching, she worked extensively with homeless people. She has coordinated numerous worship services at ecumenical and interfaith gatherings, and published several articles relating to worship, theology, and politics. B.A. Oxford University; S.T.M. Union Theological Seminary; Ph.D. Milltown Institute, Dublin.

Judith Gundry-Volf, Associate Professor (Adjunct) of New Testament, Research Scholar. Before arriving at Yale Divinity School in 1998, Professor Gundry-Volf was a professor of New Testament for seven years at Fuller Theological Seminary in Pasadena, California. Previously, she taught for seven years at the Evangelical Theological Faculty in the former Yugoslavia. Her research interests include New Testament theology, Pauline exegesis, and women and gender in early Christianity. Her dissertation was published as "Paul and Perseverance: Staying in and Falling Away" (WUNT 2; 1990); it is a study in



John E. Hare



Jeremy F. Hultin

Pauline soteriology focusing on the motifs of human failure and divine faithfulness. She has also published several articles in the *Dictionary of Paul and His Letters*. Her work on women and gender in early Christianity has appeared in numerous articles in scholarly journals and *Festschriften*, and is being extended for a new book exploring key Pauline texts on the topic. She is coauthor (with her husband Miroslav Volf) of *A Spacious Heart: Essays on Identity and Belonging* (1997). Professor Gundry-Volf has been the recipient of research grants by the Pew Evangelical Scholars Program (1994–95), the Alexander von Humboldt Foundation of Germany (1995–96), and the Louisville Institute (2003/04). She was elected to the Studiorum Novi Testamenti Societas in 1997, has served on the editorial board of the *Bulletin for Biblical Research*, and is co-chair of the Pauline Epistles Section of the Society for Biblical Literature. B.A. Westmont College; M.A. Fuller Theological Seminary; Th.D. University of Tübingen. (Episcopal)

John E. Hare, Noah Porter Professor of Philosophical Theology. His book, *The Moral Gap*, develops an account of the need for God's assistance in meeting the moral demand of which God is the source. In *God's Call* he discusses the divine command theory of morality, analyzing texts in Duns Scotus, Kant, and contemporary moral theory. In *Why Bother Being Good?* he gives a non-technical treatment of the questions Can we be morally good? and Why should we be morally good? He has also written a commentary on Plato's *Euthyphro* in the Bryn Mawr series, and *Ethics and International Affairs* with Carey B. Joyn. His interests extend to ancient philosophy, medieval Franciscan philosophy, Kant, Kierkegaard, contemporary ethical theory, the theory of the atonement, medical ethics, international relations (he has worked in a teaching hospital and for the Foreign Affairs Committee of the U.S. House of Representatives), and aesthetics (he is a published composer of church music). B.A. Oxford, Ph.D. Princeton. (Anglican)

Jeremy F. Hultin, Assistant Professor of New Testament. His research interests include Christian and Jewish discourse about the Law, Pauline studies, and the history of the late Second Temple period. He is also interested in the implications of historical criticism for contemporary theology. His conference presentations include such topics as the



L. Serene Jones



Jaime Lara

Didache, Clement of Alexandria, Colossians, and Genesis Rabbah. His current writing projects include a book about early Christian views of obscene speech. B.A. Ohio State University; M.A. Trinity International University; Ph.D. Yale University. (Non-Denominational)

L. Serene Jones, Titus Street Professor of Theology. Professor Jones is the author of *Feminist Theory and Christian Theology: Cartographies of Grace* (2000) and *Calvin and Rhetoric: Christian Doctrine and the Art of Eloquence* (1995), and co-editor of *Liberating Eschatology: Essays in Honor of Letty Russell* (1999) and *Setting the Table: Women in Theological Conversations* (1995). She is also a contributor to the recently published *Dictionary of Feminist Theologies* (1996). Ordained in both the Christian Church (Disciples of Christ) and the United Church of Christ, Professor Jones serves on the Advisory Committee for the Wabash Center for Teaching and Learning in Theology and Religion and on the Yale University Women's and Gender Studies Council. She also has faculty appointments at Yale Law School and in the Department of African American Studies. B.A. University of Oklahoma; M.Div., Ph.D. Yale University. (Disciples of Christ)

Jaime Lara, Associate Professor of Christian Art and Architecture, and Chair, Program in Religion and the Arts. Professor Lara's most recent publications include *City, Temple, Stage: Eschatological Architecture and Liturgical Theatrics in New Spain*; "A Vulcanological Joachim of Fiore and an Aerodynamic Francis of Assisi in Colonial Latin America," in *Studies in Church History*, vol. 41; "Catholic Worship in Hispanic America," in *The Oxford Encyclopedia of Christian Worship*; "The Language of the Arts," in *The Languages of Worship/Los Lenguajes de la Liturgia*; and "Feathered Psalms: Old World Forms in a New World Garb," in *The Psalms in Community*. He has three books in preparation, one on the liturgical texts in Latin and Náhuatl used for the evangelization of the Aztecs; a second on volcanoes, myths, and the Book of Revelation in the Andean countries; and he is editing a third entitled *Sacred Spaces in New Haven and its Environs*, on local houses of worship. B.A. Cathedral College; M.Div. Immaculate Conception Seminary; M.A. City University of New York; S.T.M. Yale University; Ph.D. Graduate Theological Union and University of California, Berkeley. (Roman Catholic)



Kristen J. Leslie



Christl M. Maier

Kristen J. Leslie, Associate Professor of Pastoral Care and Counseling. Professor Leslie's research focuses on intercultural pastoral theology; womanist and feminist pastoral counseling; pastoral theological implications of sexualized violence, particularly on pastoral counseling issues for survivors of acquaintance rape; and ministry in higher education. Her most recent pastoral activity has included working with the chaplains at the United States Air Force Academy on matters of sexualized violence. She is the author of "Three Decades of Women Writing for Their Lives" in *Feminist and Womanist Pastoral Theology* and the book *When Violence Is No Stranger: Pastoral Care and Counseling with Survivors of Acquaintance Rape*. B.A. College of Wooster; M.Div. Yale University; M.A., Ph.D. Claremont School of Theology. (United Methodist)

Christl M. Maier, Associate Professor of Old Testament. Professor Maier's research includes the OT Wisdom tradition with special interest in its sociological setting, issues of the redaction and composition in the Book of Jeremiah, and feminist biblical hermeneutics. The recipient of a Henry Luce III Fellowship in Theology, she will spend the 2005–2006 academic year writing a monograph on concepts of space and gender in the biblical portrait of Jerusalem. Professor Maier has written two books, *Die "fremde Frau" in Proverbien 1–9* (1995) and *Jeremia als Lehrer der Tora* (2002). She has contributed several articles in journals, book essays, and numerous reviews in the *Zeitschrift für die alttestamentliche Wissenschaft*, mostly in German, and is co-editor of four books. Her English articles include feminist interpretations of the "strange woman" in Proverbs 1–9 and of the Book of Job in *Wisdom and Psalms*, A Feminist Companion to the Bible, 2nd series (1998); "Body Imagery in Psalm 139" in *lectio difficilior* 2 (2001). She has taught at Humboldt-University Berlin and at the University of Augsburg, and was visiting lecturer at the universities of Göttingen, Leipzig, Kassel, and Hamburg as well as Pietermaritzburg (South Africa). M.Div. Eberhard-Karls-University Tübingen; Ph.D., Habilitation, and *venia legendi* for Old Testament Humboldt-University Berlin, Germany. (Lutheran)



Thomas W. Ogletree



Gene Outka

Thomas W. Ogletree, Professor of Theological Ethics. Professor Ogletree has served as dean of Yale Divinity School (1990–96) and the Theological School at Drew University (1981–90). He was director of graduate studies in religion at Vanderbilt University (1978–81). He is the author of four books: *Christian Faith and History: A Critical Comparison of Ernst Troeltsch and Karl Barth*; *The Death of God Controversy*; *The Use of the Bible in Christian Ethics*; and *Hospitality to the Stranger: Dimensions of Moral Understanding*. He is coauthor of *From Hope to Liberation: Towards a New Marxist-Christian Dialogue* and co-editor of *Lifeboat Ethics: Moral Dilemmas of World Hunger*. In addition, he has published thirty-five scholarly articles in journals, encyclopedias, and essay collections. He was editor of *Soundings: An Interdisciplinary Journal* and founding editor of *The Annual of the Society of Christian Ethics*. Since 1980, he has served on the editorial board of *The Journal of Religious Ethics*, with one term as associate editor. He is currently a trustee as well. He is also a member of the editorial board of *Quarterly Review*, a United Methodist publication. An ordained United Methodist minister, he has served as pastor of congregations in Alabama, Wisconsin, and Tennessee. He was the founding pastor of the Vestavia Hills United Methodist Church in Birmingham, Alabama. He was also one of the principal drafters of the current United Methodist Disciplinary statement on doctrinal standards. Under the auspices of a Guggenheim Fellowship and a Cross-Disciplinary Fellowship from the Society for Values in Higher Education, he pursued postdoctoral studies at the Free University in West Berlin, and at the Center for Advanced Studies at the Sorbonne in Paris. He is a life member of Claire Hall at Cambridge University. B.A. Birmingham-Southern College; B.D. Garrett Theological Seminary; Ph.D. Vanderbilt University. He holds honorary doctoral degrees from Birmingham-Southern College, Livingstone College, and Hood Seminary. (United Methodist)

Gene Outka, Dwight Professor of Philosophy and Christian Ethics. Professor Outka taught in the Department of Religion at Princeton University for ten years, before joining the Yale faculty in 1975. He is the author of *Agape: An Ethical Analysis* and has co-edited and contributed to the following volumes: *Norm and Context in Christian Ethics*



Dale Wood Peterson



Ronald K. Rittgers

(with Paul Ramsey) and *Religion and Morality* and *Prospects for a Common Morality* (both with John P. Reeder, Jr.). His forthcoming volume, *God and the Moral Life: Conversations in the Augustinian Tradition*, will appear in 2006. He has also published "Universal Love and Impartiality" in the volume *The Love Commandments*. His articles appear in various journals and encyclopedias, including the *Journal of Religious Ethics*, *Religious Studies Review*, the *Journal of Religion*, the *Journal of the Society of Christian Ethics*, the *Kennedy Institute of Ethics Journal*, the *Dictionary of Christian Ethics*, the *Encyclopedia of Ethics*, *The Thomist*, the *Routledge Encyclopedia of Philosophy*, *The Companion to Philosophy of Religion*, *The Blackwell Companion to Religious Ethics*, and the *Oxford Handbook of Theological Ethics*. From 1992 to 1995, he chaired Yale's Department of Religious Studies. He was also President of the Society of Christian Ethics in 2001. B.A. University of Redlands; B.D., M.A., Ph.D. Yale University. (Lutheran)

Dale Wood Peterson, Associate Dean of Students. The Reverend Peterson is an ordained minister of the American Baptist Churches, U.S.A., and served as pastor of the United Church of Stonington, Connecticut, a congregation affiliated with the American Baptist Churches and the United Church of Christ (U.C.C.). Currently, he serves as pastor of the First Baptist Church of West Haven, Connecticut. He served as Baptist Chaplain of Yale University for thirteen years before coming to the Divinity School as Dean of Students in February 2000. Previous ministry positions include college chaplaincy at Dartmouth College, nursing home chaplaincy in Texas, and high school teaching and church youth work in Nazareth, Israel. He serves on the boards of the Alliance of Baptists, Indigo Blue: A Center for Buddhist Life at Yale, and the Nazareth Baptist School, Nazareth, Israel. B.A. University of Virginia; M.Div. Southern Seminary. (American Baptist)

Ronald K. Rittgers, Associate Professor of the History of Christianity. Professor Rittgers is interested in the history of early modern Christianity, with a special focus on the German Reformation. He has recently finished a book entitled *The Reformation of the Keys: Confession, Conscience, and Authority in Sixteenth-Century Germany* (Harvard University Press,



Lamin Sanneh

2004). It examines how Protestant thinking about the power of the keys — especially private confession — influenced the politics and piety of the German Reformation. In his current project, Professor Rittgers plans to study how early modern Protestants and Catholics interpreted the plague, part of a larger effort to examine attitudes toward suffering among sixteenth- and seventeenth-century Christians. B.A. Wheaton College; M.T.S. Regent College; Ph.D. Harvard University. (Episcopal)

Lamin Sanneh, D. Willis James Professor of Missions and World Christianity and Professor of History. Professor Sanneh is the author of over a hundred articles on religious and historical subjects, and of several books. Most recently he has published *Abolitionists Abroad: American Blacks and the Making of Modern West Africa*, and *Faith and Power: Christianity and Islam in "Secular" Britain* (with Lesslie Newbigin and Jenny Taylor). He has also written *The Crown and the Turban: Muslims and West African Pluralism, Religion and the Variety of Culture: A Study in Origin and Practice*, *Piety and Power: Muslims and Christians in West Africa*, *Het Evangelie is Niet Los Verkrijgbaar*, and *Whose Religion is Christianity? The Gospel Beyond the West*, and is co-editor of *The Changing Face of Christianity* (forthcoming from Oxford University Press). He writes articles for scholarly journals, including *Church History: Studies on Christianity and Culture*; *Newsletter of the International Institute for the Study of Islam in the Modern World* (University of Leiden, The Netherlands); and *The Encyclopedia of Politics and Religion*. He is Honorary Research Professor in the School of Oriental and African Studies, University of London, and a life member of Clare Hall, Cambridge University. He was chairman of Yale's Council on African Studies. He is an editor-at-large of the ecumenical weekly *The Christian Century* and a contributing editor of the *International Bulletin of Missionary Research*, and he serves on the editorial boards of several academic journals and encyclopedias. He has served as consultant to the Pew Charitable Trusts. He is listed in *Who's Who in America*. He was an official consultant at the 1998 Lambeth Conference in London and is a member of the Council of 100 Leaders of the World Economic Forum. He has received an award as the John W. Kluge Chair in the Cultures and Societies of the South by the Library of Congress. For his academic work, he was made Commandeur de l'Ordre National du



Lana Schwebel



Carolyn J. Sharp



Yolanda Y. Smith

Lion, Senegal's highest national honor. M.A. University of Birmingham (England); Ph.D. University of London. (Roman Catholic)

Lana Schwebel, Assistant Professor of Religion and Literature. Professor Schwebel received her Ph.D. from the University of Pennsylvania in 2001; primarily a medievalist, she wrote her dissertation on "Economy, Representation, and the Sale of Indulgences in Late-Medieval England." Before beginning her graduate education, Professor Schwebel majored in art history. She has served as visiting assistant professor of English at Vassar College since 2000, where she taught such courses as The Eighteenth-Century English Novel, Texts and Contexts: Methods for the English Major, British Literature through the Eighteenth Century, and The Art of Reading and Writing: Crimes and Misdemeanors. A.B. Barnard College; M.A., Ph.D. University of Pennsylvania. (Jewish)

Carolyn J. Sharp, Associate Professor of Old Testament. Professor Sharp's research explores aspects of the composition, redaction, and rhetoric of Old Testament texts. In recent articles, she has examined the representation of Hebrew Bible traditions in the Septuagint and the Dead Sea Scrolls, urged the creation of a multivocal Old Testament theology shaped by the notion of diaspora identity, and explored the potential of Old Testament hermeneutics to address contemporary ecclesial debates. Professor Sharp's book, *Prophecy and Ideology in Jeremiah* (T&T Clark, 2003) treats literary-critical and redactional problems in Jeremiah and related issues in Kings and Deuteronomy. Her current book project, *Irony and Meaning in the Hebrew Bible: The Power of the Unspoken in Sacred Texts*, explores literary and theological aspects of irony in Old Testament texts. An Episcopal Church Foundation Fellow, Professor Sharp is active in the Episcopal Church, preaching and leading parish study groups on biblical theology and hermeneutics. B.A. Wesleyan University; M.A.R., Ph.D. Yale University. (Episcopal)

Yolanda Y. Smith, Assistant Professor of Christian Education. Professor Smith's teaching interests include the practice of Christian education with particular attention to the role of the arts, womanist theology, Christian education in the African American experience, and multicultural approaches to Christian education. She is the author of



Bryan D. Spinks

the book *Reclaiming the Spirituals: New Possibilities for African American Christian Education*. She has also published a wide range of articles and book chapters, including “I Want to Be Ready! Teaching Christian Education in the African American Experience”; “Olivia Pearl Stokes,” online entry for the Web-based database *Christian Educators of the 20th Century*; “Not Just Sunday School! Religious Education in the New Millennium: New Visions for Partnership in Ministry and Theological Education”; “Forming Wisdom through Cultural Rootedness”; “He Still With Us—Jesus: The Musical Theology of the Spirituals”; “Olivia Pearl Stokes: A Living Testimony of Faith,” coauthored with Mary Elizabeth Moore. Her forthcoming publications include “Womanist Hermeneutics: Implications for African American Christian Education” and “Womanist Theology: Insights for Women in Leadership in Theological Education.” An ordained Baptist minister, she has served as an associate minister and minister of evangelism and discipleship in the local church. B.A.E., M.Ed. Arizona State University; M.Div. School of Theology at Virginia Union University; M.A., Ph.D. Claremont School of Theology. (Baptist)

Bryan D. Spinks, Professor of Liturgical Studies. Professor Spinks teaches courses on marriage liturgy, English Reformation worship traditions, the eucharistic prayer and theology, Christology, and liturgy of the Eastern Churches. Research interests include East Syrian rites, Reformed rites, issues in theology and liturgy, and worship in a post-modern age. His current work focuses on sacramental theology and liturgy in England and Scotland, 1689–1790. His most recent publications include *Two Faces of Elizabethan Anglican Theology: Sacraments and Salvation in the Thought of William Perkins and Richard Hooker*; *Mar Nestorius and Mar Theodore the Interpreter: The Forgotten Eucharistic Prayers of East Syria*; and *Sacraments, Ceremonies, and the Stuart Divines: Sacramental Theology and Liturgy in England and Scotland, 1603–1662*. His most recent essays are “Baptismal Patterns in Early Syria: Another Reading” in *Studia Liturgica Diversa, Essays in Honor of Paul F. Bradshaw* (Pastoral Press, 2004); “Conservation and Innovation in the Sixteenth Century-Reformation Marriage Rites” in *Worship in Medieval and Early Modern Europe: Change and Continuity in Religious Practice* (University of Notre Dame Press, 2004); and



Harry S. Stout

“A Note on the Pehitta Psams and Their Use at Ramsa (Evening Prayer) in the East Syrian Tradition” in *Psalms in Community* (2004). He is currently completing a commissioned book entitled *Rituals and Theologies of Baptism: Beyond the Jordan*. Professor Spinks is co-editor of the *Scottish Journal of Theology*, a former consultant to the Church of England Liturgical Commission, president emeritus of the Church Service Society of the Church of Scotland, and a fellow of the Royal Historical Society. B.A. Hons., Dip.Th. University of Durham; M.Th. University of London; B.D., D.D. University of Durham. (Church of England)

Harry S. Stout, Jonathan Edwards Professor of American Christianity. Professor Stout is the author of several books, including *The New England Soul*, a Pulitzer Prize finalist for history; *The Divine Dramatist: George Whitefield and the Rise of Modern Evangelicalism*, which received a Pulitzer Prize nomination for biography as well as the Critic's Award for History in 1991; *Dictionary of Christianity in America* (of which he was co-editor), which received the Book of the Year Award from *Christianity Today* in 1990; *A Religious History of America* (co-author with Nathan Hatch); and *Readings in American Religious History* (co-edited with Jon Butler). He most recently contributed to and co-edited *Religion in the American Civil War* and is currently co-editing *Religion in American Life*, a seventeen-volume study of the impact of religion on American history for adolescent readers and public schools (with Jon Butler). He is general editor of both *The Works of Jonathan Edwards* and the “Religion in America” series for Oxford University Press, and is currently completing a book entitled *Upon the Altar of the Nation*. He has written articles for the *Journal of Social History*, *Journal of American Studies*, *Journal of American History*, *Theological Education*, *Computers and the Humanities*, and *Christian Scholar's Review*. He is a contributor to the *Concise Encyclopedia of Preaching*, *Biographical Dictionary of Christian Missions*, and the *Reader's Encyclopedia of the American West*. In 2003, Professor Stout was awarded the Robert Cherry Award for Great Teaching. B.A. Calvin College; M.A., Ph.D. Kent State University. (Presbyterian)



Frederick J. Streets



Paul F. Stuehrenberg



Diana Swancutt

Frederick J. Streets, Chaplain of Yale University and Assistant Professor (Adjunct) of Pastoral Theology. The Reverend Doctor Streets is senior pastor of the Church of Christ in Yale, an adjunct member of the Clinical Social Work faculty at the Yale Child Study Center, and a licensed clinical social worker. He is the editor of *Preaching in the New Millennium*, published by Yale University Press in 2005. His research, publication, and teaching interests are in pastoral theology, institutional leadership and development, law and religion, social welfare, and global mental health. As a member of the Harvard Program in Refugee Trauma team and in conjunction with the mental health community of Bosnia and Herzegovina, he implemented a model of psychiatric and pastoral care of those traumatized by war. He served as the senior pastor of the Mount Aery Baptist Church in Bridgeport, Connecticut, from 1975 to 1992. M.Div. Yale Divinity School; M.S.W., D.S.W. Yeshiva University Wurzweiler School of Social Work, New York City. (American Baptist/Progressive National Baptist)

Paul F. Stuehrenberg, Divinity Librarian and Associate Professor (Adjunct) of Theological Literature. Professor Stuehrenberg's areas of academic interest include the history of the interpretation of the Bible; theological bibliography, especially the documentation of world Christianity; and the role of the library in theological education. His articles have been published in *Novum Testamentum*, *Sixteenth Century Journal*, the *Journal of Religious and Theological Information*, *Elenchus Bibliographicus Biblicus*, *Theological Education*, and the *Anchor Bible Dictionary*. He is active in the American Theological Library Association and the Society of Biblical Literature. B.A. Concordia Senior College; M.Div. Concordia Seminary; S.T.M. Christ Seminary; M.A., Ph.D. University of Minnesota. (Lutheran)

Diana Swancutt, Assistant Professor of New Testament. A Society of Biblical Literature Regional Scholar, Professor Swancutt combines interests in gender, Judaica, rhetoric, philosophy, ideological criticism, and ancient social practices in her interdisciplinary research. She focuses on early Christian identity formation in Pauline communities, particularly the resocialization of Gentiles into complex patterns of identity, molded within



Emilie M. Townes



Thomas H. Troeger

the Greco-Roman milieu by the movement's Jewish roots and worldview. Her first book, *Pax Christi: Empire, Identity, and Protieptic Rhetoric in Paul's Letter to the Romans*, will be published in 2005. Winner of a Lilly Endowment/ATS Faculty Sabbatical grant, she is currently writing *The Paideia of Paul*, a monograph on identity formation in the Pauline communities. Previously, Professor Swancutt taught courses on the Holocaust and the Bible and American politics. B.S., B.A. University of Florida; M.Div., Ph.D. Duke University.

Emilie M. Townes, Professor of African American Studies in Religion and Theology. Professor Townes's teaching and general research interests focus on Christian ethics, womanist ethics, critical social theory, cultural theory and studies, as well as on postmodernism and social postmodernism. Her specific interests include health and health care, the cultural production of evil, analyzing the linkages among race, gender, class, and other forms of oppression, and developing a network between African American and Afro-Brazilian religious and secular leaders and community-based organizations. Among her many publications are *Breaking the Fine Rain of Death: African American Health and a Womanist Ethic of Care*; *Womanist Justice*, *Womanist Hope*; and *In a Blaze of Glory: Womanist Spirituality as Social Witness*. Professor Townes is an ordained American Baptist clergywoman. A.B., A.M., D.Min., University of Chicago; Ph.D., Northwestern University. (American Baptist)

Thomas H. Troeger, J. Edward and Ruth Cox Lantz Professor of Christian Communication. Professor Troeger has written more than a dozen books in the fields of preaching and worship and is a frequent contributor to journals dedicated to these topics. His most recent books include *Preaching and Worship*, *Preaching While the Church is Under Reconstruction*, and *Above the Moon Earth Rises: Hymn Texts, Anthems and Poems for a New Creation*. He is also a flutist and a poet whose work appears in the hymnals of most denominations. For three years Professor Troeger hosted the Season of Worship broadcast for Cokesbury, and he has led conferences and lectureships in worship and preaching



Denys Turner



Miroslav Volf

throughout North America, in Holland, Australia, and Japan. Ordained in the Presbyterian Church in 1970 and in the Episcopal Church in 1999, he is dually aligned with both traditions. Prior to his appointment at Yale, Professor Troeger served as the Ralph E. and Norma E. Peck Professor of Preaching and Communications and Vice President and Dean of Academic Affairs at Iliff School of Theology. B.A., Yale University; B.D., Colgate Rochester Divinity School; S.T.D., Dickinson College; D.D., Virginia Theological Seminary. (Presbyterian and Episcopal)

Denys Turner, Professor of Historical Theology. Professor Turner has taught on a wide range of subjects, including contemporary philosophy of religion, metaphysics, ethics, political and social theory, medieval philosophy and theology, and the history of medieval mysticism. His area of concentration is the study of the traditions of Western Christian mysticism, with special emphasis on doctrines of religious language and of selfhood and on the links between the classical traditions of spirituality and mysticism and the social and political commitments of Christianity. He has written numerous books and articles on these subjects, most recently *Faith Seeking*, *The Darkness of God*, and *Eros and Allegory*. He has served as a member of the Executive Committee of the Catholic Institute for International Relations, the Committee for the World of Work of the Roman Catholic Conference of Bishops of England and Wales, the Laity Commission of the Roman Catholic Conference of Bishops of England and Wales, and the Anglican Roman Catholic Commission for England. Prior to his appointment at Yale, Professor Turner served as the Norris-Hulse Professor of Divinity at Cambridge University. B.A., M.A., University College, Dublin; D.Phil. (Oxon), University of Oxford. (Roman Catholic)

Miroslav Volf, Henry B. Wright Professor of Theology and Director of the Yale Center for Faith and Culture. Professor Volf's recent books include *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation* (1996), a winner of the 2002 Grawemeyer Award, and *After Our Likeness: The Church as the Image of the Trinity* (1998),



Robert R. Wilson

winner of the Christianity Today book award. A member of the Episcopal Church in the U.S.A. and the Evangelical Church in Croatia, Professor Volf was involved in international ecumenical dialogues (for instance, with the Vatican Council for Promotion of Christian Unity) and interfaith dialogues (most recently in Christian-Muslim dialogue). A native of Croatia, he regularly teaches and lectures in Central and Eastern Europe. B.A. Evangelical Theological Faculty, Zagreb; M.A. Fuller Theological Seminary, Pasadena; Dr.Theol., Dr.Theol.habil. University of Tübingen. (Episcopal)

Robert R. Wilson, Hooper Professor of Religious Studies, Professor of Old Testament, and Dean of Academic Affairs. A former chair of the Yale University Department of Religious Studies, Professor Wilson's areas of academic interest include Israelite prophecy, the Deuteronomistic history, and ancient Israelite religion in its social and cultural context. His books include *Genealogy and History in the Biblical World*, *Prophecy and Society in Ancient Israel* (which has been translated into Korean and Portuguese), *Sociological Approaches to the Old Testament* (which has been translated into Japanese), and *Canon, Theology and Old Testament Interpretation* (edited with Gene M. Tucker and David L. Petersen). His scholarly articles have appeared in the *Journal of Biblical Literature*, among others, and he has been a contributor to the *Encyclopedia of Religion*, the *Harper Collins Study Bible*, and the *Anchor Bible Dictionary*. He has been actively involved in the Society of Biblical Literature, serving as chair of the Social Roles of Prophecy in Israel Group, and as the Old Testament editor of the Society of Biblical Literature dissertation series. B.A. Transylvania University; B.D., M.A., Ph.D. Yale University. (Disciples of Christ)



Programs of Study

The Divinity School offers several programs in professional theological education. Each is designed with a threefold intent: (1) to foster and demand serious consideration by students of the essential historical substance of Christian faith and tradition; (2) to explore ways of thinking sensitively and constructively about theological issues and the practical, moral, social, and ecclesiastical problems of today's world; and (3) to provide training and experience promoting the development of effective leadership in the Christian community for the well-being of the persons and societies it serves. Toward these ends a range of opportunities is made available — through instruction, study and research, worship, community-wide reflection, field placements, and informal contacts — to encourage the personal, intellectual, religious, and vocational maturity of each student.

In its programs of study, the Divinity School takes seriously the diversity of its student body. Differences in preparation for theological education are met by a flexibility of curricular requirements to permit students to work at levels commensurate with their individual achievements and capabilities. Differences in interests are met by the breadth and depth of curricular offerings provided in the Divinity School and through other branches of Yale University. Differences in vocational clarity and goals are met by the diversity of curricular options, by exposure to a wide variety of possibilities in field education, and by numerous opportunities to supplement formal programs with noncurricular resources and activities.

ORGANIZATION OF THE CURRICULUM

The curriculum is divided into five main academic areas, along with supervised ministries, the scope and purposes of which may be described briefly as follows:

Area I. *Biblical Studies*. Old Testament, New Testament, and cognate studies.

Area II. *Theological Studies*. Theological studies and Christian ethics.

Area III. *Historical Studies*. Studies in the historical substance of Christian faith and tradition.

Area IV. *Ministerial Studies*. Studies in the work of the church and the various forms of its ministry in the world.

Area V. *Comparative and Cultural Studies*. Studies in religion, philosophy, the arts, personality, and society, including social ethics.

Supervised Ministries. Field education, together with theological reflection, in church, social, educational, or clinical ministries.

DEGREE REQUIREMENTS

Program for the M.Div. Degree

REQUIREMENTS

The degree of Master of Divinity (M.Div.) certifies completion of a program of theological studies designed primarily, although not exclusively, to prepare the candidate for ordination to the Christian ministry. The requirements reflect the intention of the School to provide an education that is theologically informed, professionally competent, academically rigorous, and oriented to the life of the church.

Elementary instruction in Latin, classical and biblical Greek, Hebrew, Aramaic, Ugaritic, and Coptic, which are necessary for reading original texts of the Judeo-Christian tradition, will be accepted for elective credit. Normally the limit for elementary languages will be twelve hours and further credit will be given only for biblical intermediate languages.

The minimum requirement for the M.Div. degree is the successful completion of seventy-two credit hours, and a three-year residence with the following exceptions:

1. Students with heavy responsibilities outside of school are strongly advised to reduce their course load, but the total program of study for the M.Div. degree *shall not be expanded beyond six years*.
2. The residence requirement of three years may be reduced when credits, up to a maximum of twenty-four hours, are transferred. In order to receive the M.Div. degree, students who transfer credits must complete at least two years of resident work at this School, one of which must be the final year.

Students are encouraged to elect courses in other schools or departments of the University. Any student who takes more than nine hours in another school or department of the University comes under the regulations for interdisciplinary study stated on page 98.

Minimum requirements for graduation include the following distribution of courses in the curriculum:

Area I: Twelve credit hours distributed between Old Testament and New Testament. Elementary Hebrew and Greek do not meet this requirement, but are counted toward the total number of hours needed for graduation.

Area II: Twelve credit hours including at least one course in Theological Studies and one in Christian Ethics. Only three hours toward the Area II requirement may be counted for work listed under Denominational Courses.

Area III: Nine credit hours in Historical Studies, including at least one of the following introductory courses: 700a, 700b, or 701a. Only three hours of Denominational History courses may be counted toward the Area III requirement.

Area IV: Twelve credit hours, including three hours in preaching or communication.

Area V: Nine credit hours. (The three credit hours of Ethical Studies may be taken in this area rather than Area II.)

Supervised Ministries: Two consecutive terms of full- or part-time internship in church, social, educational, or clinical ministry with supervision, or Clinical Pastoral Education. The part-time internship requires the student to take the Supervised Ministries practicum.

ADDITIONAL REQUIREMENTS

Every M.Div. student is required to take one course (three term hours) in a non-Christian religion or one course in the relationship between Christianity and other religions.

All M.Div. students are additionally required to complete a sixteen-hour seminar on preventing ministerial misconduct.

No course may be counted toward meeting the requirements simultaneously in more than one area or toward meeting more than one of the distributional requirements within a single area.

For students with special and clear vocational plans, the Professional Studies Committee may approve a course of study that differs from the indicated area minimum requirements.

The first year of study should provide general orientation in the various areas of theological education. Toward that end, each first-year student should be present for the orientation program.

REQUIREMENTS OF SUPERVISED MINISTRIES

Students who enroll in the M.Div. program must complete a supervised ministry as part of their degree requirements. Students may elect to meet this requirement in several ways. See Supervised Ministries under Other Curricular Considerations, pages 93–95. For definitive information about requirements and policies regarding supervised ministries, please consult the Office of Supervised Ministries literature.

Program for the M.A.R. Degree

The degree of Master of Arts in Religion (M.A.R.) certifies either completion of a comprehensive program of study in preparation for one of the many forms of lay ministry or service, or completion of one of the concentrated programs of advanced study described below.

Elementary instruction in Latin, classical and biblical Greek, Hebrew, Aramaic, Ugaritic, and Coptic, which are necessary for reading original texts of the Judeo-Christian tradition, will be accepted for elective credit. Normally the limit for elementary languages will be twelve hours and further credit will be given only for biblical intermediate languages.

The minimum requirement for the M.A.R. degree is the successful completion of forty-eight credit hours and a two-year residence with the following exceptions:

1. Students with heavy responsibilities outside of school are strongly advised to reduce their course load, but the total program of study for the M.A.R. degree *shall not be expanded beyond four years*.

2. The residence requirement of two years may be reduced when credits, up to a maximum of twelve hours, are transferred. In order to receive the M.A.R. degree, students who transfer credits must complete at least three terms of resident work at this School, one of which must be the final term.

Students are encouraged to elect courses in other schools and departments of the University. Any student who takes more than nine hours in another school or department of the University comes under the regulations for interdisciplinary study stated on page 98.

Students awarded the M.A.R. degree who continue their studies for the M.Div. degree will not be awarded both degrees for less than four full academic years of study.

Ordinarily the Divinity School will not recommend any student for ordination on the basis of the M.A.R. degree. An exception may be made if requirements for the M.Div. degree have been met but the M.A.R. is elected in preference.

COMPREHENSIVE PROGRAM

Minimum requirements of the comprehensive M.A.R. program include the following distribution of courses in the curriculum:

Area I: Twelve credit hours. Elementary Hebrew and Greek do not meet this requirement, but are counted toward the total number of hours needed for graduation.

Area II: Nine credit hours.

Area III: Six credit hours.

Area IV: Six credit hours.

Area V: Three credit hours.

Elective: Twelve credit hours.

No course may be counted toward meeting the distributional requirements simultaneously in more than one area. The distributional requirements of the M.A.R. degree are sufficiently flexible that students can devote a significant part of the program to specialized interests.

CONCENTRATED PROGRAM

The concentrated M.A.R. program offers the opportunity to pursue advanced work in one of the disciplines of theological study. A minimum of thirty-six credit hours will be devoted to the planned program. The student may choose to use some or all of the remaining twelve credit hours for further concentration. A project, thesis, or major seminar paper is required in some of the programs. In cases where an M.A.R. project is required, the course registration number and title are REL 899, M.A.R. Project. The faculty member with whom the student is doing the project will determine area credit.

The faculty limits the number of applicants accepted into the concentrated programs and reviews the progress of each upon completion of the first term. If progress is not satisfactory, the student becomes responsible for fulfilling the requirements of the comprehensive program.

Programs permitting concentration are offered in Bible, Judaic Studies, the History of Christianity, Theology, Philosophical Theology and Philosophy of Religion, Ethics, Liturgics, Religion and the Arts, Missions, and Feminist Studies.

The concentrated program in *Bible* requires study of both biblical languages. Twelve credit hours are required in the language chosen for primary emphasis, at least six of which must be in exegesis courses. Six credit hours are required in the secondary language. The foundation courses, Old Testament Interpretation and New Testament Interpretation, or their equivalent, are required. Six credit hours, selected in consultation with an adviser, are taken in the disciplines of Area II or Area III of the curriculum.

The M.A.R. in *Judaic Studies* at Yale Divinity School is concentrated on the Second Temple and Rabbinic periods (approximately 500 B.C.E. to 500 C.E.). This program is a cooperative one that brings together students and faculty from the Divinity School and from the Department of Religious Studies. The period in question covers the later stages of the Hebrew Bible and the formative period of both rabbinic Judaism and Christianity. The centuries between the last books of the Hebrew canon (early second century B.C.E.) and the emergence of both rabbinic Judaism and Christianity (by the second century C.E.) are especially crucial for the development of both traditions. This program then overlaps the M.A.R. in Bible but is distinguished by its emphasis on non-canonical Jewish material and on the early rabbinic tradition.

The program in the *History of Christianity* permits concentration primarily in either church history or the history of Christian theology, with twelve credit hours given to one, six to the other. If the student is insufficiently prepared in biblical studies and theology, six credit hours will be required in Old Testament, six in New Testament, and six in theology. An individual program is formulated for each candidate, within these guidelines.

The program in *Theology* permits concentration in theological studies with a sequence of courses totaling eighteen credit hours selected for this purpose. Suggested concentrations are systematic, historical, or liberation theology. The biblical courses, Old Testament Interpretation and New Testament Interpretation, or their equivalent, are required of all candidates, as are six credit hours in the history of Christian theology. Individual programs are designed utilizing these guidelines.

Individual programs are planned for each of the students concentrating in *Philosophical Theology and Philosophy of Religion*. Eighteen credit hours are required in biblical studies and systematic, historical, or liberation theology, with at least six in each of the two areas. At least eighteen hours must be taken in philosophical theology or philosophy of religion. Courses in the social sciences and in historical and philosophical study of religion may be taken in other departments of the University, especially in religious studies and philosophy.

Individual programs are planned for each of the students concentrating in *Ethics*. Ordinarily six credit hours of foundation study are required in Bible and twelve in history and theology. At least eighteen credit hours must be taken in ethics, and it is possible to plan the program so that primary emphasis is placed on either theological ethics or social ethics. Although not required, up to six hours of credit may be given for a major paper

or project. Courses may be taken in other departments of the University (for example, in philosophy, history, political science, sociology, or in another professional school).

Concentration in *Liturgics* requires twenty-seven credit hours of study in the major area, including six credit hours of tutorial or seminar work in the area in the second year. The other twenty-one credit hours will be taken in Bible, theology, and church history, and in courses in Christianity and culture in Area V of the curriculum, according to the student's needs as determined in consultation with faculty in the area of concentration. A senior project is expected to emerge from the seminar taken in the final term. Admission to the program requires previous work in religious studies, but not necessarily on the graduate level.

In the program in *Religion and the Arts*, concentrating in either literature or the visual arts, the student devotes at least twenty-one credit hours to courses in literature or art, some of which are to be earned elsewhere in the University. At least fifteen credit hours are required in Bible, theology, and history. The program allows twelve credit hours as electives, six of which are in the Divinity School. For students at the Institute of Sacred Music, three of these hours are applied toward the Institute project.

A concentrated program is offered in *Missions* for students who intend to work in other countries but are not seeking ordination. The candidate takes a minimum of two courses in one of the four area studies programs of the University: Latin American, African and African American, East Asian, or Southeast Asia Studies. Courses in the Department of Anthropology may also be included. The foundation biblical courses, Old Testament Interpretation and New Testament Interpretation, or their equivalent, are required, as are twelve credit hours of work in theology and ethics. Four courses in missions are required.

An interdisciplinary program in the context of the Divinity School curriculum is planned for students concentrating in *Feminist Studies*. In addition, six credit hours of foundation study are required in Bible and twelve in history and theology. At least eighteen credit hours must be taken in feminist studies with one course in each of the four areas of the curriculum. Although not required, up to six hours of credit may be given for a major paper or project. Students may take courses pertinent to women's studies in other departments of the University.

EXTENDED DEGREE PROGRAM

An extended degree program is offered for selected students in the concentrated M.A.R. programs. This allows students to take up to six additional three-hour courses during a third academic year in the program.

No more than fifteen students will be admitted to this program each year. An application for admission to the extended degree program must include both a statement explaining why the student wishes to extend a concentrated M.A.R. program and a letter of recommendation from at least one faculty member in the field in which the degree program is concentrated. Applicants will be selected by a committee appointed by the academic dean; the committee shall consist of one faculty member from each teaching group related to a concentrated M.A.R. program.

Applications for admission to the extended concentrated M.A.R. program are due by October 15 of the third term of a student's concentrated M.A.R. program. Admission decisions will be announced by November 1 of that term.

Program for the S.T.M. Degree

Graduates of theological schools of recognized standing who have obtained the B.D. or M.Div. degree or the equivalent may be admitted to a program of studies leading to the Master of Sacred Theology (S.T.M.) degree.

The work for this degree may be regarded as a fourth year of preparation for the Christian ministry. It may be used for advanced training for a specialized form of Christian service such as a college or university ministry; chaplaincy in industry, institutions, and the armed services; urban or inner-city ministry; ecumenical leadership; the directing of continuing education; home missions; foreign missions; or ministry to the elderly. The S.T.M. program may also be used as a year of specialized work in one of the theological disciplines or as preparation for doctoral studies. The schedule of courses may involve offerings in other schools or departments of the University. Elementary courses in biblical languages, Latin, or in contemporary foreign languages may not be credited toward S.T.M. degree requirements. Such courses can, however, be recorded on student transcripts.

Each candidate is required to plan, submit for approval, and pursue an integrated program designed to serve one of the purposes stated above, and a minimum of three-fourths of the courses taken must be related to a designated field of concentration. However, candidates who use the program as a general preparation for ministry may request a waiver of the normal requirements that there be a specific area of concentration and that the written project be related to this field.

A candidate for the S.T.M. degree must complete the equivalent of at least twenty-four credit hours of graduate study beyond the B.D., M.Div., or equivalent degree. Only course work graded High Pass or above is credited toward the S.T.M. degree. A thesis, major paper in a regular course, or other acceptable project in the selected field of study is required. The option of a Credit/No Credit grade does not apply to the S.T.M. degree.

The work for the degree may be undertaken in one year, or distributed over two, three, or four years; it must be completed within four years after matriculation. In the case of students who wish to extend their studies, nine credit hours is the minimum course load that can be regarded as a full-time program of studies. Normally no work taken prior to matriculation will be counted toward the degree nor will credit be transferred from other schools unless approval to utilize a course to be taken elsewhere has been given in advance. Students will not receive financial aid for course work beyond the requirements. International students are permitted to take three terms to complete their S.T.M. degree.

An extended paper, an independent thesis, or a project in the candidate's area of concentration is required for the S.T.M. degree. *Extended papers* are written in conjunction with the regular requirements for courses credited toward the S.T.M. degree. Candidates who choose to write *theses* or pursue *projects* must register for one or two semesters of

REL 999, S.T.M. Thesis or Project, three credit hours per term. *Projects* are restricted to programs focusing on some aspect of ministerial practice. Candidates must present a proposal stipulating which of these three options they intend to pursue. The proposal must be approved in advance by the academic adviser, the adviser chosen to direct the thesis or project, and the director of S.T.M. studies. Normally the adviser who directs the thesis or project will also serve as academic adviser. A thesis, project, or extended paper must demonstrate independent research and critical inquiry.

The length of manuscripts submitted to satisfy the S.T.M. thesis or project requirement will vary, depending on the subject matter. A one-term thesis or project report will normally be 50–60 pages long; a two-term thesis or project report, 100–120 pages. Candidates must submit a completed thesis or project report by the specified deadlines set for an academic year. Two copies are required, one for the faculty adviser and a second for an additional faculty reader. Candidates producing a thesis must also provide a third copy for the Divinity Library. If both faculty readers judge a thesis or project to be distinguished or of exceptional quality, such distinction will be recorded on the candidate's transcript.

After an S.T.M. thesis has been approved by faculty readers, and prior to 5 p.m., May 8, 2006, a candidate must provide one correct copy to be microfilmed for the Divinity Library. This copy must be presented to the Registrar's Office unbound and in final form. It must have a title page, be free of typographical errors, and employ an acceptable literary style, including standard forms for references. (Recommended manuals include the *MLA Style Sheet*; *The Chicago Manual of Style*; or Kate Turabian, *A Manual for Writers of Term Papers, The Random House Handbook*; or *The SBL Handbook of Style: For Ancient, Near Eastern, Biblical, and Early Christian Studies*.) Candidates will receive a form in regard to microfilming and copyright, to be submitted to the library with the final copy of the thesis.

An extended paper is written in conjunction with regular requirements for a course in which a candidate is currently enrolled or which the candidate has previously completed. An extended paper should normally exceed the usual requirement for a term paper by one third to fifty percent. The manuscript submitted will be evaluated only by the instructor of the course, and the only grade recorded will be the grade for the course. As a rule, extended papers will not be deposited in the library. However, an instructor may recommend the submission and microfilming of a paper of exceptional quality. The final decision on this matter will involve the judgments of a second reader and the director of S.T.M. studies.

NONDEGREE STUDENTS

Persons who desire to take courses at the Divinity School not leading to a degree may apply to be nondegree students. Normally, these students are persons pursuing graduate work at another institution who need to take a specific Divinity School course, or are persons with graduate theological degrees who wish to take a course for professional development. Upon application, students will be given the opportunity to explain how

their course of study relates to the nature, purpose, and educational resources of the school (see page 82). Nondegree students can be admitted to Yale Divinity School for one academic year during which they may take up to four courses. Upon request to the associate dean of admissions, and with the approval of the dean of academic affairs, an individual's nondegree status may be extended for an additional year. Nondegree students may not request reading courses or directed studies programs. University courses outside the Divinity School are not available to them. A few specified courses at the Divinity School may not be open to nondegree students when the nature or size of the course requires that it be restricted to degree candidates. Nondegree students must adhere to the same policies and regulations of the School as degree students.

Successful completion of a course is noted on the student's transcript, and transcripts will be mailed to other institutions upon request. If the student desires to enroll for a degree, the regular admission procedure must be followed. After admission as a degree candidate, students may petition the Professional Studies Committee for an evaluation of the work they did as nondegree students. The maximum number of courses that can be accepted from work done as a nondegree student at the Divinity School is eight courses toward the M.Div. or the M.A.R. (concentrated or comprehensive) degree requirements and four courses toward the S.T.M. degree.

YALE INSTITUTE OF SACRED MUSIC

The Yale Institute of Sacred Music (ISM) is a center for graduate and professional students and for faculty, engaging with all aspects of education and scholarship related to the history and practice of sacred music, and of worship and the arts. The Institute trains students for service as musicians, as leaders of communities of faith, and as scholars and teachers. In addition to working in partnership with the Schools of Music and Divinity and with other academic departments at Yale, the Institute sponsors a vital interdisciplinary program that brings musicians, presiders, and scholars together for common conversation and formation.

The Institute functions primarily in partnership with two professional schools at Yale: the Yale Divinity School (with its affiliate, the Berkeley Divinity School at Yale), and the Yale School of Music. Within these entities, the Institute supports joint faculty positions directly related to its mission: at the Divinity School, it supports positions in the Program in Liturgical Studies and in Religion and the Arts; at the Yale School of Music, it supports positions in Organ and Choral Conducting, Music History, and the Organ Curators. The Institute also serves the broader Yale community with a faculty appointment in the Department of Music and enjoys close faculty ties to the School of Architecture, the Department of the History of Art, and the Program in Medieval Studies. The Institute draws members of various religious communities to Yale through its sponsorship of a range of concerts, special events, conferences, and colloquia. The Institute's activities also include the filming of liturgical practice both locally and worldwide, and the establishment of an archive for videos of liturgies and sacred music.

Just as it funds joint faculty positions in both the Divinity School and the School of Music, so too the Institute offers financial and other support to numerous students in these two schools. In order to receive this support, students apply through the Institute to the appropriate school. Any student so matriculating is fully enrolled in that school and receives his or her degree or diploma from that school. Institute students, therefore, pursue the same programs of study with the same faculty as students not affiliated with the Institute, but follow a somewhat different curriculum emphasizing interdisciplinary study. For example, students enrolled in the ISM receive scholarships for ISM study tours related to their course work, which involve interdisciplinary collaboration between the faculty. In 2003–2004 the ISM's tour was to Sweden with a sojourn in Copenhagen. The tours offer participants excursions and a wealth of opportunities for seeing, hearing, and learning in every ISM discipline — Choral Conducting, Liturgical Studies, Organ, and Religion and the Arts.

The flourishing partnership between the Institute and the Yale Divinity School makes Yale University an ideal place for students who wish training in liturgics and the arts, or who wish to train for the ministry alongside musicians, or to study music as part of training in ministry. The Institute currently supports some thirty students at Yale Divinity School with excellent scholarships and other opportunities for advanced theological study. In addition, students admitted to Yale Divinity School through the Institute participate in the Institute's Colloquium, where they work with and learn alongside their peers in the School of Music, creating the crossroads of activity that characterizes the interdisciplinary enterprise. In Colloquium, students and faculty explore the ways in which music and the arts function within diverse Christian liturgical practices. The Institute serves to promote understanding of biblical texts as proclaimed in community, and the unique sense of identity the arts provide for worshipers of a variety of faith traditions.

The Institute of Sacred Music supports programs of Liturgical Studies and Religion and the Arts jointly with Yale Divinity School. Applicants interested in pursuing these programs should use the YDS/ISM Joint Application for Admission to apply to the Institute of Sacred Music. In selecting students to attend the Divinity School through the Institute from a highly competitive applicant pool, the faculty aims for balance, desiring roughly one-third whose primary interest is in liturgics, one-third who concentrate in Religion and the Arts, and one-third who are candidates for the ministry. The Institute provides full tuition scholarship to all admitted students. In addition, stipends are awarded to a small number of students selected by the faculty. The Institute participates in the federal Stafford Loan program, both subsidized and unsubsidized. More information regarding the Institute may be found on the Web site at www.yale.edu/ism; or the bulletin and application materials may be obtained by telephoning or writing directly to the Institute of Sacred Music, 409 Prospect Street, New Haven CT 06511-2167; by phoning 203.432.5180; or by sending an e-mail to ism.admissions@yale.edu.

The program of the Institute focuses on three major areas: Music, Liturgical Studies, and Religion and the Arts.

Studies in Sacred Music and the Joint Degree Program

Students in the Institute whose primary interest is in music performance are enrolled through the School of Music as majors in organ, choral conducting, or composition. Their degree programs are the Master of Music, Master of Musical Arts, and Doctor of Musical Arts, as well as the Artist Diploma. They also may undertake secondary study in harpsichord, voice, and piano.

Through the joint Institute/Divinity School course of study, the Master of Divinity, Master of Arts in Religion, and Master of Sacred Theology degrees are granted. A joint degree program with the School of Music is available through which a candidate can earn both the Master of Arts in Religion and the Master of Music in three years.

Divinity School students who are not in the Institute and who wish to study an instrument may sign up for an audition at the School of Music, 435 College Street, at the start of the fall term. The cost of lessons is adjusted yearly.

Liturgical Studies

The Institute places a strong emphasis on liturgical studies. The appointment of three members of the faculty in this discipline makes Yale one of the outstanding centers of graduate liturgical study in the United States. Courses taught by the liturgy faculty are open to all students, whether or not they are in the Institute. Likewise, all students are free to consider enrolling in the Master of Arts concentration in liturgy, providing that their academic background has prepared them for this rigorous course.

Studies in Religion and the Arts

Students whose primary interest lies in literature or in one of the visual arts, such as painting, architecture, or sculpture, participate in the Religion and the Arts aspect of the Institute's curriculum. Here, courses open to any student are offered in the visual arts, literature, and theology that are meant to help students become aware of the rich artistic heritage of the church and the role of the arts in contemporary ministry. Students may pursue a concentrated Master of Arts degree in Religion and the Arts, choosing as a major focus either the visual arts or literature. They are encouraged to explore courses in other areas of the University in these disciplines and to process this work theologically at the Divinity School. From time to time, special symposia and other events open to the University community are sponsored by Religion and the Arts.



Areas and Courses of Study

The courses listed on the following pages are expected to be offered in 2005–2006. The letter “a” following the course number denotes the fall term and the letter “b” following the course number denotes the spring term. Unless otherwise noted, all courses are for three hours of credit each term.

In addition to the curricular offerings specified below, students may arrange special reading courses with individual faculty members (see page 100). Courses on special topics of interest to a group of students may also be planned and approved for credit, to run for a period of weeks or for an entire term. Students are encouraged by the faculty to take courses in other schools and departments of the University. (See also Interdisciplinary Study, page 98.) In each case, prior consent must be received from the instructor. For a complete listing of the offerings, consult the bulletins of the Graduate School and the professional schools and *Yale College Programs of Study*. Additional work is normally required in undergraduate courses presented for Divinity School credit.

AREA I. BIBLICAL STUDIES

This area is concerned with the interpretation of the Christian Scriptures in the broadest sense, including the study of the classical biblical languages (Hebrew and Greek), the content of the Old and New Testaments, critical methods of interpretation, biblical history, cultural and historical milieu of the Bible, and the theological and pastoral implications of the text.

1. Introductory courses are offered in the critical study of the Old and New Testaments; *except for the language courses, all courses in Area I have these foundation courses (or their equivalent) as prerequisites.*
2. Language courses are offered at the elementary, intermediate, and advanced levels.
3. Three types of exegesis courses are offered: those based on the English text; those based on the original text and requiring a working knowledge of the biblical language; and advanced exegesis seminars that require at least an intermediate knowledge of the biblical language. Exegesis courses of each type are offered each term on selected books or topics from the Old and New Testaments. It is possible, therefore, during the course of one's program, to engage in detailed exegesis of representative sections of the biblical text.
4. Thematic courses are offered on a wide range of theological and historical issues raised by the Scriptures. These include courses on the cultural and historical milieu of the Bible.
5. Advanced seminars are designed for Divinity School students with the requisite background and qualifications, and for doctoral students. Permission to enroll in these seminars must be received from the individual instructor.
6. Area I is also concerned with examining the implications of the Scriptures for the contemporary church. In addition to doing this in courses offered specifically in

Area I, members of the faculty in Area I join with other faculty members in offering courses dealing with the use of the Bible in Christian ministry.

The Divinity School offers intensive courses in elementary Biblical Hebrew and elementary New Testament Greek for six weeks during the summer. Such work earns six hours of academic credit and prepares the student for the course in exegesis. Summer work will satisfy most denominational language requirements.

Critical Introductions

REL 600, Old Testament Interpretation. This course introduces students to the contents of the Old Testament, the methods of Old Testament interpretation, and the history and religion of ancient Israel. The objectives of this course are to provide awareness of the development of Israelite religion; to provide students with a working knowledge of the contents of the Old Testament within its historical and social context and basic exegetical skills; and to provide the student with the interpretive skills necessary for the interpretation of the Old Testament in the context of ministry. John J. Collins [F], Carolyn J. Sharp [Sp].

REL 601, New Testament Interpretation. This two-term lecture course introduces students to the critical study of the New Testament through extensive readings, training in exegesis, and seminar discussions. The fall term is devoted to the Gospels and Acts. The spring term is devoted to a study of the Pauline letters, other epistolary and homiletic literature of the New Testament, and the Book of Revelation. The goal of the course is to introduce the student to the New Testament as a Christian canonical collection, but also to its individual works in their historical contexts. This course is recommended for those without previous training in New Testament Studies. Jeremy F. Hultin.

Biblical Languages

REL 618b, Intermediate Greek: Septuagint. This course is designed for students who have at least one year of Greek and who would like to strengthen their grasp of the language. Class time will be devoted primarily to translating passages from the LXX and discussing grammar, syntax, and questions of interpretation. In addition to this philological work, the course introduces students to some of the main topics in the study of the LXX. Knowledge of Hebrew is desirable but not required. Jeremy F. Hultin.

REL 678a, Intermediate Biblical Hebrew I. Intermediate Biblical Hebrew is a two-term course designed for students who want to develop strong language skills. In the first term, students review basic Hebrew grammar rapidly but in depth, and expand skills in all areas of the language: conjugations, constructions, vocabulary, pronunciation, the accentual system, vowel progression, narrative sequences, idioms, masoretic notation, and text-critical issues. At the same time, students read a number of extended prose passages. Victoria K. Hoffer.

REL 678b, Intermediate Biblical Hebrew II. In the second term of Biblical Hebrew, students continue to refine and expand grammar skills, vocabulary, and all those facets of

the language that lead to confident engagement with the text. However, during this term, proportionally, more time is spent reading texts, both prose and some poetry. Some time is devoted to sight reading and the reading of unpointed texts. Victoria K. Hoffer.

Exegesis of the English Bible

REL 645b, English Exegesis: Philippians. This course examines the ancient social, political, and theological functions of Paul's letter of friendship to the Philippian believers. Students engage modern theological concerns arising from the letter's emphases, but focus primarily on these emphases as they impacted first-century converts crafting new identities as Christians and struggling to understand their relationship with Judaism and the wider Roman world of which they now were, and were not, a part. Students examine such subjects as the distinctiveness of the gospel as espousing a distinctive "way of life"; the relations of believers to one another as "friends"; the importance of unity, love, imitation, service, suffering, righteousness for living Christianly; and identity of "enemies" of Paul's gospel. Introduction to the New Testament Greek beneficial, but not required. Diana Swancutt.

REL 647a, English Exegesis: The Book of Revelation. The goals of the course are to read, analyze, and interpret the English text of the Book of Revelation in its cultural context; to become acquainted with the main features of the history of the interpretation of this work in textual and visual forms; and to consider how the insights of the work may be appropriated today. Adela Yarbro Collins.

Exegesis Based on the Original Language

REL 636b, Greek Exegesis of Matthew. Students read and analyze the Greek text of Matthew with attention to textual criticism, form criticism, the history of religions, redaction criticism, and literary criticism. The goal of the course is for students to become knowledgeable about the Greek text of Matthew in comparison with Mark and Luke; to appreciate its historical, literary, theological, and ethical character; and to place it in its cultural context in relation to early Christianity, ancient Judaism, and Greek and Roman culture. At least one year of Greek is expected; either Koine or Classical is acceptable. Adela Yarbro Collins.

REL 674a, Hebrew Exegesis: The Book of Genesis. This exegetically focused course explores literary, theological, and hermeneutical issues involved in interpreting the Book of Genesis. Paying close attention to the Hebrew text, students consider the diction, themes, literary artistry, and rhetorical power of a variety of narratives in Genesis. Students subordinate their consideration of grammar and syntax to the larger interpretive issues involved in appreciating the Book of Genesis as sacred literature. Students who are looking for detailed instruction and regular drilling on vocabulary, grammar, and syntax should take the Intermediate Hebrew Prose course instead. Carolyn J. Sharp.

REL 676b, Hebrew Exegesis: The Book of Psalms. This course explores literary and structural features of selected psalms and engages selected scholarly studies of the Psalter, toward the end of reflecting on ways in which a critically informed understanding

of the Psalter may shape the individual and communal theologies and anthropologies of those who cherish the Psalms as sacred literature. Specific exegetical issues to be engaged include: signifying aspects of Hebrew poetic diction, including parallelism, chiasmic structuring, and ellipsis; the importance of genre analysis, with a focus on lament and praise; constructions of the psalmist's voice and its relation to the historicizing superscriptions in some psalms; constructions of implied audience and the notions of community that may be performed thereby; representations of kingship in the royal psalms; theological and ethical problems related to violent language and imagery of vengeance in the psalms. Carolyn J. Sharp.

REL 689a, Greek Exegesis: Romans. This course examines Paul's letter to the Christians at Rome in light of its socio-historical setting and ancient theological and ethical functions. Students engage modern theological concerns arising from the letter's emphases, but the primary task is to examine these emphases and to ask how they would make sense in a setting in which first-century Gentile and Jewish converts sought to craft new identities for themselves as believers. Students examine such subjects as the distinctiveness of the gospel as espousing a *bios* or "way of life"; the justice and mercy of God; their relationship to the impartial inclusion of Gentiles and Israel in God's salvation; the importance of apocalyptic eschatology in Paul's vision of God's saving action in the future; the significance of Christ's death and identity as Lord (*kyrios*) for the community's life; the place of Israel's law and scriptures in that life; and the imperative to welcome one another despite differences. Diana Swancutt.

Historical and Theological Studies

REL 654b, The Messiah. This course traces the roots of the concept of a messiah in the kingship ideologies of the Ancient Near East, through the Old Testament, Dead Sea Scrolls, and New Testament. The objective is to help students understand how so much importance came to be attached to a single figure, and the background of Christology. Students should have taken Old Testament Interpretation. John J. Collins.

REL 660a, Contemporary Christian Theologies of the Old Testament. Christian theologians and practicing clergy have striven since the dawn of the Common Era to formulate comprehensive understandings of the Old Testament that are theologically illuminating, hermeneutically sophisticated, and responsive to the ethical insights of their own times. Contemporary Christian leaders who do not attempt this crucial theological task may end up relying on simplistic formations that cannot do justice to the complexity of the Biblical material, running the risks of reductionism and supersessionism. In this course, students probe the strengths and vulnerabilities of recent tomes on Old Testament theology by Bernhard Anderson, Walter Brueggemann, Brevard Childs, and Erhard Gerstenberger. Acknowledging that the scholarly subdiscipline of Christian Biblical theology seems at present to be dominated by White males from the global North, students will bring these men's works into dialogue with a variety of feminist, womanist, liberationist, postcolonial, and other theological readings by scholars who are not White, not male, and/or not from North America or northern Europe. Students will

be encouraged to explore interdisciplinary and intercultural aspects of a broad, ranging and lively semester-long conversation about the importance of the Old Testament for Christian theology. Carolyn J. Sharp.

REL 663a, Israel's Scriptures in the Early Church. This advanced seminar is an experimental investigation of the social functions of Israel's scriptures in the identity formation of first-century C.E. Christian communities (i.e., of Christian messianic Judaism). It presumes and builds upon the venerable thesis of C. H. Dodd, that the scriptures of Israel were the "Substructure of New Testament Theology." Understood with the "sociology of knowledge" in mind, that means that the course examines the theological, christological, political, ethno-religious, ethical, ritual, and liturgical roles the scriptures played in teaching the first believers what it meant to "belong to Christ," to be "kin to one another," and to be children of one God. This course focuses primarily on the Pauline letters and the post-Pauline tradition (the deutero-Paulines, the pastorals), but it places these texts in conversation with the gospel of John, 1 Peter, and other texts. NT Introduction required. Knowledge of identity studies and of Greek preferred. Diana Swancutt.

REL 669b, Crafting Early Christian Identities. This course explores community identity formation in early Christian churches as it shifted and changed in the first two centuries C.E. Jewish and Gentile converts to the new faith continually struggled to craft distinctive identities as Christians. The basic questions they faced were relatively simple (Who am I in relation to others? Who are we in relation to other groups of people?). But their resocialization as Christians was complicated because they abandoned accepted societal and specifically Jewish practices associated with their old ways-of-life, while inventing new ones and redefining others utterly. This dynamic process enforced the distinctiveness of their believing communities, but it excluded non-conformists and resulted in conflict, particularly with more powerful groups like Roman elites, who sought to impose old practices on Christians in order to control and subjugate them. Hence, the course highlights the politics of relationships among Jewish and Gentile believers, Jews, and Imperial and local authorities; their various definitions of "the other"; the use of scripture, worship activities, and Jewish and Greco-Roman conventions, practices, and institutions, as identity-building practices; and the critical importance of ethnicity, societal status, gender, asceticism, and suffering in early Christianity. New Testament Introduction required. Knowledge of (post)colonial analysis and identity, ethnicity, and/or gender studies beneficial. Diana Swancutt.

REL 672b, Living with Difficult Texts. Students determine which texts are "difficult" and why. Each week all students in the course prepare a position paper describing how they would deal with the difficulties of the text. Members of the class then discuss selected position papers. The course is designed primarily for third-year M.Div. students. At least one year of New Testament or Old Testament Interpretation is required. A course in Systematics is desirable. Enrollment limited to twelve students. Harold W. Attridge.

REL 680a, Ascents to Heaven in Antiquity. In this course students read, in English translation, accounts of ascents to heaven in Jewish, Greek, and Latin literature and

in the New Testament and later Christian literature. Two types of ascents are studied: journeys to the realm of God or the gods or the realm of the dead followed by return to ordinary life, and journeys to these realms at the end of ordinary life. Those who have studied Hebrew, Aramaic, Greek, or Latin are encouraged to read the texts written in those languages, especially when preparing their papers. Adela Yarbro Collins.

Graduate Seminars in Biblical and Cognate Studies

REL 691b, History and Methods of the Discipline of New Testament Study. The objectives of the course are to become familiar with the history of scholarship on the New Testament; to grasp the theory and practice of the classic methods of historical criticism; and to become acquainted with newer methods being applied to the interpretation of the New Testament. The course is designed primarily for students in the Ph.D. programs in New Testament and Ancient Christianity. Other students with knowledge of classical Greek and experience in advanced exegetical courses may enroll with the permission of the instructor. Adela Yarbro Collins.

REL 692a, The Gospel of John in Ancient Interpretation. This seminar explores the interpretation of the Fourth Gospel in the first five centuries of the Christian era. Designed primarily for Ph.D. candidates, the course requires extensive reading in primary source materials and a major research paper. Harold W. Attridge.

RLST 801b, Old Testament/Hebrew Bible Seminar: Problems in the History of Israelite Religion. This course is an intensive study of important features of ancient Israelite religion, including the origins of monotheism, the priesthood, prophecy, and apocalyptic. The objective is to gain a comprehensive knowledge of the origins of the main features of ancient Israelite religion. Expected background is two or more years of Biblical Hebrew and previous work in Old Testament interpretation. Reading knowledge of German is helpful but not required. Robert R. Wilson.

RLST 805b, The History and Methods of the Interpretation of the Old Testament. Reading and critical evaluation of major classic works in the history of Old Testament studies from Wellhausen to the present. The objective of the course is to become acquainted with the major trends and methods in the history of Old Testament studies. A working knowledge of Biblical Hebrew and a reading knowledge of German are expected. John J. Collins, Robert R. Wilson.

AREA II. THEOLOGICAL STUDIES

The work of this area includes analysis of the development, thought, and institutional life of the Christian community in various periods and contexts, and training in the substance and forms of theological positions and argumentation.

1. The comprehensive purpose of the courses designated *Theological Studies* is to foster an understanding of the classical theological tradition of Christianity, acquaint the students with contemporary theological thought, and develop the skills necessary to engage effectively in critical analysis and constructive argument.

2. *Christian Ethics* as a discipline gives attention to the moral strand within Christian belief by offering opportunities for systematic study of foundational aspects of the moral life, formulation of constructive proposals regarding ethical issues, and rigorous thinking regarding action guidance.
3. *Liturgical Studies* is intended to foster a serious and scholarly engagement with the origins and historical evolution of inherited patterns of worship, and to prepare the students to lead the worship of contemporary Christian communities with competence and sensitivity.
4. The *Denominational Courses* are offered primarily although not exclusively for the constituencies of particular denominations. Distributional credit in Area II will be granted for only one denominational course.

Theological Studies

REL 720a, History of Christian Theology to 451. An introduction to the fundamental developments in Christian theology from the close of the New Testament to the Council of Chalcedon in 451. The course covers the major theologians and church councils of the “patristic” period, focusing on the doctrines of God, Jesus Christ, the Holy Spirit, the Trinity, and salvation, in connection with biblical interpretation, theological anthropology, and spirituality. While there are no prerequisites, an elementary knowledge of the Christian story is assumed: students should have read at least Luke and Acts, or Matthew, or John, and Romans. This course serves as a preparation for further study in historical and systematic theology. Christopher A. Beeley.

REL 721, Historical Theology, the Medieval Period. A survey of some themes central to theologies in the medieval period from Augustine to the end of the Middle Ages, in particular covering issues of theological method, genre, and linguistic medium; doctrines of God, the Trinity, and Incarnation; the place of the Bible and its interpretation in medieval theology; and the connections between theology and “mysticism” in this period. Denys Turner.

REL 722a, Later Latin Literature. An introduction to the Latin literature of Late Antiquity and the Middle Ages. Representative selections from the most important genres in the ecclesiastic and secular traditions are translated and discussed: history, biography, and hagiography; epistolography; poetry and drama; ascetic/monastic literature; law; rhetoric and homiletics; scripture, commentary, and apocrypha; and theology. Particular attention is given to the works of Augustine. Paul Dilley.

REL 725a, Origen of Alexandria. A study of the theology, exegesis, and spirituality of Origen of Alexandria. Students examine Origen’s theological system in *On First Principles*, then read selections from his apologetic, spiritual, and exegetical writings, including *Contra Celsum*, *On Prayer*, *Exhortation to Martyrdom*, the *Commentary on John*, the *Commentary on the Song of Songs*, and several *Homilies*. Prior study of historical and systematic theology required. Christopher A. Beeley.

REL 725b, Patristic Christology. A survey of the development of orthodox Christology from the third to the eighth century. Students study the Christologies of Origen, Athanasius, Apollinarius, the Cappadocians, Nestorius, Cyril of Alexandria, Leontius of Byzantium, Maximus Confessor, John of Damascus, and Theodore the Studite, as well as the seven ecumenical councils from Nicea 325 to Nicea II 787. Previous study of historical and/or systematic theology is assumed. Christopher A. Beeley.

REL 726, Systematic Theology. The purpose of this yearlong course is to explore the nature and the systematic interconnections between issues and doctrines that are central to Christian faith and life. Attention is given to identifying several different ways of formulating these issues and doctrines and examining the ramifications of contrasting stands one might take regarding these options. In conversation with the readings, the lectures, and with one another, students are encouraged to formulate their own constructive theological position. Within each section, students explore major contrasting ways of approaching the individual topics, such as Roman Catholic (Karl Rahner), Protestant (Karl Barth), and other positions. L. Serene Jones [F], Miroslav Volf [Sp].

REL 733b, Christian Mysticism in Late-Medieval Europe. This course explores developments, often radical, in Christian mysticism in Western Europe from the twelfth through the fifteenth century. During this period, numerous orthodox, controversial, and even “heretical” visionary individuals both within and outside of major movements claimed to describe alternative modes of access to the divine. While reading the major texts of varied mystical traditions throughout Europe, students examine the expansion of language and representation to express adequately (or perhaps inadequately) the mystical experience. Moreover, students explore the particular opportunities and liberties afforded and denied to women visionaries and examine the roles that gender plays both in the attempt of mystical texts to claim for themselves (and for their authors) an authority that circumvents or even surmounts that of a traditional ecclesiastical hierarchy. Lana Schwebel.

REL 768b, The Conversational Theology of Rowan Williams. This seminar introduces students to the theological fecundity of Rowan Williams, current Archbishop of Canterbury and perhaps the premier contemporary Anglican theologian. This course explores how his thought, which is characterized by a “conversational” mode, is able to draw fresh conclusions from orthodox sources, always in dialogue with world events and ecclesial developments. Readings include Williams’s writings in historical and constructive theology, ethics, social criticism, Anglican identity, as well as his poetry and sermons. Joseph H. Britton.

Christian Ethics

REL 712b, Religious Ethics and Modern Moral Issues. Alternative positions in Jewish, Christian, and Islamic ethical writings related to contemporary and social questions, e.g., sexuality and marriage; debates in medical ethics, including abortion and euthanasia; selected political problems and the morality of warfare. Gene Outka.



REL 713a, History of Christian Theological Ethics. This course explores the historical foundations and trends in Christian ethics by studying classical texts. This is not a survey course, but a study in the primary texts of four major figures — Augustine, Aquinas, Luther, and Calvin — with a brief look at the ethics of the Radical Reformation. It probes major themes in theological ethics (e.g., freedom, law/gospel, love/justice, virtue/sanctification). It also examines special topics addressed by all four authors: political theory, sexual ethics, war and peace, economic ethics. Attention is paid to social contexts and to developments in intellectual (theological/ethical) history. Relevance to contemporary Christian ethics is sought throughout. Margaret A. Farley.

REL 773b, Moral Agency and the Formation of Moral Character. The course is offered as a seminar focusing on critical discussions of a common selection of readings on moral agency and the formation of moral character. Discussions are supplemented by lectures designed to provide a larger framework for seminar discussions, and to offer suggestions about how the diverse resources might be fruitfully incorporated into a constructive Christian theological ethic. Common readings include a range of classical and contemporary treatments of moral agency and moral formation, taking account of philosophical, theological, and human science perspectives. Prior work in systematic theology — especially theological anthropology — and the history of Christian ethics is pertinent to the course. Also relevant are previous studies in the writings of Aristotle, Plato, Immanuel Kant, and Emmanuel Levinas, and in psychoanalytic, psychological,

and social-psychological treatments of moral formation and development. Thomas W. Ogletree.

REL 776a, The Relation between Christian Morality and the Spiritual Life. This course addresses the intersection between morality and spirituality, ethics and spiritual theology. It begins with considerations of religion and morality, and proceeds through such questions as the role of asceticism in Christian life, discernment of vocation, meaning of discipleship, the nature and significance of Christian hope, spirituality, and justice. Readings are both historical and contemporary. Margaret A. Farley.

REL 778b, *Agape* and Special Relations. This seminar addresses a range of inquiries generated by a larger question: How should we relate an understanding of the commandment to love one's neighbor as oneself as universal in scope to the demands of special relations? Authors read include historical and contemporary works, mainly in the Christian tradition. Gene Outka.

Liturgical Studies

REL 780b, The Churches of the East: Identity, Christology, and Worship. An introduction to the variety of Eastern Churches, their Christological background, and their present worship. Foundations of Christian worship, or patristics/Church history background expected. Bryan D. Spinks.

REL 782a, Foundations of Christian Worship. This team-taught course surveys the major areas of liturgical studies (theological basis, time, space, word and sacraments, pastoral rites, and daily prayer); exposes students to both theological and historical methodologies in looking at worship; traces the development across time of the various strands and traditions of Christian worship; and provides the rudiments for anyone contemplating ordination, liturgical/musical leadership, or any of the more specialized courses offered. The course is open to all Divinity students; it is highly recommended for ISM students and is also recommended for other students as good preparation for subsequent liturgical studies courses. Bryan D. Spinks, Siobhán Garrigan.

REL 786b, Liturgical Theology. The course seeks to survey the work of the most widely read of the twentieth-century liturgical theologians as well as some lesser-known voices, to inquire about method in liturgical theology, to discuss "meaning" in Christian praxis, and to provide a forum for on-going work toward twenty-first-century public theologies of Christian worship. Gordon W. Lathrop.

REL 787a, The English Reformation Liturgical Traditions and the Evolution of the Anglican Books of Common Prayer. This course considers the liturgical reforms in England, official and unofficial, that gave rise to the Anglican, Presbyterian, Baptist, Congregationalist, Quaker, and Methodist traditions from 1540 to 1789, looking at liturgical books, theological issues, architecture, music, and preaching styles. The second part of the course focuses on the Anglican Prayer Book tradition from 1789 to the present, and compares the 1979 Book of Common Prayer with that of another Anglican province. This course is required of all Berkeley Divinity School students seeking the Diploma of Anglican Studies; however, the course is designed for students of all denomi-

nations, with non-Episcopal students comparing their own denominational book with the 1979 Prayer Book. Bryan D. Spinks.

REL 796b, Christian Marriage: Biblical Themes, Theological Reflections, and Liturgical Celebrations. This is an exploration of the celebration of marriage, combining some biblical exegesis and theological reflection with close examination of the evolution of the liturgical rites. It looks at some foundational biblical passages and considers the Jewish religious matrix and the Roman and Germanic legal setting of early Christian marriage. Examination is made of the theology of marriage in selected writings and sermons, ancient and modern, and study of the structure and theology of the marriage rites in the Eastern Orthodox, East Syrian, and Maronite Churches. The history of the Western marriage rites is traced from the early sacramentaries through to the 1614 Ritual, as well as the theological background and rites of the major Reformation traditions, together with some customs of a more social nature. Modern marriage rites in American churches are compared. The practical and pastoral aspects presented by Perry Biddle in *A Marriage Manual* are evaluated. Bryan D. Spinks

Denominational Courses

REL 775b, Roman Catholic Ecclesiology and Ethics. This course covers historical and contemporary (primarily contemporary) Roman Catholic theologies of church and moral theologies. Attention is paid to contemporary developments in church teachings and among moral theologians. Resources are drawn from pre-Vatican II, Vatican II, and post-Vatican II documents; and also from current Catholic writers on specific moral questions. Particular attention is given to issues of methodology, development of doctrine, and currently controversial issues in sexual ethics, medical ethics, and social ethics. Margaret A. Farley.

REL 790b, Lutheran Liturgy: History, Practice, Meaning. The course researches the sixteenth-century roots of Lutheran liturgical principles and the fate of those principles in subsequent centuries, discusses the idea of “worship in word and sacrament” and the practical implications of that idea, and explores the resources resulting from the Renewing Worship project of the Evangelical Lutheran Church in America. Gordon W. Lathrop.

REL 791a, Ecclesiology, Ministry, and Polity. Lectures on comparative ecclesiology, doctrines of the ministry, and patterns of church polity in Western Christianity. Sections are arranged to enable students to study the history, doctrine, worship, and polity of their own denominations. (Sections on A.M.E. Zion, Roman Catholic, and Unitarian Universalist polities are offered in alternate years.) Donald H. Kirkham, Coordinator.

Baptist, Dale W. Peterson

Episcopal, Joseph H. Britton (see REL 798a)

Lutheran, William G. Rusch

Presbyterian, Maria LaSala and William Goettler

United Church of Christ, Kent Siladi

United Methodist, Donald H. Kirkham

REL 793b, United Methodist History and Doctrine. The topics to be covered are the origins of Methodism in England, the life, ministry, and theology of John Wesley, and the spread of Methodism in America. The purpose of this course is to study, in their historical, cultural, and theological settings, the traditions which have culminated in United Methodism. The course is designed to meet the history and doctrine requirements of the Book of Discipline for ordination and conference membership in the United Methodist church when taken in sequence with United Methodist polity. Donald H. Kirkham.

REL 795b, Anglican Theology and History I: Great Britain. A survey of Anglican theology, church history, and ecclesiology in England from the sixteenth to the twentieth century. Within a narrative treatment of the major historical and ecclesiastical developments, students read several classics of Anglican theology and devotional literature from Thomas Cranmer to Rowan Williams. While it is open to all, this course is required of all Berkeley Divinity School students and serves the special purpose of preparing them for the General Ordination Exams. A basic knowledge of theology and church history prior to the English Reformation is assumed: History of Christian Thought to 451 and History of Christian Thought 451–1650 should have already been completed. Christopher A. Beeley.

REL 798a, Anglican Theology and History II: ECUSA and Anglican Communion. A study of the theology, history, and polity of the Episcopal Church in the United States and the development of the worldwide Anglican Communion. In addition to American Episcopal history and theology, students study the current Constitution and Canons of the Episcopal Church and the current state of Anglican ecumenical relations with other Christian churches. A continuation of REL 795, this course is designed for second-year students in preparation for the General Ordination Exams. Joseph H. Britton.

AREA III. HISTORICAL STUDIES

The intent of Historical Studies is to foster and demand serious consideration by students of the essential historical substance of Christian faith and tradition. Two aspects of inquiry merge in this area of the curriculum: (1) the development of analytic capacities for the understanding of religious thought and practice in their cultural context, and (2) special studies in the cultural context itself that are deemed essential to competent ministry. Work in this area includes social and cultural analysis often focusing on issues that arise at the intersection of established disciplines. Area III thus includes subjects falling outside the domain of explicitly Christian thought.

REL 701b, Religion in American Society, 1550–1870. This course introduces students to major themes and movements in American religious history from colonial origins through the Civil War. Among the topics considered are native American religious traditions, colonial plantings, religion and the Revolution, slavery and slave religion, revivalism, Mormonism, Civil War, Utopian communities, and Catholic and Jewish immigration. Harry S. Stout.

REL 835a, Iconography of Christian Art. To have students start to see theologically and realize that seeing is believing. If Christ is the image of God (Colossians 1:15) and the goal of faith a Beatific Vision, then Christianity is more a visual experience of Presence and encounter than an abstract set of theories. Eye training is essential for any church member, no matter to what denomination or tradition one belongs. This course dares to say that image shapes belief and attitude, as well as being shaped by belief. The course also acts as an historical survey of the visual presentation of the Trinity, Christ, Mary, Church and saints, as well as issues like Last Judgment, reward, punishment. Jaime Lara.

AREA IV. MINISTERIAL STUDIES

Principles of Ministry

REL 935a, Understanding Congregations in Context: An Exercise in Practical Theology. This course is for students who wish to gain and practice skills for understanding congregations in context. While this implies many things for leadership, the course focuses not only on the work of the pastor/priest/minister. Still, it certainly can strengthen the ability of anyone, ordained or lay, in the work of congregational leadership in all its dimensions. This is not a “how to” course in relation to any of the dimensions of congregational life. That is, we do not worry much about technical aspects of teaching, preaching, leading worship, and so on. Nor is it a “how to” course in relation to problems such as congregational decline or conflict. Rather, this is a “how to understand” course intended to aid congregational leaders in gaining a holistic and integrated and empirically grounded sense of particular congregations as dynamic spiritual and social institutions. Christian A. Scharen.

REL 936b, Ritual, Music, Documentary. Seminar on theories of filming human subjects in ritual activities, including the filming of various styles of sacred music. Opportunities to work on various aspects of documentaries now in progress in addition to viewing and evaluating published examples. No previous training necessary, but it is hoped that students have backgrounds in one of the following: music, anthropology, religious studies, film studies. Permission of instructor required; limited to twenty students. Margot E. Fassler.

REL 938b, Mastering Foolishness: Ministry as Formation and Profession. Mastery in pastoral ministry depends on the shifting character of learning that takes place in the transition from the relative safety of classroom settings to the fire of responsible leadership in parish practice. This course examine some philosophical sources for gaining a framework of developmental skill acquisition in ministry. This framework describes a learning pathway from novice to mastery that develops along multiple parallel tracks, at variable speeds, according to an interconnected set of domains that together form a set of component parts of pastoral ministry. Pastoral ministry, like other professions, combines key knowledge and theory, tools and techniques, and specific skills that are grounded in but do not simply apply knowledge and tools in competent professional practice.

Within understandings of formation in professional practice generally, the course focuses on how one becomes competent at the various component parts of ministry but also (and especially) competent at their integration and practical deployment in context. Christian A. Scharen.

REL 980b, Nonviolence: Path to Social and Personal Transformation. While not currently the dominant story (or practice) of Christianity, or of our culture, active non-violence has deep roots in the Christian tradition, expressed in and represented by: the teachings of Jesus, the history of the early Christian church, and the lives of practitioners such as Martin Luther King, Jr., Dorothy Day, Thomas Merton, and many others. Non-violence is also a strand in all religious traditions. This course, designed as an introduction to the history, theology, psychology, and practice of active nonviolence, brings the tradition of nonviolence to the foreground for study. Students consider first the nature of conflict, the realities of violence, and the characteristics of cultures that support and promote violence as the “dominant story.” Students mine the scriptures and Christian church history for the roots and growth patterns of nonviolence. Students examine historical and current nonviolent responses to violence and conflict and explore the conditions that help to create and grow, whether in congregations, families, or the larger, global society, a culture of nonviolence. In the spirit of nonviolence and noncompetitive-ness, this course is presented on a Satisfactory/Unsatisfactory basis. Alice Perry.

Counseling Ministry

REL 906a & b, Transitions: Pastoral Care in the Before/Between Times. In this course students explore introductory pastoral care and counseling issues related to some normal and crisis life transitions. Students survey a broad range of theoretical and practical issues related to the care of individuals and communities as they move through these life changes. Because listening and responding are key elements in the art of pastoral care, emphasis is placed on developing skills in these areas. The integration of theological reflection, psychological and systems theories, and practical skills is emphasized throughout the course. This course presumes the parish as a primary, but not exclusive, context for pastoral care. Kristen J. Leslie.

REL 970a, Family Therapy and Systems Theory: Lens for Pastoral and Therapeutic Practice. This course explores several major approaches to family therapy, tracing it as an evolving discipline and practice, beginning with the work of some of the first generation (Murray Bowen and Salvador Minuchin) and including the more recent post-modern developments of narrative and collaborative therapies. Students examine changing understandings of family, as a locus of meaning-making and identity formation, and examine processes that contribute to healthy and generative functioning. Attention is given to race, gender, culture, and class, as critical lens for working with families in both pastoral and clinical settings. Alice Perry.

REL 973a, Pastoral Leadership in Community-Based Systems of Healing. We live and work in communities that experience traumas caused by human violence and natural devastation. Such acts of destruction have an enduring effect on the health and survival



of our communities. Religious leaders play a central role in the healing and recovery for traumatized people in areas of conflict/post-conflict and natural disasters. Whether it is a national tragedy or an intergenerational pattern of violence, religious professionals are situationally located to be first responders — “indigenous healers.” In this course students explore historical and contemporary notions of healing in both social-professional (psychiatric) and spiritual (pastoral care) paradigms. Drawing from lessons learned in work in Cambodia, Bosnia-Herzegovina, and New York City, students explore the role of religious professionals in recovery programs that place the religious professionals at the center of the conflict/post-conflict recovery. Kristen J. Leslie, Richard Mollica.

REL 991b, Issues in Pastoral Care and Counseling: Pastoral Care in Small Groups.

Pastoral care and counseling in faith communities occurs in a variety of small support groups. In this intermediate course students concentrate on theories and skills related to the creation and facilitation of small support groups. A significant portion of the class involves students facilitating small support groups. Admission by permission of instructor. Students must have taken an introductory Pastoral Care and Counseling course that included student role-plays; or a master’s-level course in counseling. Limited to ten students. Kristen J. Leslie.

Preaching Ministry

REL 912a, Principles and Practice of Preaching. This is the introductory course in the theology, history, and practice of preaching. Particular attention is paid both to the exegesis of texts for preaching and to an understanding of the congregational context of preaching. Wesley D. Avram.

REL 922a, Rhetoric and Witness. This course provides an introduction to practical theological reflection on broad issues of communication, with an eye toward the practice of ministry. It provides tools with which students are encouraged to develop theological perspectives on human discourse from the “bottom up,” meaning from within structured reflection on actual communicative practices in a complex and changing world. Wesley D. Avram.

REL 961b, Preaching Workshop. Workshop-styled refining of preaching skills via a collection of practices: in-class exercises; discussions of assigned texts; close critique of each other’s work through the writing process; intensive response to and exploration of personal dispositions, theological perspectives, hermeneutical approaches, rhetorical choices, and performance style in preaching. The course works on the basis of developed mutual trust and a spirit of openness to critique. Wesley D. Avram.

Educational Ministry

REL 905b, Resources for the Study of Religion. The course is designed to help the student develop skills to identify, select, and retrieve the information required for research in religious studies and/or the practice of ministry. The form, function, content, and organization of specific research resources in religious studies and related disciplines (with an emphasis on the Christian tradition) are explored in the broader context of the history of scholarship, publishing, and libraries. The course includes instruction in the use of educational technologies for research and presentation. Paul F. Stuehrenberg, Martha Smalley.

REL 914a, Teaching the Bible in the Congregation. This course is designed to explore various resources, teaching approaches, and practical applications that equip persons to teach the Bible in the local church. Attention is given to the task of teaching, preparing to teach through analysis and interpretation of the biblical text, engaging teaching and learning styles in the classroom, teaching the Bible to various age levels, evaluating and selecting Bible study programs and curriculum resources, using creative approaches to teaching the Bible and equipping church members to engage the text in a way that is meaningful and transformative in their lives. Yolanda Y. Smith.

REL 917b, Spirituality and Religious Education. This course is an exploration of selected issues and topics in Christian education. Attention is given to the role of spirituality as it emerges through various paradigms of religious education and the implications for spiritual growth, development, and the practice of religious education. Yolanda Y. Smith.

REL 918a, Introduction to Christian Religious Education. This course provides an introduction to Christian religious education with particular attention to the socio-historical context, theory, and practice in the teaching ministry of the church. Yolanda Y. Smith.

REL 919b, Christian Education in the African American Experience. This course examines the major components of African American Christian education by providing a general overview of historical developments, contemporary models, and common teaching practices in the African American church. Attention is given to the use of scripture, story, metaphor, ritual, and theological reflection. Yolanda Y. Smith.

REL 925a, Overcoming the Sunday-Monday Gap: A Theology and Praxis of Ministering to Those in the Marketplace. This course offers theological, ecclesiastical, and practical models to future pastors to help them minister more effectively to those called to the workplace. Many parishioners who work in the marketplace experience a Sunday-Monday gap where their weekend worship seems far removed from weekday work. Many live compartmentalized lives where faith and work are seen as incompatible, often abandoning the church altogether. People desire but receive few theological or practical resources for Monday's workplace. Indeed, studies show that many parishioners feel their pastor has little awareness of or interest in their Monday-Friday work life despite the reality that most parishioners spend over 60 percent of their waking hours at their place of work. David W. Miller.

REL 938a, Creativity and the Congregation. This course begins to answer the question, "How?" How do you apply all the wonderful things you learn about at the ISM/YDS regarding music, song, art, drama, literature, architecture, dance, and theater when you find yourself as a pastor, musician, or teacher in a local congregation? The course answers this by inviting a different practitioner each week to come and work with the class as if it were a congregation. "Practitioners" means musicians, hymn writers, liturgical dancers, poets, theater directors, visual artists, etc. They meet with the class for one of its two weekly meetings, and then in the second meeting the class discusses what it learned in light of the workshop and in light of prescribed readings about creativity and congregational life. Siobhán Garrigan, Patrick Evans.

AREA V. COMPARATIVE AND CULTURAL STUDIES

Courses in this area are grouped as follows: *Comparative Studies*: The exploration of non-Christian traditions with special emphasis upon comparative religious questions. *Philosophy and Religion*: The study of conceptual issues that bear upon method in theology and ethics, the philosophical clarification of religious concepts and categories, and the examination of philosophical worldviews that are alternatives to traditional Christian perspectives. *Religion and the Arts*: Studies concerning the nature of human imagination in visual, literary, and musical forms that have shaped the religious life and its cultural expression, both within and outside the Christian church. *Study of Personality*: The examination of the methodologies that illumine the way the human personality is

shaped. The inquiry is normally undertaken within the context of ministry. *Study of Society*: The employment of normative and social-scientific tools to comprehend and bring under ethical and theological scrutiny societal institutions (including religious ones) and ideational patterns.

Comparative Studies

HIST 487a, West African Islam: Religion and Public Policy. The course explores the rise and consolidation of Islam in West African societies, doing this on three levels: on the historical level with a look at the background to the rise of Islam in North Africa and the subsequent expansion to Sub-Saharan Africa; on the social level by inquiring into the social basis of Islamic expansion under the aegis of organized, hierarchical societies and commercial towns and trading communities; and, finally, on the religious level by describing the process of assimilation, adaptation, and reform, a process that came and went like the tide. Lamin Sanneh.

REL 814a, Christian-Muslim Dialogue and Understanding Historical and Theological Themes. This course is conceived as an introduction to Islamic religious and theological thought, and to the historical origins and development of Islam. Students examine the pre-Islamic sources of the rise of Islam, the primacy of Muhammad in the fledgling religion and in the community that at origin bore his name, sectarianism, development of the schools of law, the rise of Sufism, and the expansion into new societies. The framework of the course is the *Five Pillars*, the *arkanu-d-din*: the confession of faith, prescribed worship, the fast, almsgiving, and the pilgrimage. Lamin Sanneh.

REL 816b, World Christianity: Religious and Cultural Factors. The course is an historical examination of the phenomenon of world Christianity, particularly the factors involved in the encounter between cultures. It examines the Western encounter with non-Western cultures in terms of the religious and intellectual forces at play, and assesses the legacy of colonialism and Christian missions in the context of indigenous movements of religious and cultural renewal. Lamin Sanneh.

REL 819b, African Religion: A Theological Inquiry. The course examines theories of religion before going on to a consideration of one particular religious tradition in Africa: the Nuer. Supplementing the Nuer material with materials from other parts of Africa, the course looks at the theological implications of the Christian enterprise in Africa. Lamin Sanneh.

REL 875a, Middle East Travel Seminar: Living Conflict—Creating Beauty. This travel seminar comprises formal classroom sessions followed by a ten-day trip to Israel and the West Bank. The seminar aims to develop an awareness of the issues that give rise to conflict in Israeli and Palestinian societies and to transfer this awareness to the examination of conflict in theological, political, and artistic contexts; to provide an interdisciplinary curriculum that fosters an understanding of the social, economic, and cultural development of modern Israel-Palestine; and to deepen intercultural and interpersonal awareness, understanding, and respect, thus enhancing students' abilities to interact sensitively and responsibly within other cultures. Jeremy F. Hultin, L. Serene Jones.

Philosophy of Religion

RLST 866a, Theories of Love. Accounts of love in the Christian tradition, especially of *agape*, *philia*, and *eros*, and considerations of certain philosophical accounts. Historical and contemporary authors include Augustine, Aquinas, Kierkegaard, Nygren, Outka, O'Donovan, Vacek, and Jackson. Topics include love for God, neighbor-love, and self-love. Gene Outka.

Religion and the Arts

REL 847b, The House of the Lord. The objectives of this course are to prepare future ministers and pastoral personnel to understand and design/redesign their worship spaces. This is visual ecclesiology, not interior decoration. The course also acts as an historical survey of twenty centuries of church design for preaching and sacraments, and demonstrates how sacred space has shaped theology and liturgical practice, as well as being shaped by them. Although there are no prerequisites, it is hoped that students know something about Scripture and Christian worship, particularly that of their own religious tradition. The course consists of illustrated lectures. Jaime Lara.

REL 858b, Liturgical Drama and Its Settings in the Latin Middle Ages and the Latin New World. Dramatic musical productions and their architectural and festive settings, from origins in the Carolingian period to the transplantation of these musical genres, liturgical practices, and architectural settings to the New World. Materials include study of filmed performances and staging of the Southern French *Play of the Wise and Foolish Virgins*. Students may join a study tour to Southern France and Spain in May, led by the Institute of Sacred Music. Margot E. Fassler, Jaime Lara.

REL 852a, Exegesis of Black Hymnody, Spirituals, and Gospel Songs. This seminar is designed to help provide a systematic way of interpreting and providing commentary on the meaning of song texts, utilizing exegetical methodology for understanding texts, and musical analysis to determine the compatibility of music and text. Melva Wilson Costen.

REL 853a, Ritual and Music of African American Worship. This is a basic course in Christian worship with emphases on African and African American origins of rituals, adaptations of Christian ritual practices, and the liturgical use of music in worship. Participants explore the historical depths, unique factors, and the current status of various genres of vocal and instrumental music used in African American worship. Melva Wilson Costen.

Study of Society

REL 853b, Maria/chi and Hispanic Popular Devotion. This lecture course focuses on two of the most powerful mediating forces between the Catholic Church and its secular Hispanic community: the Virgin Mary (Maria) and the mariachi. While the course focuses on Mexico in particular, it also includes a consideration of the Hispanic Southwest in the United States. Lorenzo Candelaria.

RLST 868b, Communicative Ethics in a Multicultural Democracy: Philosophical Resources for Religious Perspectives on Public Ethics. This course is organized as a seminar for Ph.D. students specializing in religious ethics. Students in other programs of the University are admitted by permission only, with enrollment limited to ten students. The seminar focuses on philosophical resources that address prospects for meaningful public discourse about basic social and political issues in contemporary U.S. society. The seminar takes account of relevant Constitutional issues, especially First Amendment principles. Common readings are, however, primarily devoted to critical assessments of ethical principles that should both regulate and guide public debates about the common good among people with diverse and even incompatible beliefs about normative values that are requisite for a well-ordered society. The presumption is that these philosophical resources are themselves essential for sound critical inquiry in religious ethics. While the scholars under study are restricting themselves to philosophical analyses and arguments, several of them are publicly identified with faith-based communities, e.g., Charles Taylor, Alasdair MacIntyre, Michael Walzer, and others. Thomas W. Ogletree.

REL 870a, Environmental Ethics. Environmental ethics is a systematic account of values carried by the natural world, coupled with an inquiry into duties toward animals, plants, species, and ecosystems. A comprehensive philosophy of nature is illustrated by and integrated with numerous actual examples of ethical decisions made in encounters with fauna and flora and with endangered species and threatened ecosystems. The ethics developed is informed throughout by ecological science and evolutionary biology, with attention to the logic of moving from what is in nature to what ought to be. Attention is given to religious perspectives on nature, Judeo-Christian, Eastern, and native American, and to classical philosophies of nature, particularly in Romanticism in Emerson and in “hard science” as represented by John Stuart Mill. The ethical theory is applied in detail to social, public, and business policy. The ethics concludes by exploring the historical experiences of personal residence in a surrounding natural environment. Holmes Rolston III.

REL 872b, Alternative Approaches to Bioethics. For almost twenty years, the field of bioethics was dominated by the “principles” approach popularized by Beauchamp and Childress and supported as well by the work of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. But even as the principles became solidified, there were grumblings in the field. A number of serious challenges have arisen. This course aims to review the dominant, “principled” approach and then examine a range of important challenges and alternative approaches. In doing so, students explore both the field of bioethics and the issue of method in ethics more generally. Readings are chosen both to reflect “classic” sources and to locate important but lesser-known emendations. Students are asked to examine several cases in light of different approaches, and to assess the strengths and weaknesses of each approach. Karen Lebacqz.

REL 873a, Critical Issues in Bioethics. This introductory course in bioethics is designed to: familiarize students with contemporary approaches to bioethics; introduce critiques of dominant approaches; ensure that students have a basic knowledge of key ethical concepts such as “morally relevant differences” and “goods internal to a practice”; examine controversial concepts such as “human dignity” and “medical futility”; explore several cutting-edge developments in bioethics, such as stem cell technologies and genetic interventions; and provide a foundation for ethical analysis of common issues in health care practice, such as advance directives, disability, and cost-benefit analysis. The “critical issues” under consideration, therefore, include both disagreements about foundational ethical theory, and also problems that arise in the design and practice of health care and medical research. Karen Lebacqz.

REL 876b, Genes, Genesis, and God. The seminar seeks to place science and religion in dialogue. The inquiry begins in science, probes the biological sciences, uses science itself to show that the creativity on earth invites deeper explanations, and then probes human scientific abilities to show that genetic explanations are incomplete. This requires moving through human ethical capacities to an analysis of human religious capacities. All three — science, ethics, and religion — display cultural values consistent with but transcending the prevailing explanatory paradigms in evolutionary biology. Holmes Rolston III.

REL 880b, Sexual Ethics. The aims and content of this course are both descriptive and normative. It examines the sources important for a Christian (and secular) sexual ethics. It considers biblical and traditional sources, but also secular disciplines (e.g., biology, psychology, sociology) and contemporary experience. It addresses broad questions of the meaning of sexuality and gender, patterns of relationships (heterosexual, same-sex, familial, single, etc.), social construction of sexual norms, and so on. Attention is paid to denominational traditions and to cross-cultural issues. Historical perspectives are considered, though most of the assigned readings are contemporary. Margaret A. Farley.

REL 887a, Covenant, Federalism, and Public Ethics. Offered as an advanced seminar in religious social ethics, the course examines biblical, reformed Protestant, and Puritan notions of covenant in their bearing on the development of federal conceptions of government as exemplified in the U.S. Constitution and elaborated in the *Federalist* papers. An underlying thesis for the seminar is that strong and self-conscious covenantal traditions have generated a distinctive and highly important answer to the classic question: What is the best form of government? Explicit attention is given to the shifting role that religion has played and continues to play in the evolution of democratic politics in the United States. Thomas W. Ogletree.

ADDITIONAL COURSES OFFERED

The following courses are not offered in the 2005–2006 academic year, but are representative of those likely to be offered in rotation over subsequent years.

Area I

Character and Community in the Biblical Short Story: Jonah, Ruth, and Esther
Feminist Interpretation: A Narratological Approach to 1 & 2 Samuel
Hebrew Exegesis: The Book of Micah
Hebrew Exegesis: Jeremiah
Advanced Hebrew Poetry: Job
Greek Exegesis: Galatians
Greek Exegesis: Gospel of Mark
Greek Exegesis: Acts of the Apostles
History of First-Century Palestine
The Rise of Monotheism in Ancient Israel
The Apostle Paul: An Exploration of His Message and Impact
Irony and Meaning in the Hebrew Bible
New Testament Apocrypha
The Sectarian Movement of the Dead Sea Scrolls
Ancient Apocalypticism

Area II

Studies in the Fathers: Gregory of Nazianzus
Practicing Jesus: Christology and the Christian Life
Trauma and Grace
Theological Ethics
Lutheran Ethics in a Comparative Context
Contemporary Protestant and Roman Catholic Ethics
Love and Justice
Music in Medieval Britain
Praying What We Believe: Theology and Worship

Area III

Christian Spirituality in the Age of Reform
The Life and Thought of Martin Luther

Area IV

Pastoral Care with Young Adults
Youth, Culture, and Christian Education

Area V

Apocalyptic Religion in Cross-Cultural Perspective
Gender, Religion and Globalization: Practices, Texts, and Contexts

Wittgenstein's Philosophy of Religion
Spiritual Autobiography
Elegy, Memory, and the Poetics of Grief
Art and Architecture of Conversion/Evangelism
Milton
Late-Medieval English Drama
Business Ethics
Medical Ethics
Ethics and the Economy

JOHN 17.16

[illegible]

Admission

DEGREE STUDENTS

Standards of Selection

Yale Divinity School welcomes applications from graduates of accredited national and international colleges or universities. Applicants are selected on the basis of academic ability and potential; leadership qualities; spiritual maturity; emotional stability; interpersonal communication skills; seriousness of purpose; personal initiative; and creativity. All completed applications are read, discussed, and evaluated by an Admissions Committee made up of faculty members, students, and administrators. Admissions decisions are made without regard to, or knowledge of, the applicant's financial circumstances.

Academic Preparation

A liberal arts degree with work in the humanities and social sciences provides the best preparation for theological study. Some previous work in the field of religion is appropriate, but not mandatory; broad experience in other fields is as beneficial. Candidates who have degrees in areas other than liberal arts must demonstrate their readiness to evaluate literary texts, to marshal cogent evidence for a line of reasoning and argumentation, and to write clear research papers and expository essays.

It is recommended that undergraduates who expect to begin theological study include among their college courses some basic work in each of the following fields: English composition and literature, one or more foreign languages (German, French, Latin, Greek, Hebrew), history, philosophy, psychology, and the social sciences (economics, sociology, government, social psychology, education).

Applicants who anticipate specializing in biblical studies are urged to obtain a working knowledge of Greek and Hebrew during their undergraduate years. Students who anticipate working toward another degree with language requirements are advised to begin their preparation in those languages while in college. Courses in ancient and modern languages are offered at the Divinity School, but are not requirements for either admission or graduation.

Application Procedure

The Yale Divinity School application is now online and can be accessed through the School's Web site at www.yale.edu/divinity. The application should be submitted electronically, with supporting documentation (official transcripts and letters of recommendation) mailed in one envelope to the Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven, CT 06511-2167. If you do not have internet access, a paper application may be requested from the Admissions Office by calling 203.432.5360.

Yale Divinity School is a graduate and professional school that incorporates both Berkeley Divinity School at Yale and the Yale Institute of Sacred Music.

Berkeley is an Episcopal seminary affiliated with Yale Divinity School; the Institute of Sacred Music supports programs of Liturgical Studies and Religion and the Arts jointly with Yale Divinity School. Students who want to apply to the Divinity School through the Institute of Sacred Music must indicate that choice on either the online or paper application. Both Berkeley and Institute students receive their degrees from Yale Divinity School. Berkeley students may earn the Diploma in Anglican Studies, and Institute students receive a certificate from the Yale Institute of Sacred Music.

Persons interested in doctoral studies in religion apply through the Graduate School Admissions Office, PO Box 208236, New Haven CT 06520-8236 (graduate.admissions@yale.edu). The Department of Religious Studies serves as the Admissions Committee for doctoral applicants in the following fields of study: American Religious History, Buddhism, Hebrew Bible/Old Testament, History of Ancient Christianity, Islamic Studies, New Testament, Philosophy of Religion, Religious Ethics, and Theology.

APPLICATION INSTRUCTIONS

Applicants to Yale Divinity School must supply the following for their applications to be presented to the Admissions Committee:

- a. Completed application by the February 1 deadline with nonrefundable application fee of \$75 (U.S.). The fee is payable by credit card for online applications or by check payable to Yale University for paper applications. This fee cannot be waived; applications submitted without the fee will not be processed.
- b. An essay, two pages (maximum), apprising the Admissions Committee of reasons for considering theological education, of formative influences in making this decision, of vocational objectives, and of ways in which the Divinity School's resources can prepare the applicant to meet his or her stated objectives.
- c. An academic writing sample, five pages (maximum), that illustrates the applicant's ability to analyze and argue on a particular subject of his or her choice (a portion of a senior thesis or term paper is acceptable).
- d. Official transcripts from each college or university attended, in sealed and signed envelopes, from the registrar or designated school records official.
- e. Three letters of recommendation, each in a sealed envelope with the recommender's signature across the seal. Two of the letters of recommendation should address academic potential.
- f. IELTS scores (minimum 7.0), required for applicants from countries where English is not the primary language of instruction.
- g. The Graduate Record Examination (GRE) is optional for all degrees. For those considering an eventual Ph.D. the GRE is highly recommended.
- h. It is recommended that applicants provide a current résumé or curriculum vitae.
- i. All supporting documentation is required to arrive in **one envelope**.
- j. If you are applying for financial aid, please download the financial aid application at www.yale.edu/divinity/FinAid.GetForms.html. The application deadline is March 1.

The Admissions Committee encourages, but does not require, personal interviews and visits to YDS when classes are in session. Graduate Record Exam (GRE) scores, while not required, may be considered in an application if applicants wish to submit them. Applicants who plan to continue for doctoral study or who choose to submit the GRE scores as further evidence of their academic potential are encouraged to have these scores included in their admission file. For information on the GRE and testing dates, please write to the Graduate Record Examination, Educational Testing Service, PO Box 6000, Princeton NJ 08541-6000; or visit their Web site at www.gre.org/.

Admission Deadlines

The application form is due on February 1, and the file must be completed (including transcripts, letters of recommendation, essay, and IELTS score, if applicable) *before it can be considered by the Admissions Committee*. Notification of the Admissions Committee's decisions will be mailed on March 15. The Admissions Committee will consider files that are completed after March 1 on a space-available basis.

A candidate who is admitted to the Divinity School will have thirty days from the date of the acceptance letter to reply in writing. However, candidates who do not receive a financial aid award with their letter of admission, and who are applying for financial aid, are not expected to reply to the admission offer until the award is received. A matriculation deposit of \$200 must accompany the letter of acceptance. This fee is applied to the regular first-term bill if the student matriculates; there will be no refund of this deposit if the student does not matriculate. Defer Status may be requested for one academic year only on a case-by-case basis by permission of the associate dean of admissions. The request should be made in writing and accompanied by a \$500 nonrefundable tuition deposit.

An applicant who has been denied admission may reapply for the subsequent academic year. In such cases, it is expected that the applicant will have pursued additional graduate-level course work for the Committee to consider.

International Students

All applicants who are not citizens of the United States and who are not native speakers of English must show evidence of proficiency in the English language either by attaining a satisfactory score on the International English Language Testing System or by having received a degree from an accredited university or college where English is the language of instruction. For information, contact IELTS Inc. at 100 East Carson Street, Suite 200, Pasadena CA 91103, USA; telephone 626.564.2954; fax 626.564.2981; e-mail ielts@cell.org; Web site, www.ielts.org.

In order to receive a visa to study in the United States, an international student will need to show proof that he or she has sufficient funds to cover living expenses, travel expenses, tuition, and health fees for the duration of their academic program. While international applicants are eligible for scholarship assistance from the Divinity School, *that assistance by itself is seldom, if ever, sufficient to secure an I-20*. An international student must be admitted by the Admissions Committee and must have accepted his/her admission before the application process for an I-20 can begin. Once all financial documents

are received, the appropriate forms will be filled out and forwarded to the Office of International Students and Scholars (OISS) for application of the I-20. The financial aid office will forward the I-20 to the student by Federal Express, usually in May for a student to begin study in the fall term. Because of new federal INS policies, international students must maintain full-time status, and can only be granted *one* extension (of up to one academic year) to complete their programs. More information about the process of applying for an I-20 and the necessary forms required may be obtained by exploring the OISS Web site at www.oiss.yale.edu.

The Office of International Students and Scholars (see pages 116–17) is located at 246 Church Street, Suite 201, New Haven CT 06520; telephone 203.432.2305; e-mail oiss@yale.edu.

Transfer Students

On the rare occasion when it seems advisable for a student to transfer from another school before receiving a degree from that school, the same application process is followed. However, credit for work done at a prior school is not determined until at least one term of residence at Yale Divinity School has been completed successfully. (See pages 121–22 for the regulations concerning transfer of credit.)

NONDEGREE PROGRAMS

Traditional

Yale Divinity School offers a limited number of students the opportunity to enroll as nondegree students (see pages 50–51). Nondegree students are limited to enrollment in Divinity School courses only, are not eligible for financial aid, and may not enroll in field education placements. The requirements for admission as a nondegree student and the application procedure are the same as those for degree applicants.

Students receive full credit for work completed as nondegree students and may transfer these credits elsewhere, or petition the dean of academic affairs to have some or all of the work applied toward a Yale Divinity School degree program. Applicants should understand that admission as a nondegree student is not an indicator of future admission to degree programs at YDS.

Research

Students enrolled in doctoral programs at other institutions may apply for nondegree status for one term or one academic year in order to conduct research and/or work with a professor in a specific academic area. The fee is \$1,500 per term.

Exchange

Nondegree exchange programs have been initiated between Yale Divinity School and Oxford and Cambridge Universities in England and with German universities in Heidelberg, Freiburg, and Tübingen. An exchange program between Yale Divinity School and the Eastern Cluster of Lutheran Seminaries permits students to spend one academic year at either YDS or one of the Lutheran seminaries.

For more information on the Research and Exchange programs, please contact Anna Ramirez, Associate Dean of Admissions (anna.ramirez@yale.edu).

Hispanic Summer Program

The Hispanic Summer Program (HSP) takes place for two weeks every summer at a different site in the United States or Puerto Rico. This is a program of a consortium of sponsoring institutions, Yale Divinity School being one of those sponsors. This academic program is open to Hispanic students, as well as others who are bilingual, who are interested in Hispanic ministries, and who are enrolled in Yale Divinity School. Courses in the HSP cover a wide range of the theological curriculum and are always taught with the Latino church in mind. Applications are usually available in mid-December from the Registrar's Office and are due by the end of January prior to the summer term. Transcripts are issued by the host institution.

RESEARCH AFFILIATES

Each year the Divinity School appoints as research affiliates a limited number of professors, ministers, priests, or otherwise professionally qualified persons who have clearly articulated research projects.

Appointment may be for a term or an academic year. Research affiliates have access to the libraries of the University and may audit classes with the permission of the instructor. They are not candidates for degrees and receive no academic credit. A nonrefundable application fee of \$50 is required at the time of application. There is a fee of \$250 per term. Research affiliates are not eligible for financial aid from the School and no stipend is available.

Inquiries about appointment should be addressed to Professor Paul Stuehrenberg, Director of the Research Affiliates Program, Yale Divinity School, 409 Prospect Street, New Haven CT 06511-2167.

SPOUSES

Spouses of regularly enrolled students are permitted to audit courses in the Divinity School curriculum without charge, with the permission of the faculty member teaching the course.



Educational Expenses and Financial Aid

TUITION AND SPECIAL FEES

The tuition charge for the 2005–2006 academic year is \$16,880 for a student enrolled in eight courses in the M.Div., M.A.R., or S.T.M. degree programs. Students who are enrolled in these degree programs for fewer than eight courses at the Divinity School will be charged at the rate of \$2,110 per course. Nondegree students are charged \$2,110 per course. Ph.D. students who are accepted as nondegree researchers will be billed \$1,500 per term.

It is expected that students in the M.Div. program will pay tuition for twenty-four courses in order to receive their degree; students in the M.A.R. program will pay tuition for sixteen courses to receive their degree; students in the S.T.M. program will pay tuition for eight courses to receive their degree. Except in cases of students who are in a joint-degree program or whose credits have been accepted for transfer, each student must pay at least the full tuition for a degree regardless of the number of terms in which the student is enrolled.

Also, the University expects all students enrolled at least half-time to have adequate hospital insurance coverage. As a result, it automatically enrolls such students in Yale Health Plan Hospitalization/Specialty Coverage. The approximate cost for such coverage is \$996 for a single student plus approximately \$396 for additional YHP Prescription Plus Coverage (see pages 112–13). Students with adequate outside coverage may waive Yale Health Plan Hospitalization/Specialty Coverage.

In addition to the health fee, each student is assessed a \$90 activities fee and a \$696 declining balance charge per year for purchasing food in the Divinity School refectory. The declining balance charge for part-time students (those taking fewer than four courses per term) will be \$174 per term.

Internship Fee

A student who chooses to do a full-time intern year under the auspices of the Office of Supervised Ministries and who receives academic credit for a portion of that work will be charged tuition at the per-course charge for the degree program. If the student elects not to receive academic credit for the intern year, there will be a \$125 fee billed in one installment.

Special Fees

ORIENTATION FEE

For M.Div. and M.A.R. degree students entering the Divinity School for the first time, there is a \$150 orientation fee. The fee is assessed only to those S.T.M. and nondegree students who attend orientation.

GRADUATION FEE

Graduating students are assessed a \$150 graduation fee whether or not they attend graduation.

Tuition Rebate and Refund Policy

Because of changes in federal regulations governing the return of federal student aid (Title IV) funds for withdrawn students, the tuition rebate and refund policy has changed from that of recent years. The following rules became effective on July 1, 2000.

1. For purposes of determining the refund of federal student aid funds, any student who withdraws from the Divinity School for any reason during the first 60 percent of the term will be subject to a pro rata schedule that will be used to determine the amount of Title IV funds the student has earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In 2005–2006, the last days for refunding federal student aid funds are November 3, 2005 in the fall term and March 26, 2006 in the spring term.
2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid:
 - a. 100 percent of tuition will be rebated for withdrawals that occur on or before the end of the first 10 percent of the term (September 10, 2005 in the fall term and January 18, 2006 in the spring term).
 - b. A rebate of one-half (50 percent) of tuition will be granted for withdrawals that occur after the first 10 percent but on or before the last day of the first quarter of the term (September 26, 2005 in the fall term and February 2, 2006 in the spring term).
 - c. A rebate of one-quarter (25 percent) of tuition will be granted for withdrawals that occur after the first quarter of a term but on or before the day of midterm (October 23, 2005 in the fall term and February 28, 2006 in the spring term).
 - d. Students who withdraw for any reason after midterm will not receive a rebate of any portion of tuition.
3. The death of a student shall cancel charges for tuition as of the date of death and the bursar will adjust the tuition on a pro rata basis.
4. If the student has received student loans or other forms of financial aid, rebates will be refunded in the order prescribed by federal regulations; namely, first to the unsubsidized federal Stafford and/or subsidized federal Stafford loans, if any; then to federal Perkins loan; next to any other federal, state, private, or institutional scholarships and loans; and, finally, any remaining balance to the student.
5. Loan recipients (Stafford, Perkins, or Yale Student Loan) who withdraw are required to have an exit interview before leaving Yale, and should expect notification from Student Financial Services on completing this process.

FINANCIAL AID POLICIES

The goal of the financial aid program at the Divinity School is to enable students enrolled in its degree programs to manage and meet their institutional and living expenses without diverting undue energy or attention from their educational responsibilities. Financial aid is awarded on the basis of demonstrated financial need—the negative difference between the cost of attending the Divinity School and the personal or non-Divinity School resources available to the student during that academic year.

In order to determine financial need the Divinity School requires students to submit a YDS Financial Aid Application, a Free Application for Federal Student Aid (FAFSA), and a copy of the previous year's income tax return. Within the parameters of need and its own resources, the Divinity School takes into consideration merit and diversity in making its awards. The financial aid award will normally contain a YDS scholarship, the offer of a federal Stafford Loan (subsidized or unsubsidized) and, when necessary, the Perkins loan programs, and the expectation of earnings from a student job. Ten to fifteen hours of work per week are recommended during the academic year. The application deadline for financial aid is March 1.

Financial aid recipients need to apply for financial aid each academic year. Unless an applicant's financial circumstances have improved significantly, an applicant may count on the same standard of support in subsequent years. If during the academic year a student's tuition charge changes, the student's scholarship will be changed by the same proportion as the tuition change.

Whenever a financial aid student receives additional resources unaccounted for in the award letter, the Financial Aid Office will use those resources to eliminate any unmet need and then reduce educational indebtedness before considering the reduction of a YDS scholarship.

The same policies involving financial aid for citizens of the United States apply to international students. However, because international students without a permanent resident designation are not eligible for federal loans, they need to submit the YDS Financial Aid Application and the International Student Certification of Finances 2005–2006 with supporting documentation.

HOUSING EXPENSES

The Divinity School has three apartment buildings with junior one-bedroom, one-bedroom, and two-bedroom apartments rented from August 15 to May 31. Please note that most rooms are unfurnished. Rent is charged by the month and includes heat, hot water, electricity, Ethernet connection, and parking for one vehicle.

Most Divinity School apartments are either junior one-bedroom or one-bedroom units; two-bedroom units are primarily for residents with dependent children. Each has a living room, kitchenette (refrigerator and stove included), and a bath. All students are expected to supply linen, flatware, dishes, cooking utensils, pillows, blankets, and other housekeeping equipment. Each building has laundry facilities in the basement. There

are a limited number of single beds that will be lent out on a first-come-first-served basis to those occupying unfurnished apartments.

In the 2005–2006 academic year, the rate for a junior one-bedroom apartment is \$725 per month; for a one-bedroom apartment, \$833 per month; for a two-bedroom apartment, \$941 per month, and \$470 for a shared two-bedroom. Furnished apartments cost \$883 for a junior one-bedroom, \$941 for a one-bedroom, \$1,048 for a two-bedroom, and \$524 for a shared two-bedroom.

Applications for apartments should be submitted at the same time as acceptance of admission to the School. A security deposit of one month’s rent is billed to the student’s account when a contract is signed; it is held until the student leaves Divinity housing and refunded after the apartment has been inspected

Contracts are signed for the nine-and-a-half-month period and residents are billed on a monthly basis. No rebate is made for a partial month’s occupancy. Monthly rent charges are billed to the student’s account. Students will be contacted in early spring regarding lease renewals. Rent costs for summer housing are not covered in the student’s financial aid package for the academic year.

Additional housing for Divinity students is available in units adjacent to YDS in the Prospect Hill area. These apartments are managed by University Graduate Housing, which allocates a number of units to the Divinity School each year to help accommodate students. More information can be found on pages 115–16 and at www.yale.edu/living/housing/

ON-CAMPUS DINING

Breakfast and lunch, priced à la carte, are served Monday through Friday in the Divinity School refectory. All full-time M.Div. and M.A.R. students are automatically billed \$348 per term for food to be purchased in the refectory on a “declining balance” basis. Part-time students are billed \$174 per term for declining balance food purchases. S.T.M. students, nondegree students, and research affiliates wishing to participate in the declining balance program may do so by contacting the refectory managers.

TOTAL EXPENSES

For a single student living on campus during the 2005–2006 academic year, the total expenses are estimated to be:

Tuition	\$16,880
Health, Student Activity Fees	2,328*
Rent & Food	8,425
Books & Supplies	1,100
Living expenses	<u>4,160</u>
Total expenses	\$32,893

*Includes \$696 declining balance for refectory purchases for full-time students.

SOURCES OF SUPPORT

Scholarships

The Admissions Committee each year designates the top five applicants to the M.Div. and the M.A.R. programs as Marquand Scholars. The criteria used in making these selections include exceptional academic achievement, demonstrated leadership ability, and spiritual maturity. Marquand Scholars receive full-tuition scholarships and a stipend of \$3,000. This award is renewable for the duration of the student's program.

The Nickerson Scholars are also recommended by the Admissions Committee; awards are made to three Master of Divinity candidates who have indicated in their application that they are pursuing ordained ministry. Nickerson Scholars are selected for high academic achievement and their commitment to ministry. Nickerson Scholars receive full-tuition scholarships and a stipend of \$2,500, and the awards are renewable.

All YDS scholarship awards are administered through the Financial Aid Office and are applied for through the process described above. A scholarship award is a gift without any expectation of repayment and is renewable. The named scholarship funds that appear in the back of this bulletin provide an important portion of the YDS scholarship budget but are not administered separately from this budget and do not require a separate application.

The scholarship awarded a student has a direct relationship to the amount of tuition billed on the student's account. If the tuition decreases or increases, the scholarship will be decreased or increased by the same proportion. If the student decides to enroll for only three courses rather than four courses in the fall term, the tuition charge is reduced by one-fourth. When the Financial Aid Office is notified of this change, that student's scholarship will be reduced by one-fourth. *Students should consult with the Financial Aid Office first to be sure that all adjustments were made before a refund is taken from their account.*

Loans

YDS utilizes the federal Stafford Loan programs (subsidized and unsubsidized) known as the Stafford, subsidized and unsubsidized, and the Perkins federal loan programs. A student must be enrolled at least half-time in a degree program and have demonstrated financial need to be eligible to receive federal funds.

Employment

Each student receiving financial aid is expected to contribute to her/his expenses by earning \$3,500 during the academic year. By working ten to fifteen hours per week on campus (there are more jobs available than students to fill them) or off campus, it will not be difficult to earn that amount of money. The resources of the University's Student Employment Office are available to all Divinity School students (www.yale.edu/seo).

Likewise, students may be eligible to receive federal Work-Study funds to help secure jobs on campus or with nonprofit agencies off campus. These funds are applied for at the Financial Aid Office after a student has obtained a job.

STUDENT ACCOUNTS AND BILLS

Student accounts, billing, and related services are administered through the Office of Student Financial Services, which is located at 246 Church Street. The telephone number is 203.432.2700.

Yale Charge Account

Students who sign and return a Yale Charge Card Account Authorization form will be able to charge designated optional items and services to their student accounts. Students who want to charge toll calls made through the University’s telephone system to their accounts must sign and return this Charge Card Account Authorization. The University may withdraw this privilege from students who do not pay their monthly bills on a timely basis. For more information, contact the Office of Student Financial Services at 246 Church Street, PO Box 208232, New Haven CT 06520-8232; telephone, 203.432.2700; fax, 203.432.7557; e-mail, sfs@yale.edu.

Yale Payment Plan

The Yale Payment Plan is a payment service that allows students and their families to pay tuition, room, and board in eleven or twelve equal monthly installments throughout the year based on individual family budget requirements. It is administered for the University by Academic Management Services (AMS). To enroll by telephone, call 800.635.0120. The fee to cover administration of the plan is \$65. The deadline for enrollment is June 21. For additional information, please contact AMS at the number above or visit their Web site at www.tuitionpay.com.

Bills

A student may not register for any term unless all bills due for that and for any prior term are paid in full.

Bills for tuition, room, and board are mailed to the student during the first week of July, due and payable by August 1 for the fall term; and during the first week of November, due and payable by December 1 for the spring term. The Office of Student Financial Services will impose a late charge if any part of the term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. The late charge will be imposed as follows:

<i>If fall-term payment in full is not received</i>		<i>Late charge</i>
by August 1		\$110
by September 1	an additional	110
by October 1	an additional	110

<i>If spring-term payment in full is not received</i>		<i>Late charge</i>
by December 1		\$110
by January 2	an additional	110
by February 1	an additional	110

Nonpayment of bills and failure to complete and submit financial aid application packages on a timely basis may result in the student's involuntary withdrawal from the University.

No degrees will be conferred and no transcripts will be furnished until all bills due the University are paid in full. In addition, transcripts will not be furnished to any student or former student who is in default on the payment of a student loan.

Charge for Returned Checks

A processing charge of \$20 will be assessed for checks returned for any reason by the bank on which they were drawn. In addition, the following penalties may apply if a check is returned:

1. If the check was in payment of a term bill, a \$110 late fee will be charged for the period the bill was unpaid.
2. If the check was in payment of a term bill to permit registration, the student's registration may be revoked.
3. If the check was given in payment of an unpaid balance in order to receive a diploma, the University may refer the account to an attorney for collection.



Other Curricular Considerations

SUPERVISED MINISTRIES

The programs in supervised ministries are central to the curriculum at Yale Divinity School because they lie at the intersection between academic study and the practices of ministry. While supervised ministry is a requirement of the M.Div. program, it is open to all YDS students in degree programs. For definitive information about requirements and policies regarding supervised ministries, please consult Office of Supervised Ministries (OSM) literature. The objectives of supervised ministry are:

- To gain professional competence
- To build a framework for raising practical theological issues
- To acquire a comprehensive and realistic view of the Church and its ministries
- To develop a ministerial identity

Students may participate in one or more of the following programs. Completion of one is required for the M.Div. degree. All carry three credits. Only credit for the Part-Time Internship with Practicum applies toward Area IV requirements (and this only for students entering in 2005). Other programs carry elective credits. Students taking more than one part-time internship can receive only three credits toward Area IV.

Programs Offered by Yale Divinity School

PART-TIME INTERNSHIP WITH PRACTICUM

The part-time internship is taken for two consecutive terms starting in September. Internship sites include churches, social service agencies, campuses, and other institutions. The internship, under the mentorship of a trained supervisor, is combined with a peer reflection group (Practicum) taught by a practitioner, for a total of fifteen hours a week. The Part-Time Internship with Practicum carries one credit for the fall and two for the spring term. Interns who complete only one term receive one credit. Interns receive a grant of \$2,900 through the Office of Financial Aid.

PUBLIC LEADERSHIP IN MINISTRY SUMMER INTERNSHIP PROGRAM

This program, still in the pilot stage, involves students in ministries of engagement with the public sphere. It begins with two weeks of leadership training, field trips to ministry sites, and conversations with local leaders. Students then spend eight weeks in full-time internships in sites around Connecticut. They gather again four times during the summer for theological reflection and debriefing. Tuition is \$850. Interns receive a grant of \$2,900 through the Office of Financial Aid.

Programs Offered by Other Educational Institutions

Students may transfer supervised ministry/field education credit from other educational institutions so long as the programs include the following:

1. training by theologically educated instructors
2. a minimum of 400 hours of work
3. supervision by a mentor with an M.Div. and/or ordination
4. a peer reflection group

Students wishing to leave YDS to participate in a program during an academic year may apply for full-time internship status (see the OSM for details). Examples of qualified programs include:

Clinical Pastoral Education

Clinical Pastoral Education (CPE) is offered by the Association of Clinical Pastoral Education. One unit of CPE, which can be taken during either a summer or an academic year, fulfills the supervised ministry requirement. CPE sites include hospitals, hospices, geriatric care facilities, and occasionally community organizations and churches. CPE brings students into supervised encounters with persons in crisis. It provides an in-depth pastoral experience with individual and group supervision by certified teaching chaplains. Each program has its own application procedure, schedule, and policies. Students in CPE receive a grant of \$2,900 through the Office of Financial Aid.

Seminary Consortium for Urban Pastoral Education Summer Program

SCUPE is located in Chicago. SCUPE programs are scripturally based and shaped around the conception of “principalities and powers,” which are seen as decisive to understanding pastoral issues in urban ministry, as well as to identifying forces in the urban struggle that must be confronted. The SCUPE summer program consists of an introductory two-week intensive course called Cross Cultural Ministry followed by a nine-week full-time internship with a peer group practicum. Interns are placed in sites in the city of Chicago. Housing and financial support are generally available.

Seminary Summer

Seminary Summer is a ten-week summer internship program sponsored by the Interfaith Worker Justice and the AFL-CIO. Students learn about issues that affect workers, network with religious and labor leaders to build support for workers, and seek ways to include worker justice in future ministry. The program begins with a week of orientation and training in Chicago, followed by nine weeks of full-time internship. Interns are placed in sites around the U.S. The program concludes with two days of debriefing in Chicago. Housing and financial support are generally available.

Support for Supervised Ministries

The Eleanor Lee McGee and Gaylord Brewster Noyce Endowment in Pastoral Ministries was established in 1994 through generous gifts from the estates of Almon Elizur Hall and Amy Ericson Hall. The endowment honors two Divinity School faculty members who have made noteworthy contributions to student preparation for pastoral ministries.

The McGee-Noyce Endowment supports field-related learning under trained pastoral supervisors for Divinity students who are directly engaged in the churches' ministries. Program activities funded by the endowment also include attention to the professional ethics of clergy, with particular regard for pastoral relationships and for the appropriate use of power in the pastoral office.

DENOMINATIONAL PREPARATION

Courses in denominational history and polity are offered in Area II of the curriculum and as an integral part of the work in a variety of courses. Each student is urged to consult with the proper denominational authorities at the outset, and to keep them informed in course, with regard to particular denominational requirements for ordination. Students should be aware that most denominations require specific courses in history and polity, for example:

Episcopalians

Reflecting the roots of Anglican theological study in the universities of Oxford and Cambridge, Berkeley Divinity School at Yale is characterized by its unique setting within Yale Divinity School, commitment to academic excellence, and vibrant community life. When Episcopal students come to Yale to prepare for vocations in the lay and ordained ministries, they come to one of the world's premier centers of theological learning.

At the same time, through Berkeley they participate in a focused community of worship and formation steeped in the Anglican tradition. Founded in 1854 to be a mediating seminary during a time of theological division in the Episcopal Church, Berkeley historically has been open to the spectrum of worship practices and theological perspectives within Anglicanism. It has found its unity in a rich sacramental and community life, as well as a shared commitment to rigorous intellectual engagement with the Christian tradition. Since its affiliation with Yale in 1971, Berkeley Divinity School has retained an independent board of trustees and dean, but similar to the Institute of Sacred Music affiliate, the students are fully enrolled in Yale.

Just as it funds faculty and lectures at the Divinity School, Berkeley offers scholarship support to students through Yale Divinity School.

Upon graduation, students can receive, in addition to their Yale degree, a Diploma or Certificate in Anglican Studies from Berkeley, which oversees their Anglican formation. The Diploma in Anglican Studies includes courses in the seven canonical areas, a three-year colloquium series on Anglicanism, involvement in the Annand Program for Spiritual Formation, and regular attendance at chapel services. Seminars, workshops, and class retreats focus on the acquisition of professional skills for the practice of ministry.

All M.Div. students must complete a year of supervised ministry in a parish or social service ministry, or a unit of Clinical Pastoral Education. Most dioceses of the Episcopal Church require for ordination both a unit of Clinical Pastoral Education and one or two years of supervised parish internship.

Morning and evening worship is held daily in St. Luke's Chapel, and Wednesday evenings the whole community gathers for a special service of Holy Eucharist. The Berkeley Center, located one block from the Yale Divinity School campus, functions as a center of hospitality and community where Berkeley students, faculty, and staff congregate for worship, events, and informal conversation.

All admissions are administered and considered through the Yale Divinity School. Applicants interested in pursuing the program at Berkeley Divinity School should use the Yale Divinity School Application for Admission. For further information on the Berkeley Divinity School and its program, please contact the dean of Berkeley Divinity School, 409 Prospect Street, New Haven CT 06511, telephone 203.432.9285.

Lutherans

Lutheran students are reminded that all candidates for ordination in the Evangelical Lutheran Church in America must register with their synod's candidacy committee. Candidates are expected to affiliate with a Lutheran seminary and to plan an internship year as part of their seminary career. Arrangements for internships are made through the Lutheran seminary with which the candidate is affiliated; arrangements for field placements in Lutheran churches are made through the Office of Supervised Ministries.

Candidates for ordination enrolled at non-Lutheran seminaries are normally required to spend a year in residence at a Lutheran seminary. Candidates often meet this requirement by spending a fourth year at a Lutheran seminary after completing their program of study at Yale. Alternately, Yale Divinity School has established a partnership with the Eastern Cluster of Lutheran Seminaries (Lutheran Theological Seminary at Philadelphia, Lutheran Theological Seminary at Gettysburg, and the Lutheran Theological Southern Seminary) that permits students enrolled at Yale to take up to two terms at an Eastern Cluster school as part of their Yale program.

The Lutheran Studies Program at Yale is designed to prepare candidates for ordination in the Evangelical Lutheran Church in America. The program leads to a diploma in Lutheran Studies. For information about the program, contact the director of the Lutheran Studies Program, Paul Stuehrenberg.

Methodists

United Methodists should keep in mind the ruling of the General Conference that candidates for both deacon and elder orders in an Annual Conference must have the equivalent of two credit hours in each of the following fields: United Methodist history, doctrine, and polity. These requirements may be met by successful completion of REL 791a and REL 793b when taken in sequence. Annual Conferences may have additional requirements for ordination beyond these. Many Annual Conferences require both a unit of clinical pastoral education and one or two years of supervised ministry. Students should be in touch early in their seminary career with their Board of Ordained Ministry to determine specific requirements.

Candidates for ordination are reminded that they should contact their District Superintendent and District Committee on Ordained Ministry to begin the candidacy pro-

cess as described in *The Book of Discipline of the United Methodist Church*. It is advisable to begin this process early in the seminary experience. Courtesy mentoring for candidates is sometimes possible through the Connecticut Districts of the New York Annual Conference.

An informal group of students and faculty known as the Methodist Society meets from time to time for lunch and discussion of United Methodist issues and to plan and conduct chapel services with a Methodist emphasis.

Presbyterians

Presbyterian students should remember that Greek and Hebrew languages and exegesis are required for ordination. Students expecting to be ordained by the Presbyterian Church (U.S.A.) should read chapter 14 of the Book of Order. They should also be in touch with the Committee on Preparation for Ministry in their own presbytery with regard to the scheduling of ordination examinations. Typically, the Bible Content Examination is taken in the first year and the remaining examinations in the third year or following graduation. Presbyterians should enroll in the church polity course in the fall term of the second or third year. At least one course in Reformed theology should be taken before scheduling the ordination examinations.

Roman Catholics

Over the past three decades the number of Roman Catholic faculty and students at the Divinity School has flourished. Since the majority of these students are members of the laity who cannot at the present time become candidates for ordination in the Catholic Church, no formal programs for priestly formation currently exist at the Divinity School. However, many Catholic students at the Divinity School are enrolled in the Master of Divinity program and are interested in holding lay ministry and lay leadership positions in the Catholic Church.

In the attempt to provide some form of training for these students, the Yale Divinity School Catholic community has established itself as an informal body of students, staff, and faculty who gather throughout the academic year for worship, meals, and lectures. Mass is celebrated one day a week on the Divinity School campus followed by refreshments and socializing. Once a month, the liturgy is followed by a dinner and a lecture offered by a Catholic individual involved in academic, ecclesial, or ministerial work. Throughout the year different activities, such as small prayer groups or volunteer groups committed to working in poor areas of New Haven, develop according to the interests and needs of the students. The variety of denominations and traditions represented at the Divinity School allows the students a rich opportunity to participate in ecumenical dialogue and worship in addition to their studies. Each of the programs in which the Catholic community engages is intended to deepen the students' awareness of the ways in which they can serve the church through education, parish ministry, and pastoral care, while also cultivating friendships and support among themselves and the broader Yale Divinity School community.

INTERDISCIPLINARY STUDY

Interdisciplinary study may be undertaken by Divinity School students in two ways: by taking courses elsewhere to be credited to a single degree, Master of Arts in Religion (M.A.R.) or Master of Divinity (M.Div.), or by pursuing, concurrent with a Divinity School degree, a program leading to a second degree, granted by either Yale or another university.

JOINT-DEGREE PROGRAMS

The School also encourages its students to pursue concurrent degree programs that lead to the receipt of more than one degree when such programs constitute a coherent and well-defined preparation for ministry. Currently the Divinity School has joint-degree programs with the Schools of Social Work of the University of Connecticut, Southern Connecticut State University, and Yeshiva University, as well as with the School of Education of the University of Connecticut. In addition, certification for secondary-school teaching in a variety of subjects is available for a limited number of Divinity students through Yale College's Teacher Preparation Program.

Students may work simultaneously toward a Divinity School degree and a degree in another school or department of the University or other approved graduate program. Currently the Divinity School has agreements for joint-degree programs with the Yale School of Forestry and Environmental Studies, the Law School, the School of Management, the School of Medicine, and the School of Nursing. Students interested in pursuing any of these programs can get further information from the dean of academic affairs.

In all cases where concurrent degrees are sought, admission to the school or department must be obtained through the normal admissions processes established by each school. In most cases, the period of study required to complete two degrees is less (usually by one year) than would be required to complete those degrees if they were pursued independently. Assessment of tuition and other fees is arranged by the administrative officers of the schools concerned.

The Divinity School has established the following policies for joint-degree programs:

1. Each Divinity School student who undertakes joint-degree work must secure a faculty adviser in the Divinity School who will supervise such work.
2. The student will submit to the faculty adviser and to the director of studies a program draft containing the following information:
 - a. The student's reasons for undertaking joint-degree work.
 - b. A description of how the student's expectations are to be met in the other program.
 - c. A designation of someone in the other program who may serve as a contact for the Divinity School adviser.

3. The faculty adviser will review the student's progress periodically through contact both with the student and with the designated person in the other program.

Students interested in enrolling in a joint-degree program should notify the registrar and consult the dean of academic affairs for further information.

Studies for Hartford Seminary Students

Students who are enrolled in the M.A. program at Hartford Seminary are eligible to apply for the M.Div. program at Yale as part of a cooperative agreement between the schools.

Those who are chosen to participate in this program may transfer up to half of their M.Div. requirements (thirty-six hours) from Hartford.

Students may be designated for the program by the Hartford Seminary faculty and admitted to the Divinity School through the standard admissions process. Interested Hartford students should contact the director of studies at Hartford. Students accepted to the program need to work out their Yale course schedules with the dean of academic affairs.

Joint Master of Social Work Degree

Yale Divinity School students may apply for a joint M.S.W. degree with the University of Connecticut, Southern Connecticut State University, or Yeshiva University. Candidates for the joint degree may count twelve hours of work at the other school toward work in each program. Thereby students taking the M.A.R./M.S.W. are able to complete both degrees in a minimum of three years, and candidates taking the M.Div./M.S.W. are able to complete both degrees in a minimum of four years. Field education/supervised ministry is coordinated between the two schools. Students interested in pursuing this program should contact the dean of academic affairs.

INTERDEPARTMENTAL STUDIES

The Divinity School offers opportunities for study in other schools and departments of Yale University. Divinity students are eligible to enroll in graduate or professional school courses, within the context of their M.Div. or M.A.R. programs, and are encouraged to do so, as long as they meet the general prerequisites for the course as prescribed by its instructor. At the time of registration for a fourth course in the same school or department, the student's program of study comes under review by the Professional Studies Committee.

Work taken elsewhere at the graduate or professional school level may be credited toward Divinity School degrees so long as the student meets the normal distributional requirements. These courses are governed by the regulations for the transfer of credit (pages 121–22).

In every case, at least half of each term's work must be taken in the Divinity School, and the courses taken outside the Divinity School must be clearly relevant to the student's professional or vocational goals.

READING COURSES

Reading courses may be arranged on materials, subjects, and concerns not included in the courses being offered, or may have a narrower focus than those courses. Reading courses require at least the same amount of work as other courses. They may normally not be taken during a student's first year in the Divinity School, and only one reading course may be taken in any term. Reading courses may count toward distributional requirements across areas of the curriculum, but may not be counted as fulfilling particular requirements within the area. Reading courses may be offered only by full-time faculty at Yale University.

A student desiring to work with a faculty member on a reading course will submit to the instructor a written proposal on a form provided by the Registrar's Office which includes the following: a brief description of the topic or area of interest, a tentative bibliography, an indication of the way in which the work will be evaluated, and a suggested schedule of meetings with the instructor. After the instructor approves the proposal, it will be submitted to the Professional Studies Committee for review prior to course registration. No reading course may be approved for any subject currently available in the YDS curriculum.

Students on probation or otherwise in academic difficulty may not take reading courses. Reading courses will normally not be approved after the date specified in the academic calendar.

Community Life and Services

WORSHIP

Daily worship is central to the life and purpose of the Divinity School community. During the academic year, one hour is reserved each day for chapel worship and an accompanying coffee hour. The Divinity School community of students, faculty, staff, and administration is invited to gather in worship and to enjoy one another's company in the socializing that follows worship. In these ways, the community is reminded of the central purpose of theological education and the training for practical ministry, as well as the life of fellowship made possible when we gather in conversation and collegiality.

Chapel services are held in Marquand Chapel at 10.30 A.M. Monday through Friday, and coffee hour is held in the common room following each chapel service. These services are thirty minutes in length Monday through Thursday, and are extended to forty-five minutes on Friday when we celebrate the Eucharist.

The daily program of worship in Marquand Chapel is rich in variety, and the ecumenical nature of the Divinity School is expressed in the leadership and content of the services. In keeping with the esteemed heritage of preaching at Yale and the Divinity School, sermons are offered twice a week by faculty, students, staff, and invited guests from beyond the Divinity School campus. On other days the rich symbolic, artistic, and musical possibilities of the Christian tradition are explored and developed. The assembly's song is supported by the Marquand Chapel Choir, the Marquand Gospel Choir, two *a cappella* groups, the Faculty Singers, many and various soloists, and occasional ensembles. Many avenues for musical leadership are open to the student body of the Divinity School by volunteering, as are many avenues of leadership through the spoken word.

The chapel program is under the direction of two faculty members — the assistant dean for chapel and the senior lecturer in the practice of sacred music — and is supported by a staff of three student chapel ministers, a work-study assistant, an administrator, two student organists/pianists, a student choir director, and a professional gospel choir director. A faculty committee, the Worship Committee, includes two student representatives and provides further support for the daily chapel program as it works to enhance the overall worship life of the Divinity School community.

In addition to the daily morning worship, there are several evening services, including the annual Advent Service and the Easter Rejoicing Service. Private and individual worship is provided for in the small prayer chapel in Bushnell Hall, as well as free moments in Marquand Chapel.

The worship life of the Divinity School is rich and varied beyond the walls of Marquand Chapel. The Berkeley Divinity School, through its St. Luke's Chapel, provides worship on a daily basis and throughout the day. There are Morning Prayer, Evening Prayer, and Holy Eucharist every day of the week, and the entire Divinity School community is invited to participate. The Lutheran students provide a service of Evening Prayer once a week, also in the St. Luke's Chapel, and the Roman Catholic students provide weekly Mass in the same location.

Other worship opportunities arise each year under individual and group initiatives, such as prayer groups organized by the Evangelical students, house church meetings organized by the Women's Center, the annual revival services organized by the Black Seminarians, and a special Thanksgiving service organized by the Student Council.

Yale University, through its Chaplain's Office and organization of campus ministries known as Yale Religious Ministry, is rich in worship opportunities for all faith traditions. The Chaplain's Office is staffed by Chaplain Frederick J. Streets and offers programs of worship throughout campus and in Battell Chapel. Yale Religious Ministry, with representatives from Christian, Jewish, Buddhist, Hindu, Muslim, and Baha'i traditions, offers the Christian community a full program of worship opportunities with undergraduate and graduate students through the Thomas More Catholic Student Center, Luther House, Episcopal Church at Yale, Yale Christian Fellowship, and many other programs of campus ministry. The city of New Haven and the many small towns surrounding it likewise offer numerous opportunities for worship through established congregations of most Christian denominations.

LIBRARIES AND COLLECTIONS

Yale's libraries have been developed over a period of three centuries. Throughout its history, the University has devoted a significant proportion of its resources to the building of collections that have an international reputation and that are matched by those of few other universities in the world.

The University Library consists of a central collection, the Sterling Memorial Library, seven school libraries, and forty-seven departmental and college libraries, containing over 11,000,000 volumes. Approximately 160,000 volumes are added annually. These resources are available to the students of the Divinity School in common with other members of the University.

The Divinity Library was established in 1932 through the consolidation of the Day Historical Library of Foreign Missions, the Trowbridge Reference Library, and the Richard Sheldon Sneath Memorial Library of Religious Education. These collections have been augmented through purchases and gifts. The gifts include the libraries of Dean Charles R. Brown, Professors Benjamin W. Bacon, Frank C. Porter, Douglas Clyde Macintosh, Henry Hallam Tweedy, Kenneth Scott Latourette, Carl H. Kraeling, Roland H. Bainton, Liston Pope, Johannes Hoekendijk, Henri Nouwen, Robert L. Calhoun, George Lindbeck, Randolph Crump Miller, James Dittes, and Marvin Pope; the files on religion in higher education collected by Clarence P. Shedd; the Edward Sylvester Smith Collection of Methodistica; and the John R. Mott Library. The library contains nearly 500,000 volumes, 250,000 microforms, and 3,200 linear feet of manuscript and archival material.

The primary strength of the Divinity Library is in the history of missions, Protestant, Catholic, and Orthodox; Christian doctrine, historical and constructive; biblical literature; and church history. The mission collection is one of two such major collections to be found anywhere, and the section on doctrine is unusually complete. Subjects

particularly well documented include Jansenism; American slavery and the Church; and the classical theologians, especially Augustine, Aquinas, Luther, Calvin, Schleiermacher, Harnack, and Barth.

The Special Collections Department is a rich source of primary research material. It includes the archives and papers of the World Christian Student Federation, the Student Volunteer Movement, the Student Division of the YMCA, John R. Mott, Henry Knox Sherrill, Horace Bushnell, Dwight L. Moody, the United Board for Christian Higher Education in Asia, and the China Records Project. This department also houses many microtext collections of missionary archives, a large collection of historical sermons, the publications of numerous missionary and Third World ecclesiastical bodies, and the papers of many Yale scholars.

In addition to its extensive print and manuscript collections, the Divinity Library's Henry H. Tweedy Reference and Resource program provides access to research materials in electronic formats. At the heart of the program is a number of public and staff computer workstations connected to locally mounted tools and databases, to public resources on the University's campus-wide network, and to the Internet. Patrons may use the workstations to query a wide variety of bibliographic and full-text databases, and to communicate with scholars throughout the world. The Tweedy program also provides facilities for using audio, video, and multimedia tools for study and research. Inaugurated in 1992, the program is named in honor of Henry Hallam Tweedy, Professor of Practical Theology at the Divinity School from 1909 to 1937, and Acting Dean from 1934 to 1935.

Resources found elsewhere in the University bearing upon the work of the Divinity School include approximately 200,000 volumes classed as Religion in the Sterling Memorial Library and the Seeley G. Mudd Library. This collection contains a wealth of scholarly periodicals and publications of learned societies, the source material of the Protestant Reformation, Byzantine and Orthodox literature, early Americana, and older books acquired in the past. A primary collection of Mormonism is in the Collection of Western Americana, together with related materials. Other collections important to the Divinity School are Judaica; the American Oriental Society; and the Lowell Mason Collection of Hymnology in the School of Music Library. Early English church history imprints and the James Weldon Johnson Memorial Collection of Negro Arts and Letters are found in the Beinecke Rare Book and Manuscript Library. There is an excellent collection on Cardinal John Henry Newman and the Tractarian Movement. Christian art is in the Arts Library; archaeology bearing on biblical studies and Christian origins is found in association with archaeology, ancient Near East, and classics. Resources to support the various area programs at Yale — East Asia, Southeast Asia, Africa, Latin America, and Slavic and East European — are invaluable for the study of missions, non-Christian religions and culture, and world Christianity. The collections of the University illustrating the monuments and literature of Assyria and Babylonia are housed in Sterling Memorial Library.

The Yale University Art Gallery houses a collection of Palestinian pottery, acquired through the generosity of the late Mrs. Francis Wayland. Collections obtained through

the excavations of the Yale–British Expedition to Gerasa, Transjordan, and the Yale–French Academy Expedition to Dura-Europos are also located in the Art Gallery.

Ministry Resource Center

The center focuses on the practice of ministry and provides resources to faculty, students, graduates, and congregations for those ministries. The center provides consultation and training related to social service agencies and ministries of congregations, the use of resources, and program planning. It provides a media library of videos, DVDs, and slides, cassette tapes, CDs, software, and print resources on the practice of ministry ranging from social issues to congregational care to curriculum resources. The center supports students in Supervised Ministry placements in the community by providing program resources, planning assistance, and training for their work. The Ministry Resource Center works to expand visions and meet faith needs through the life of congregations.

Access to Resources

The Divinity Library offers a full range of bibliographic and technical services. During the term, the library is open Monday to Thursday, 8.30 A.M. to 11 P.M.; Friday and Saturday, 8.30 A.M. to 5 P.M.; Sunday, 2 to 11 P.M. Daily messenger service is provided between the Divinity Library and other circulating collections at Yale.

STUDENT BOOK SUPPLY

The Student Book Supply (SBS) has been serving the needs of Yale Divinity School for over sixty-five years. It is committed to providing the greater YDS community with the best in current and classic theological scholarship. In addition to providing textbooks for Divinity School classes, the SBS stocks over 14,000 titles for practical ministry, academic study, and professional service. The bookstore also stocks student supplies and YDS merchandise, and sponsors periodic book signings and author lectures.

Now professionally staffed, the bookstore maintains the tradition of its earlier life as a student cooperative through its members' discount program. In addition, the SBS grants annual book scholarships for two academically promising incoming students. The bookstore actively participates in the wider theological and religious bookselling communities through its membership in the Association of Theological Booksellers and the American Booksellers Association.

CAMPUS MAILROOM

The Yale Divinity School campus mailroom is located on the first floor of the Divinity School building, adjacent to the commuter lounge. The sole purpose of the mailroom is to receive and send YDS and University correspondence. The Divinity School is not responsible for receiving or sending personal mail and packages. All members of the community should use their primary home address for all personal mail and package deliveries.



KECK COMMUNICATIONS PROGRAM

The Keck Communications Program at the Yale Divinity School honors Professor Leander Keck for his commitment to communicating the gospel of Jesus Christ to students, to colleagues, and to the church and its culture. The purposes of the program are:

1. To provide technical resources and staff support for faculty teaching and research; to acquire technological equipment and provide for its maintenance and repair; and to make a trained staff member available to the faculty to assist them in their use of electronic media in the classroom.
2. To provide tutorial assistance in communicating techniques which support work in the following classes: preaching, liturgical presence and performance, and oral interpretation of texts and traditions.
3. To involve students and faculty in consideration of issues related to communicating and sharing the gospel through electronic media. (To accomplish this aim, the program supports the development and implementation of courses that examine cultural texts from a variety of theological disciplines.)

STUDENT GROUPS AND ACTIVITIES

Yale Divinity School students enjoy a rich community life in both the larger University and the Divinity School itself. As members of the Yale University graduate and professional student population, Divinity students are invited to participate in all appropriate student organizations and activities. Divinity students enjoy the nightly social life of the Gryphon, the graduate student pub located off York Street near the central University campus. Students are involved in leadership of graduate student activities and programs through the Graduate and Professional Student Senate. These venues for socializing and programming enable Divinity students to meet and work alongside students from the schools of Architecture, Art, Drama, Forestry & Environmental Studies, Law, Management, Medicine, Music, and Nursing, as well as the Graduate School of Arts and Sciences.

On the Divinity School campus, life outside the classroom centers on two student-led organizations, the Student Council and the Community Life Committee (CLC), both of which provide programming to enrich community life among students, faculty, and staff of the Divinity School. The daily schedule of classes works in concert with the goals of the student organizations by providing two class-free hours each day. The first hour, from 10.30 to 11.30 A.M., enables students to attend chapel worship, and the second hour, from 12.30 to 1.30 P.M., enables students to eat lunch together in the refectory and common room and to hold meetings and special events for the community.

The Student Council leadership is elected each spring term (and fall term, if needed). A president, vice president, and secretary give primary leadership to a council of students filling roles such as M.Div. representative, M.A.R. representative, and Institute of Sacred Music representative, and filling committee representations for the Worship Committee, Professional Studies Committee, Curriculum Committee, and the Committee on Spiritual Formation and the Practice of Faith. Through the Student Council, students have an active voice alongside faculty and administration in making decisions affecting the academic and community life of the Divinity School. In addition, the Student Council, in conjunction with the CLC, addresses the needs of the community as they arise each year. The Student Council sponsors a series of community dinners during the academic year to provide an opportunity for socializing and the sharing of community concerns.

The CLC, under the direction of two co-coordinators and a committee of students and faculty, oversees the work and ministry of student groups on campus. Student groups include the Black Seminarians, the Women's Center, the Korean Association, the Committee on Social Justice, the Coalition (of Gay, Lesbian, Straight, Bisexual, and Transgendered persons), the Latina/o Association, the Evangelical Fellowship, the Outing Club, the Catholic Students, the Lutheran Students, the Methodist Society, the Presbyterian/Reformed Students, the Baptist Student Fellowship, and the United Church of Christ Students. In addition, the CLC sponsors monthly nighttime socials called "The Fatted Cafe," and three annual events: the Christmas Party, the Spring Fling dance, and the All-School Conference (a weeklong program of speakers, panel discussions, dinners, and social events focused on a common theme).

From the Before the Fall Orientation for new students, through the daily schedule of chapel and coffee hour and lunch, and following the seasons of the academic year, community life at the Divinity School is rich in opportunities for learning, socializing, serving, and giving leadership. New ideas for organizations and activities emerge each year as new students join the Divinity School and as new commitments and needs surface among returning students. While many activities are in place, each academic year is made unique by the particular gifts and passions of the student body that gathers in the Divinity School each year. Whether it is gathering students for dinner and discussion in the Slifka (Jewish student) Center, gathering a group to play basketball in the gym each Saturday morning, organizing events for Earth Day, or organizing a group to attend Yale football games, the richness of community life is enhanced by the energies and wishes of the individuals who join this community of faith and learning.

CHOIRS

The Marquand Chapel Choir and the Marquand Gospel Choir are active student organizations under the supervision of faculty members of the Institute of Sacred Music and the Yale Divinity School. The choirs offer anthems and support congregational singing at weekly services. Full rehearsals for the Marquand Chapel Choir are held every Sunday evening from 7 to 9 P.M. Members are selected in early September. Auditions are for voice placement only. The Gospel Choir requires no auditions and rehearses for two hours per week. Both choirs may be taken for credit (see REL 911 and 913). Other Divinity School musical groups include the Praise and Worship Band, and a *cappella* groups, the Sacramental Winers and the Bible Belters.

THE ANNAND PROGRAM FOR SPIRITUAL GROWTH

A gift from the Berkeley Divinity School to the wider Yale Divinity School community, this endowed program prepares students for lay and ordained ministry through the integration of the spiritual and intellectual life. Annand programs are intended to foster personal spiritual formation; provide experience with a variety of other spiritual disciplines; and offer students a broad view on trends in spiritual expression. Annand offers individual spiritual direction, retreats, small group programs, special worship services, and a provocative speaker series. We continue to expand our vision for Annand, drawing the rigor of the University together with a centeredness in prayer allowing our students to remain open to new ways of knowing God in their lives.

For more information, please call Berkeley Divinity School at Yale, 203.432.9285.

LECTURESHIPS

The *Roland Bainton Lectureship*, inaugurated in 1988, represents the two foci of Professor Bainton's life and work: church history and the church's witness to peace and justice.

The *Bartlett Lectureship* was created in 1986 with a gift from the Reverend Robert M. Bartlett, B.D. 1924, and his wife, Sue Bartlett, of Plymouth, Massachusetts, and Naples,

Florida. It is to serve a twofold purpose. The first is to foster knowledge and appreciation of the Pilgrims of Plymouth Colony and their contribution to the religious, intellectual, and political life of America. The second is to encourage understanding of the history and culture of modern China. These two areas, which have commanded interest and attention over many decades, are treated on a rotating basis. In 1992, the Bartletts added to their gift and broadened the scope to include "Democracy, Human Rights, and World Peace."

The *Lyman Beecher Lectureship* was founded in 1871 by a gift from Henry W. Sage, of Brooklyn, New York, as a memorial to the great divine whose name it bears, to sponsor an annual series of lectures on a topic appropriate to the work of the ministry.

The *Francis X. Cheney Lectureship in Pastoral Theology* was established by students and friends to encourage a minister's proper focus in pastoral care. The lectureship is open to scholars in all disciplines who seek to bring their expertise to bear on this subject. This lecture is given every second year, alternately with the Louis Wetherbee Pitt Lectureship.

The *Chisolm Francis Asbury Palmer Fund* at Berkeley Divinity School, established in 1998, provides an annual lectureship in honor of William Anderton Chisolm for the purpose of educating ministers who would eventually occupy a pulpit. The Chisolm Lecture focuses on areas of the Old Testament.

The *Loring Sabin Ensign Lectureship in Contemporary Interpretation of Religious Issues* was founded in 1994 by church members and other friends to honor Loring S. Ensign, M.Div. 1951, for his twenty-five years of service as pastor of the Southport Congregational Church (Connecticut).

The *Hoskins Visitorship* was established in 1967 in memory of Fred Hoskins, B.D. 1932, by gifts from the churches which he served and from individual friends. The Hoskins Visitor is a Christian leader invited to the School to deal particularly with issues that relate to the reform and renewal of the church.

The *Luccock Visitorship* was established in 1963 in memory of Halford E. Luccock, who served as professor in the Divinity School from 1928 to 1953, by gifts from alumni and other friends. The Luccock Visitor is a person, usually a parish minister, invited to spend several days at the School.

The *Parks-King Lectureship* commemorates two civil rights activists, Mrs. Rosa Parks and the Rev. Dr. Martin Luther King, Jr. It was established in 1983 through the efforts of the Yale Black Seminarians. The lecture brings the contributions of African American scholars, social theorists, pastors, and social activists to the Divinity School and to the larger New Haven community.

The *Louis Wetherbee Pitt Lectureship* was established as a memorial to Dr. Pitt and his wife, Blanche Parmelee Pitt, by his family to provide for lectures by distinguished preachers and world Christians. This lecture is given every second year at Berkeley Divinity School, alternately with the Francis X. Cheney Lectureship.

The *Shaffer Lectureship* was established in 1929 by a gift from John C. Shaffer of Chicago, Illinois, as a memorial to his son, Kent Shaffer, Ph.D. 1907, to sponsor lectures on the life, character, and teachings of Jesus.

The *Margaret Lindquist Sorensen Lectureship* was established in 1978 by a gift from her son, Dr. Andrew A. Sorensen, B.D. 1962, to provide an annual series of lectures on politics and ethics.

The *Nathaniel W. Taylor Lectureship in Theology* was created in 1902 by a gift from Rebecca Taylor Hatch of Brooklyn, New York, in memory of her father, who was Dwight Professor of Didactic Theology from 1822 to 1858. A series of lectures on some theme in theology is given every second year.

The *Dwight H. Terry Lectureship* was established in 1905 by a gift from Dwight H. Terry of Bridgeport, Connecticut, and in 1923 inaugurated lectures on "Religion in the Light of Science and Philosophy."

COFFIN-FORSBERG FELLOWS IN URBAN AND SOCIAL MINISTRY

The Coffin-Forsberg Fellows program was created by the Divinity School General Faculty in February 1995 to increase the School's commitment to urban and social ministry and in appreciation for those persons called to work for social justice in the parish and in the world. Named for William Sloane Coffin, former Chaplain of the University, and Joan Bates Forsberg, former associate dean for students at the Divinity School, these nonmonetary fellowships are intended to honor the recipients and invite them to be involved in the community life of the Divinity School. Fellows are chosen annually by a vote of the General Faculty.



Yale University Resources

A GLOBAL UNIVERSITY

In celebrating the Yale Tercentennial in 2001, President Richard C. Levin gave special weight to “Yale’s intention to become a truly global institution” by building on existing relationships and international activity. Since that time, the University has made great strides to intensify and broaden its efforts in the international arena. Exchanges of students, faculty, researchers, and fellows have grown significantly. Programs of study and research across the University increasingly incorporate international subject matter. To enhance all its initiatives in this direction, the administration has created a number of organizations and other specialized resources.

The most recently established organizational unit, inaugurated in 2003–2004, is the Office of International Affairs, which serves as an administrative resource to support the international activities of all schools, departments, offices, centers, and organizations at Yale; to promote Yale and its faculty to international audiences; and to increase the visibility of Yale’s international activities around the globe. Web site: www.yale.edu/oia.

The Office of International Affairs joins a range of other institutional resources, including:

Yale Center for International and Area Studies (YCIAS), the University’s principal agency for encouraging and coordinating teaching and research on international affairs, societies, and cultures; www.yale.edu/ycias.

Yale Center for the Study of Globalization, which draws on the rich intellectual resources of the Yale community, scholars from other universities, and experts from around the world to support teaching and research on the many facets of globalization, while helping to enrich debate through workshops, conferences, and public programs; www.ycsg.yale.edu.

Office of International Students and Scholars (OISS); www.oiss.yale.edu. See the description on pages 116–17.

Yale World Fellows Program, which hosts twelve to eighteen Fellows from outside the U.S. each year for a term of concentrated study and close contact on the Yale campus; www.yale.edu/worldfellows.

For additional information: “Yale and the World” is a compilation, on the Yale Web site, of resources for international students, scholars, and other Yale affiliates interested in the University’s global initiatives: <http://world.yale.edu>.

HEALTH SERVICES FOR DIVINITY SCHOOL STUDENTS

Yale University Health Services (YUHS) is located on campus at 17 Hillhouse Avenue. YUHS offers a wide variety of health care services for students and other members of the Yale community. Services include student medicine, gynecology, mental health, pediatrics, pharmacy, laboratory, radiology, a twenty-three-bed inpatient care facility (ICF), a round-the-clock urgent care clinic, and such specialty services as allergy, dermatology,

orthopedics, and a travel clinic. YUHS also includes the Yale Health Plan (YHP), a health coverage option that coordinates and provides payment for the services outlined above, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. YUHS's services are detailed in the *YHP Student Handbook*, available through the YHP Member Services Department, 203.432.0246, or on the YHP Web site at www.yale.edu/uhs.

Eligibility for Services

All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for YHP Basic Coverage. YHP Basic Coverage is offered at no charge and includes preventive health and medical services in the departments of Student Medicine, Internal Medicine, Gynecology, Health Education, and Mental Hygiene. In addition, treatment for urgent medical problems can be obtained twenty-four hours a day through Urgent Care.

Students on leave of absence or on extended study and paying less than half tuition are not eligible for YHP Basic Coverage but may enroll in YHP Student Affiliate Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for YHP Basic Coverage but may enroll in the YHP Billed Associates Plan and pay a monthly premium. Associates must register for a minimum of one term within the first thirty days of affiliation with the University.

Students not eligible for YHP Basic Coverage may also use the services on a fee-for-service basis. Students who wish to be seen fee-for-service must register with the YHP Member Services Department. Enrollment applications for the YHP Student Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the YHP Member Services Department.

All students are welcome to use specialty and ancillary services at YUHS. Upon referral, YHP will cover the cost of these services if the student is a member of YHP Hospitalization/Specialty Coverage (see below). If the student has an alternate insurance plan, YHP will assist in submitting the claims for specialty and ancillary services to the other plan and will bill through the Office of Student Financial Services for noncovered charges and services.

Health Coverage Enrollment

The University also requires all students eligible for YHP Basic Coverage to have adequate hospital insurance coverage. Students may choose YHP Hospitalization/Specialty Coverage or elect to waive the plan if they have other hospitalization coverage, such as coverage through a spouse or parent. The waiver must be renewed annually, and it is the student's responsibility to confirm receipt of the waiver form by the University's deadlines noted below.

YHP HOSPITALIZATION/SPECIALTY COVERAGE

For a detailed explanation of this plan, see the *YHP Student Handbook*.

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for YHP Hospitalization/Specialty Coverage. Students with no

break in coverage who are enrolled during both the fall and spring terms are billed each term and are covered from September 1 through August 31. For students entering Yale for the first time, readmitted students, and students returning from a leave of absence who have not been covered during their leave, YHP Hospitalization/Specialty Coverage begins on the day the dormitories officially open. A student who is enrolled for the fall term only is covered for services through January 31; a student enrolled for the spring term only is covered for services through August 31.

Waiving the YHP Hospitalization/Specialty Coverage: Students are permitted to waive YHP Hospitalization/Specialty Coverage by completing a waiver form that demonstrates proof of alternate coverage. Waiver forms are available from the YHP Member Services Department. It is the student's responsibility to report any changes in alternate insurance coverage to the YHP Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under the YHP. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only.

Revoking the Waiver: Students who waive YHP Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the YHP Member Services Department by September 15 for the full year or fall term, or by January 31 for the spring term only. Students who wish to revoke their waiver during the term may do so, provided they show proof of loss of the alternate insurance plan and enroll within thirty days of the loss of this coverage. YHP premiums will not be prorated.

YHP STUDENT TWO-PERSON AND FAMILY PLANS

A student may enroll his or her lawfully married spouse or same-sex domestic partner and/or legally dependent child(ren) under the age of nineteen in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include services described in both the YHP Basic Coverage and the YHP Hospitalization/Specialty Coverage. YHP Prescription Plus Coverage may be added at an additional cost. Coverage is not automatic and enrollment is by application. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs) and must be renewed annually. Applications must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YHP STUDENT AFFILIATE COVERAGE

Students on leave of absence or extended study or students paying less than half tuition may enroll in YHP Student Affiliate Coverage, which includes services described in both the YHP Basic and the YHP Hospitalization/Specialty Coverage. Prescription Plus Coverage may also be added for an additional cost. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YHP PRESCRIPTION PLUS COVERAGE

This plan has been designed for Yale students who purchase YHP Hospitalization/Specialty Coverage and student dependents who are enrolled in either the Two-Person Plan, the Student Family Plan, or Student Affiliate Coverage. YHP Prescription Plus Coverage provides protection for some types of medical expenses not covered under YHP Hospitalization/Specialty Coverage. Students are billed for this plan and may waive this coverage. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only. For a detailed explanation, please refer to the *YHP Student Handbook*.

Eligibility Changes

Withdrawal: A student who withdraws from the University during the first ten days of the term will be refunded the premium paid for YHP Hospitalization/Specialty Coverage and/or YHP Prescription Plus Coverage. The student will not be eligible for any YHP benefits, and the student's YHP membership will be terminated retroactive to the beginning of the term. The medical record will be reviewed, and any services rendered and/or claims paid will be billed to the student on a fee-for-service basis. At all other times, a student who withdraws from the University will be covered by YHP for thirty days following the date of withdrawal or to the last day of the term, whichever comes first. Premiums will not be prorated or refunded. Students who withdraw are not eligible to enroll in YHP Student Affiliate Coverage.

Leaves of Absence: Students who are granted leaves of absence are eligible to purchase YHP Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during the term, YHP Hospitalization/Specialty Coverage will end on the date the leave is granted and students may enroll in YHP Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of the term during which the leave is taken or within thirty days of the start of the leave. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs).

Extended Study or Reduced Tuition: Students who are granted extended study status or pay less than half tuition are not eligible for YHP Hospitalization/Specialty Coverage and YHP Prescription Plus Coverage. They may purchase YHP Student Affiliate Coverage during the term(s) of extended study. This plan includes services described in both the YHP Basic and the YHP Hospitalization/Specialty Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (www.yale.edu/uhs). Students must complete an enrollment application for the plan prior to September 15 for the full year or fall term, or by January 31 for the spring term only.

For a full description of the services and benefits provided by YHP, please refer to the *YHP Student Handbook*, available from the YHP Member Services Department, 203.432.0246, 17 Hillhouse Avenue, PO Box 208237, New Haven CT 06520-8237.

Required Immunizations

Measles (Rubeola) and German Measles: All students who were born after December 31, 1956, are required to provide proof of immunization against measles (rubeola) and German measles (rubella). Connecticut state law requires two doses of measles vaccine. The first dose must have been given after January 1, 1969, *and* after the student's first birthday. The second dose must have been given after January 1, 1980. These doses must be at least 30 days apart. Connecticut state law requires proof of one dose of rubella vaccine administered after January 1, 1969, *and* after the student's first birthday. The law applies to all students unless they present (a) a certificate from a physician stating that such immunization is contraindicated, (b) a statement that such immunization would be contrary to the student's religious beliefs, or (c) documentation of a positive blood titer for measles and rubella.

Meningococcus (Meningitis): All students living in on-campus housing must be vaccinated against Meningococcal disease. The law went into effect in September 2002, meaning that all returning students who plan to live in University housing must be immunized or show proof of immunization within the last five years. Students who are not compliant with this law will not be permitted to register for classes or move into the dormitories for the fall term, 2005. Please note that the State of Connecticut does not require this vaccine for students who intend to reside off campus.

Note: Students who have not met these requirements prior to arrival at Yale University must receive the immunizations from YHP and will be charged accordingly.

UNIVERSITY HOUSING SERVICES

The Graduate Housing Department has dormitory and apartment units for a small number of graduate and professional students. The Graduate Dormitory Office provides dormitory rooms of varying sizes and prices for single occupancy only. The Graduate Apartments Office provides apartments consisting of efficiencies and one-, two-, and three-bedroom apartments for singles and families. Both offices are located in Helen Hadley Hall, a graduate dormitory at 420 Temple Street, and have office hours from 9 A.M. to 4 P.M., Monday through Friday.

Applications for 2005–2006 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/graduatehousing). For new students at the University, a copy of the letter of acceptance from Yale will need to be submitted to the address on the application form. The Web site is the venue for graduate housing information and includes procedures, facility descriptions, floor plans, and rates. For more dormitory information, contact beverly.whitney@yale.edu, tel. 203.432.2167, fax 203.432. 4578. For more apartment information, contact betsy.rosenthal@yale.edu, tel. 203.432. 8270, fax 203.432.0177.

The University's Off-Campus Housing service, limited to current or incoming members of the Yale community, is located at 155 Whitney Avenue, 3d floor, and is open from 8.30 A.M. to 3.30 P.M., Monday through Friday. The listings may also be accessed from any

computer at Yale at www.yale.edu/offcampushousing. Visit the site to obtain the necessary passwords to access the system from other areas.

RESOURCE OFFICE ON DISABILITIES

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have appropriate documentation on file in the Resource Office. Early planning is critical. Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related accommodations at Yale University contact the Resource Office by June 1. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, PO Box 208305, New Haven CT 06520-8305. The Resource Office is located in William L. Harkness Hall (WLH), Rooms 102 and 103. Access to the Resource Office is through the College Street entrance to WLH. Office hours are Monday through Friday, 8.30 A.M. to 4.30 P.M. Voice callers may reach staff at 203.432.2324; TTY/TDD callers at 203.432.8250. The Resource Office may also be reached by e-mail (judith.york@yale.edu) or through its Web site (www.yale.edu/rod).

OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The Office of International Students and Scholars (OISS) coordinates services and support to Yale's international students, faculty, staff, and their dependents. OISS assists members of the Yale international community with all matters of special concern to them and serves as a source of referral to other university offices and departments. OISS staff provide assistance with employment, immigration, personal and cultural adjustment, and family and financial matters, as well as serve as a source of general information about living at Yale and in New Haven. In addition, as Yale University's representative for immigration concerns, OISS provides information and assistance to students, staff, and faculty on how to obtain and maintain legal status in the United States. OISS issues the visa documents needed to request entry into the United States under Yale's immigration sponsorship and processes requests for extensions of authorized periods of stay in the United States, school transfers, and employment authorization. All international students and scholars must register with OISS as soon as they arrive at Yale, at which time OISS will provide information about orientation activities for newly arrived students, scholars, and family members. OISS programs, like the monthly international coffee hours, daily English conversation groups, and receptions for newly arrived graduate students, postdocs, and visiting scholars, provide an opportunity to meet members of



Yale's international community and become acquainted with the many resources of Yale University and New Haven.

OISS maintains an extensive Web site (www.oiss.yale.edu) with useful information for students and scholars prior to and upon arrival in New Haven. As U.S. immigration regulations are complex and change rather frequently, we urge international students and scholars to visit the office and check the Web site for the most recent updates.

International students, scholars, and their families and partners can connect with OISS and the international community at Yale by subscribing to the following e-mail lists. OISS-L is the OISS electronic newsletter for Yale's international community.

YaleInternational E-Group is an interactive list through which over 2,000 international students and scholars connect to find roommates, rent apartments, sell cars and household goods, find companions, and keep each other informed about events in the area. Spouses and partners of international students and scholars will want to know about International Spouses and Partners at Yale (ISPY). The *ISPY E-Group* is an interactive list of over 300 members to connect spouses, partners, and families at Yale. To subscribe to any list, send a message to oiss@yale.edu.

The Office of International Students and Scholars, located at 246 Church Street, Suite 201, is open Monday through Friday from 8.30 A.M. to 5 P.M., except Tuesday, when the office is open from 10 A.M. to 5 P.M.

CULTURAL RESOURCES AND ATHLETIC FACILITIES

Two sources of information about the broad range of events at the University are the *Yale Bulletin & Calendar (YB&C)*, a newspaper printed weekly during the academic year, and the *Yale Calendar of Events*, an interactive calendar that can be found online at <http://events.yale.edu/opa>. The *YB&C*, which also features news about Yale people and programs, is available without charge at many locations throughout the campus and is sent via U.S. mail to subscribers; for more information, call 203.432.1316. The paper is also available online at www.yale.edu/opa/yb&c.

The Yale Peabody Museum of Natural History contains collections in anthropology, mineralogy, oceanography, paleontology, and some aspects of geology.

The Yale University Art Gallery is known worldwide for its collections of American art, the Jarves Collection of early Italian paintings, the finds excavated at the ancient Roman city of Dura-Europos, the Société Anonyme Collection of early-twentieth-century European and American art, and most recently the Charles B. Benenson Collection of African Art. The Gallery is celebrating the fiftieth anniversary of the opening of the Louis I. Kahn building with a complete restoration, reopening in 2006. Gallery programming remains active, with permanent and collection exhibitions in the Egerton Swartwout building.

The Yale Center for British Art houses an extraordinary collection of British paintings, sculpture, drawings, and books given to the University by the late Paul Mellon, Yale Class of 1929.

There are more than eighty endowed lecture series held at Yale each year on subjects ranging from anatomy to theology, and including virtually all disciplines.

More than four hundred musical events take place at the University during the academic year. These include concerts presented by students and faculty of the School of Music, the Department of Music, the Yale Concert and Jazz bands, the Yale Glee Club, the Yale Symphony Orchestra, and other undergraduate singing and instrumental groups. In addition to graduate recitals and ensemble performances, the School of Music features the Philharmonia Orchestra of Yale, the Chamber Music Society at Yale, the Duke Ellington Series, the Horowitz Piano Series, Great Organ Music at Yale, New Music New Haven, Yale Opera performances and public master classes, and the Faculty Artist Series. Among New Haven's numerous performing organizations are Orchestra New England, the New Haven Chorale, and the New Haven Symphony Orchestra.

For theatergoers, Yale and New Haven offer a wide range of dramatic productions at the University Theatre, Yale Repertory Theatre, Yale Cabaret, Long Wharf Theatre, Palace Theater, and Shubert Performing Arts Center.

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J. H. Kiphuth Exhibition Pool; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center; the Colonel

William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance, martial arts, aerobic exercise, and sport skills are offered throughout the year. Graduate and professional school students may use the gym at no charge during the academic year. Academic and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, and student spouses.

The David S. Ingalls Rink, the Sailing Center in Branford, the Yale Tennis Complex, and the Golf Course at Yale are open to faculty, students, employees, students' spouses, and guests of the University at established fees. Up-to-date information on hours and fees at all these recreational facilities can be obtained from the Sport and Recreation Office (203.432.1431). Skate sharpening is available daily; however, no skate rentals are available.

Approximately thirty-five club sports and outdoor activities come under the jurisdiction of the Office of Outdoor Education and Club Sports. Many of the activities, both purely recreational and instructional, are open to graduate and professional school students. Faculty, staff, and alumni, as well as groups, may use the Outdoor Education Center (OEC). The center consists of two thousand acres in East Lyme, Connecticut, and includes cabins, campsites, pavilion, dining hall, swimming, boating, canoeing, and picnic groves beside a mile-long lake. Hiking trails surround a wildlife marsh. The OEC season extends from the third weekend in June through Labor Day and September weekends. For more information, telephone 203.432.2492 or visit the Web page at <http://yalebulldogs.collegesports.com/> (click on Sports Rec, then on Outdoor Education).

Throughout the year, Yale University graduate and professional school students have the opportunity to participate in numerous intramural sports activities. These seasonal, team-oriented activities include volleyball, soccer, and softball in the fall; basketball and volleyball in the winter; softball, soccer, and volleyball in the spring; and softball in the summer. With few exceptions, all academic-year graduate-professional student sports activities are scheduled on weekends, and most sports activities are open to competitive, recreational, and coeducational teams. More information is available from the Intramurals Office in Payne Whitney Gymnasium, 203.432.2487, or online at <http://yalebulldogs.collegesports.com>.



Standards and Requirements

REGISTRATION

Each student files, at the Office of the Registrar of the Divinity School by the date specified in the calendar, a schedule of study which has been approved by the faculty adviser. All students register online during the period stated in the academic calendar. A charge of \$25 will be made for late registration. There will be no charge for course changes made prior to the beginning of the second week of the term, but there will be a \$10 fee for each course change made after online registration has ended.

The student's program is subject to review by the Professional Studies Committee, with particular attention to the distribution of the courses among fields in the curriculum and to the relevance of the individual's program for vocational objectives.

A student may not enter a course *later than the final date of online registration* as specified in the academic calendar without the permission of the Professional Studies Committee and the instructor involved. Under no circumstances will students be enrolled in a course after the third week of classes.

Duly enrolled students who expect to continue their studies at the School during the next year are required to record that intention at the Office of the Registrar before April 1, in order to reserve a place in the School. Failure to do so will result in a fee of \$25 imposed in September for late registration.

SCHEDULE OF STUDY

The schedule of study at the School normally consists of twelve credit hours each term.

A student must take at least one-half of each term's work with members of the Divinity School faculty. Courses given by other departments and schools of the University may be taken with approval of the faculty adviser, and with the permission of the instructor of the course. Students are encouraged to familiarize themselves with and consider relevant courses offered elsewhere in the University. (For regulations governing interdisciplinary study, see page 98.) Bus service is provided every twenty minutes from the Divinity School through the central campus to the School of Medicine.

Each course in the Divinity School normally carries three hours of credit unless otherwise stated. It is possible to arrange to take courses for more or fewer credit hours. This flexible system of credit permits students to concentrate their efforts or pursue special concerns when advantageous or advisable. Alteration of the announced number of credit hours requires permission of both the instructor and the faculty adviser.

TRANSFER OF CREDIT

Applications for transfer of credit for work completed at another school may be made after a full term's work at the Divinity School. Credits are transferred upon authorization

by the dean of academic affairs, acting for the Professional Studies Committee. Normally transfer credit will be recorded as electives. After six credits have been transferred as electives, however, a maximum of *six additional credits for the M.A.R. degree and eighteen additional credits for the M.Div. degree* may become eligible for transfer to the appropriate areas. These credits will be included in the total hours required for an area, but not counted as fulfilling particular requirements within the area. Matriculated students must secure approval in advance for courses they wish to take elsewhere if transfer credit is desired. No more than six hours of credit can be earned each year through summer study.

To be eligible for transfer toward a Yale Divinity School degree a course completed at another school must meet the following requirements:

1. The course must have been taken at an accredited institution.
2. The course must have been taken at the graduate or professional level.
3. The student must have completed a baccalaureate degree before taking the course.
4. The course should be clearly relevant to the student's program at the Divinity School.
5. Normally the course must have been taken within the seven years prior to matriculation at the Divinity School.
6. Courses credited toward another master's degree, either received or anticipated, are not normally transferred. Exceptions may be made for some of the courses credited toward a previous full two-year master's degree.
7. No more than twelve hours will be transferred from a nontheological graduate program. If twelve hours are to be transferred, the student will be required to demonstrate to the Professional Studies Committee how the work previously completed is integral to the program of study pursued at Yale Divinity School.

INTEGRITY OF WORK

The learning environment at YDS is intended to be one of trust. Students are expected to adhere to academic conduct that honors this trust and respects the integrity of the academic community.

1. All written work must be the student's own original work, except as consultation or collaboration or use of other resources is authorized by the instructor.
2. All material quoted or paraphrased from other sources must be fully identified, including, where relevant, both secondary and original sources. (Refer to *Sources: Their Use and Acknowledgment*, published by Dartmouth College, supplied to all entering students.) Plagiarism, whether intentional or inadvertent, is regarded as a serious offense and is subject to severe penalties, as set forth in the Academic Disciplinary Procedures, distributed annually.
3. Similar written material may be submitted in more than one course only with the advance approval of all instructors involved.

Suspected violations of academic integrity should be reported to the dean of academic affairs. The procedures followed for dealing with allegations are published and available in the Dean's Office.

The use of inclusive language is a matter of concern to the Divinity School community. Guidelines for gender inclusive and racially inclusive language are available to faculty and students.

RIGHTS AND REPRESENTATION

Governance

The work of the School is carried on through the Board of Permanent Officers (tenured faculty), the General Faculty, and the Standing Committees of the Faculty: Admissions and Financial Aid, Community Life, Curriculum, Ministerial Studies, Professional Studies, Spiritual Formation, and Worship. Each committee has an equal number of faculty and students. Faculty members of the committees are appointed by the dean and confirmed by the general faculty; student members are elected by the entire student body.

Discipline

A Committee on Nonacademic Disciplinary Concerns and a Sexual Harassment Grievance Board are appointed by the dean. Printed statements of the membership and established procedures of these committees are available in the Office of the Dean. The Professional Studies Committee addresses issues of academic discipline, like plagiarism. (For information about the work of the committees, see page 127, Termination.)

Freedom of Expression

Each member of the School shall enjoy the rights of intellectual freedom which are fundamental to the University tradition. Freedom of expression is a necessary condition for exercising intellectual freedom. The purpose of maintaining free speech at Yale, as elsewhere, is to protect the expression of all views. To do so, the University must maintain a community with the requisite order, freedom of access to facilities, and impartiality toward all opinions for free expression.

Statement on Sexual Harassment

The faculty has established a grievance procedure for sexual harassment which authorizes the dean to appoint a grievance board. Specific policies and procedures adopted by the faculty guide the work of the Sexual Harassment Committee. The committee includes representatives of the administration and faculty and two students.

Sexual harassment is understood as an attempt to coerce an unwilling person into a sexual relationship, to subject a person to unwanted sexual attention, or to punish refusal to comply. A wide range of behavior is included in this definition, from actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on a nonconsenting person.

The EEOC guidelines and Yale policy distinguish between two types of harassment: *quid pro quo* and *hostile environment* harassment. *Quid pro quo* occurs when a job or job benefit is directly linked to a subordinate or co-worker's acceptance of a sexual behavior or demand. *Hostile environment* harassment is unwelcome on-the-job or in-school conduct of a sexual nature that creates an intimidating, hostile, or offensive working or learning environment and has the purpose or effect of substantially interfering with the victim's work. Hostile environment sexual harassment can include sexual advances, repeated taunts regarding sexual preferences, taunting jokes directed at a person or persons by reason of their sex, obscene posters, and sexual favoritism in work assignments. Conduct may be considered hostile environment harassment if it results in students not feeling comfortable being present in certain areas of the school or campus for fear of being alone with someone who constantly makes remarks or other advances of a sexual nature. Isolated or stray remarks usually do not by themselves create a hostile work environment.

Sexual harassment may consist of physical and/or verbal behavior. Examples of actions that under certain conditions and in certain contexts may be considered sexual harassment include unwanted sexual advances; unwelcome touching of a person's body; repeated, unwelcome, obscene remarks of a sexual nature; display of obscene objects, photographs, posters, or cartoons; implied or overt threats; punitive grading or employment actions as a result of rejection of sexual advances; or sexual assault.

With respect to teacher-student relationships, the Office of the Provost at Yale University says on page 106 of the 1993 *Faculty Handbook*: "Because of the special trust and the inequality of status inherent in the teacher-student relationship, sexual relations between a teacher and his or her student, even when apparently founded on mutual consent, are potentially coercive and may be so regarded if a complaint of sexual harassment arises."

In the academic context, where freedom of expression is a paramount value, there can be a fine line between that speech that is permissible and speech that constitutes sexual harassment. The determination depends on the facts of the particular case. It is difficult to describe the varied circumstances that can be seen as sexual harassment. In some instances sexual harassment is obvious and may involve an overt action, a threat, or a reprisal. In other instances sexual harassment is subtle and indirect, with a coercive aspect that is unstated. In still others, behavior may be inadvertently inappropriate or coercive or it may result from a lack of awareness or from a misunderstanding. Individuals may feel pressured in a variety of perplexing situations, or find themselves the recipients of unwanted attention, or may be unsure whether or not something they experience is appropriately considered sexual harassment. In circumstances like these, individuals are encouraged to discuss the matter with a member of the Sexual Harassment Committee or a dean. Sexual harassment incidents are treated in the same way by Yale whether they occur on or off campus.

Each fall students, faculty, and staff receive a list of members of the Sexual Harassment Committee for the academic year. The full text of the "Statement on Sexual Harassment" approved by the Yale Divinity School faculty is provided as an appendix to the *YDS Student Handbook*; it is also available at www.yale.edu/divinity/sl/shp.htm.

GRADING SYSTEM

The Divinity School uses the following grading system:

Honors (H)	= Exemplary
Honors minus (H–)	= Excellent
High Pass plus (HP+)	= Very Good
High Pass (HP)	= Good
High Pass minus (HP–)	= Satisfactory
Pass (P)	= Acceptable
Fail (F)	
Withdrew (W)	

If H, HP, P were to be translated into a traditional grading system on the graduate level, Honors would represent a strong A and A+; Honors minus, A–; High Pass plus, B+; High Pass, B; High Pass minus, B–; Pass, C.

There is also a Credit/No Credit system. The Credit/No Credit option for a course may be chosen by the professor, in which case the entire class will be graded thus. Individual students in such a course may request the professor's approval to take the course on the regular grading system. Conversely, a student taking a course graded on the regular grading system may request the professor's approval to be graded Credit/No Credit. Requests for departures from the grading systems under which courses are taught must be made on a form supplied by the Registrar's Office. Options are elected during the first two weeks of the term and the decision is irreversible.

In both grading systems the W is to be used only under extraordinary circumstances by permission of the dean of academic affairs in consultation with the Professional Studies Committee.

ACADEMIC DEFICIENCIES

Warning

The Professional Studies Committee will review the academic performances of students and place them on warning if their record in any term shows a significant decline or reason for concern about the quality of their work, e.g., a course graded Pass (P) or Fail (F). Students placed on warning will be reviewed by the committee following the end of the term, and either removed from warning or placed on probation. The warning notation will not be placed on students' transcripts. Both the student and the faculty adviser will be notified in writing of the warning.

Probation

The Professional Studies Committee will place on probation students whose academic work is unsatisfactory. In every case the committee will take into account the personal situation of the student, but the following record, accumulated during the course of any one term, will normally result in probation:

1. two courses graded Pass, or
2. two Incompletes, or
3. two Fs, or
4. any combination of inadequate or incomplete work in two or more courses.

Students are responsible for knowing at the end of a term whether or not they have completed each course satisfactorily. As information becomes available to the Professional Studies Committee, written notice of probation will be given both to the student and to the faculty adviser, and the notation will be placed on the transcript. Students on academic probation must observe the following conditions when they register for courses:

- (a) during the term in which students are on academic probation they may not take more than twelve hours of course work, and
- (b) they may not take any reading courses.

Students will be removed from probation when they have completed four courses under the following conditions:

- (a) all work for each course must be completed by the end of its term, without extensions;
- (b) the grade received in each course must be HP or better.

Any student who remains on academic probation for two consecutive terms may be recommended to the faculty for dismissal from the School.

SPECIAL EXAMINATIONS AND EXTENSIONS

Special examinations, at hours other than those regularly scheduled, will be given only under extraordinary circumstances. Except for unforeseen emergencies, the request for a special examination must be submitted two weeks before the date of the regular examination.

All work for the first term is due by the end of the term, unless the instructor specifies an earlier date. In exceptional circumstances, such as illness or family crisis, the instructor in the course may grant an extension of time into the second term, but no extension can be given beyond the fourth week of the second term. *No work from the first term can be accepted by a faculty member after that date.* A student may appeal to the Professional Studies Committee for an additional extension. Such an appeal must be made in writing before the end of the fourth week of the spring term on a form provided by the Registrar's Office. Extensions will be considered by the committee only in exceptional circumstances, such as those indicated above. An Incomplete grade will automatically be recorded as Fail (F), unless a petition for an extension is filed by the end of the fourth week of the spring term.

All work for the second term is due by the end of the term, unless the instructor specifies an earlier date. In exceptional circumstances, such as illness or family crisis, the instructor may grant an extension of time during the summer, but no extension can be given beyond June 30. *No work from the second term can be accepted by a faculty member after that date.* A stu-

dent may appeal to the Professional Studies Committee for an additional extension. Such an appeal must be made in writing before June 30 on a form provided by the Registrar's Office. Extensions will be considered by the committee only in exceptional circumstances, such as those indicated above. An Incomplete grade will automatically be recorded as Fail (F), unless a petition is filed by June 30.

MEDICAL LEAVE

On the written recommendation of an appropriate physician and with the approval of the dean of academic affairs, a student who must interrupt study temporarily because of physical or psychological illness may be granted a medical leave of absence for one term or one academic year. Students who are granted a medical leave in the course of a term will have their tuition adjusted according to the refund policy on page 86. Before registering, a student on medical leave must secure written permission from an appropriate physician and must follow the Divinity School's procedure for readmission.

READMISSION POLICY

Up to twenty-eight months after taking a medical leave or withdrawing from school, a person may apply for readmission through the Professional Studies Committee. An application for readmission may be obtained from the Registrar's Office, 409 Prospect Street, New Haven CT 06511. After twenty-eight months, a person must apply for readmission through the Admissions Committee. Application forms may be obtained from the Admissions Office, 409 Prospect St., New Haven CT 06511.

TERMINATION

A student's relationship with the School may be terminated for the following reasons:

1. Failure to maintain a satisfactory academic record.
2. Lack of aptitude or personal fitness for the Christian ministry.
3. Behavior which violates generally acknowledged canons and standards of scholarship or professional practice.
4. Behavior which is disruptive to the educational process.

Disciplinary actions are initiated by the Professional Studies Committee, by the Sexual Harassment Committee, or by the Discipline Committee. The student concerned has the right to appear before the initiating committee. The decision to terminate the relationship of a student with the School is made by the general faculty on recommendation of one of these committees. The committees may also impose lesser penalties such as reprimand or probation.

The faculty reserves the right to withhold a degree from a candidate where there is compelling evidence of serious moral misconduct, or while disciplinary actions or criminal proceedings are pending.

COMMENCEMENT

All candidates on whom degrees are to be conferred must be present at the Commencement exercises of the University, unless excused for urgent reasons by the Dean's Office.

Honors, Fellowships, and Prizes

HONORS

The degrees of Master of Divinity (M.Div.) and Master of Arts in Religion (M.A.R.) are awarded at graduation on the basis of a student's performance in courses taken at Yale.

Master of Divinity: Students will be eligible for honors after six terms, on the basis of letter grades attained in courses earning at least sixty term hours, as follows:

Summa cum laude:	95 percent of courses with graded Honors work.
Magna cum laude:	90 percent of courses with graded Honors work.
Cum laude:	85 percent of courses with graded Honors work.

Master of Arts in Religion: Students will be eligible for Honors after four terms, on the basis of letter grades attained in courses earning at least forty-two term hours, as follows:

Summa cum laude:	95 percent of courses with graded Honors work.
Magna cum laude:	90 percent of courses with graded Honors work.
Cum laude:	85 percent of courses with graded Honors work.

Students wishing to take additional courses offered as Credit/No Credit may petition instructors of such courses to take them on the grading system.

GRADUATE FELLOWSHIPS

Graduate fellowships are awarded by the faculty each year to those members of the graduating class who are receiving either the M.A.R. or M.Div. at the Divinity School and have acquired such proficiency in theological studies as best to qualify them for the further work made possible by these grants.

The *Day Fellowship* was established in 1910 by a bequest from Olivia Hotchkiss Day in memory of her husband, George Edward Day, B.A. 1833.

The *Hooker-Dwight Fellowship* was established in 1878 and 1885 by gifts from President Timothy Dwight, B.A. 1849, in memory of his sister, Aurelia D. Hooker, and his mother, Susan B. Dwight. Students hold these fellowships for one year after graduation and are expected to pursue courses of theological or other appropriate study under the direction of the faculty, either at Yale, at other universities in this country, or in Great Britain, Europe, or Israel.

The *Two Brothers Fellowship*, founded in 1926 by Caroline Hazard in memory of her brothers, Rowland Gibson Hazard and Frederick Rowland Hazard, is awarded annually by the faculty of the Divinity School to a student or students chosen by them to pursue biblical study, in Jerusalem when possible.

The *S. Ellsworth and Carol S. Grumman Endowed Fellowship Fund* was established in 1980 by Helen Burr Grumman. The income from this fund is awarded to needy students

whose interest and course of study include the field of Christian social ethics, and whose commitment to ministry emphasizes the renewal, clarification, and practical application of Christian ethics and moral values.

The *Jarvis Alumni Fellowships* of Berkeley Divinity School at Yale were established by a trust fund created in 1910 by Samuel Fernor Jarvis, D.D. Class of 1854. The fund was received by the Berkeley Divinity School in 1956. One-sixth of the annual income is to be used for two alumni fellowships for graduate study in ecclesiastical law and church history.

The *Douglas Clyde Macintosh Fellowship in Theology and Philosophy* was established by his wife, Hope Conklin Macintosh, and instituted at the time of her death in 1959. Macintosh Fellowships are awarded by the Department of Religious Studies at Yale to students who are engaged in theological or philosophical study leading to the Ph.D. degree. Recognition of the fellowships is given by the Divinity School because Douglas Clyde Macintosh was a member of the Divinity School faculty from 1909 until his retirement as Dwight Professor of Theology and Philosophy of Religion in 1942.

The *Abraham Johannes Malherbe Fellowship* was endowed to support doctoral study in New Testament and Early Church History. Awarded solely on the basis of academic excellence, the fellowship is awarded annually to that M.A.R. or M.Div. graduate of the Yale Divinity School who has the most outstanding preparation in Greek and/or Latin and has been admitted to a doctoral program in New Testament or Early Church History at Yale or another university. The fellowship is intended not to be a contribution toward the tuition of the doctoral program, but to enrich the student's educational experience. Stipulations are available from the associate dean of academic affairs.

The *John Henry Watson Fellowship* of Berkeley Divinity School at Yale was founded in 1916 by Mrs. Susan M. Watson, in memory of her husband, John Henry Watson, a graduate of the Berkeley Divinity School in the Class of 1871. The faculty may appoint to the fellowship some member of the graduating class, or of one of the five preceding classes, whose work they consider worthy of the recognition and who intends to pursue an approved course of graduate study during the ensuing year at an American or foreign institution of learning. The fellowship may be held by the same graduate for consecutive years, or may be withheld in any year. The title may be held without the income or with only a part thereof.

PRIZES

The *Julia A. Archibald High Scholarship Prize*, founded in 1921 by the Reverend Andrew W. Archibald, B.D. 1876, in memory of his wife, is awarded each year to that member of the graduating class who ranks highest in scholarship, the members of the faculty being judges.

The *Roland H. Bainton Book Prize*, made possible by gifts from alumni and friends, is presented at the School's annual Christmas party to two first-year students who display particular facility in ecclesiology, one of Professor Bainton's special interests. Its purpose is to remind the community of the kindly spirit who graced that event for so many years with his eloquent, moving narrations of "Martin Luther's Christmas Sermon."

The *Wolcott Calkins Prize*, founded in 1938 by bequest from Charlotte W. Calkins in memory of her husband, Wolcott Calkins, B.A. 1856, is awarded each year for excellence in clear and vigorous pulpit speaking. Open to all students in the first-, second-, and senior-year classes.

The *Oliver Ellsworth Daggett Scholarship Prize*, founded in 1931 by bequest from Susan E. Daggett in memory of her father, Oliver E. Daggett, B.A. 1828, is awarded each year to that student who, at the end of the second year of study in the School, is in need of financial assistance and who is judged by the faculty to be most worthy in point of ability, diligence, Christian character, and promise of usefulness as a preacher.

The *Downes Prizes*, founded in 1896 by gift from William E. Downes, B.A. 1845, are awarded annually to those students who shall attain the highest proficiency in the public reading of the scriptures and of hymns.

The *Harriet Jackson Ely Prize* was founded in 1995 by a gift from Harriet Jackson Ely. The prize is awarded each year to a second-year Master of Divinity student for excellence and promise in theology.

The *R. Lansing Hicks Prize* was established in honor of retiring Professor R. Lansing Hicks by the Berkeley Divinity School Graduate Society in 1989. This prize is awarded to the graduating senior who has done most to benefit the Berkeley community during his/her years in New Haven.

The *William Palmer Ladd Prize* was established by the Berkeley Divinity School Graduate Society in 1996 in memory of the dean of Berkeley who brought the school from Middletown to New Haven and presided over its life for a quarter of a century. This prize is awarded to a rising senior who has distinguished his/herself academically during the first two years of study.

The *Eleanor Lee McGee Prize* was established by the Berkeley Divinity School Graduate Society in 1999 to honor the ministry through the Church of the first woman to serve as a member of the Berkeley/Yale Divinity School faculty. This prize is presented to a rising Middler who has distinguished his/herself academically during the first year of study.

The *Mersick Prizes*, founded in 1906 by a gift from Mrs. Frederick T. Bradley of New Haven in memory of her father, Charles S. Mersick, esq., are designed to promote effective public address, especially in preaching.

The *E. William Muehl Prize in Preaching* was established in honor of retiring Professor E. William Muehl by the Berkeley Divinity Graduate Society in 1989. This prize is awarded to a graduating senior who is the most eloquent preacher in his/her class.

The *Jess H. and Hugo A. Norenberg Prize*, established in 1984 by a gift from Don R. Norenberg in memory of his father, B.D. 1923, and uncle, B.D. 1926, is awarded each year to a student who excels in preaching and/or the conduct of corporate worship.

The *Thomas Philips Memorial Award* was established through donations in memory of Thomas Philips, 1989 graduate of Yale/Berkeley, who died in 1996. This prize is presented to a graduating senior who shows exceptional achievement and further promise in the study and practice of Anglican liturgy.

The *Marvin H. Pope Prize in Biblical Hebrew*, established in 1988, honors the career of Marvin H. Pope, a member of the Yale faculty from 1949 to 1986. The prize is awarded on the basis of outstanding achievement in biblical Hebrew.

The *St. Luke's Award* was established in 1998 to honor that person (or persons) who has made an outstanding contribution to the worship life of Berkeley Divinity School through devoted service to St. Luke's Chapel.

The *Tew Prizes*, established in 1929 by bequest from Willis Tew of the Class of 1866, Yale College, for the purchase of books, are awarded to those students in the Divinity School and Graduate School who have shown exceptional ability in philosophy, literature, ethics, or history during their first year of study. A list of the books to be purchased must be approved by the dean of the Divinity School or the dean of the Graduate School, and must include the *Works* and *Journals* of Ralph Waldo Emerson. Half of the prizes are given to students in the Divinity School and half to students in the Graduate School.

The *Henry Hallam Tweedy Prize* was established in 1991 by a gift from Mrs. Mary J. Tweedy and her daughters in memory of Mrs. Tweedy's father-in-law, Henry H. Tweedy, Professor of Practical Theology at Yale Divinity School from 1909 to 1937. The Tweedy Prize is awarded to a graduating Master of Divinity student with exceptional promise for pastoral leadership.

The *John A. Wade Prize*, founded in 1934 by bequest from John A. Wade, B.A. 1899, B.D. 1901, is awarded each year to that student in the first-, second-, or senior-year class who has shown the greatest originality in expository preaching.

The *Edward Ashley Walker Scholarship Prize*, founded in 1951 by bequest from Frances E. Walker in memory of her brother, the Reverend Edward Ashley Walker, B.A. 1856, is awarded at the end of each year to that member of the first-year class who in the opinion of the instructors shall have made the most satisfactory progress in studies during the year.

In addition to the prizes described above, the John Addison Porter [University] Prize, the Academy of American Poets Prize, the Albert Stanburrough Cook Prize in Poetry, the Jacob Cooper Prize in Greek Philosophy, the George Washington Egleston Historical Prize, the Theron Rockwell Field Prize, and the Metcalfe Prize are open to students of the Divinity School, as well as to the students of other schools of the University.

Scholarships

The *Harry Baker Adams Scholarship* was created in 1993 by a gift from Frank P. Wendt, charter member and chairman emeritus of the Yale Divinity School Board of Advisors. The scholarship has since been augmented by numerous gifts from other friends, students, and admirers of Professor Harry B. Adams, B.A. 1947, B.D. 1951, who has touched the lives of so many who have attended the School. The purpose of the scholarship is to attract “the brightest and the best.”

The *Henry W. Allis Scholarship* was established in 1890 by Mrs. Emily W. Colton of New Haven as a memorial to her son, Henry W. Allis, of the Yale College Class of 1844, who died in 1841. The income from the fund is to be used to assist needy theological students.

The *Joseph B. Beadle Scholarship* was established in 1869 by a gift from Joseph Blakslee Beadle in honor of his son, John Beadle, a member of the Yale College Class of 1886. The fund is to be used for scholarship in the Divinity School without restrictions.

The *Reverend and Mrs. Allen C. Blume Scholarship* in support of outstanding Yale Divinity School students in need of financial aid was created in 1992 by Allen C. Blume, B.D. 1959, and his wife Phyllis as part of the effort of the Classes of the '50s to raise new scholarship endowments. Members of the United Church of Christ receive preference for this scholarship.

The *Reverend Frederic L. Bradley Endowment Fund* (Class of 1924) was established in 1993 in his memory by his widow, Martha Bradley. The income is to assist students studying for Episcopal priesthood.

The *Clifton Hartwell Brewer Fund* was created in 1949 by Maud Dorman Brewer in memory of her husband. It is to be used for general scholarship purposes at the Divinity School.

The *Lawrence K. Brown Scholarship Fund* was established in 1979 by the Rev. Dr. Lawrence K. Brown, B.D. 1931. The income of the fund is used to assist deserving and qualified students who are preparing for the pastoral ministry and whose ministry will emphasize the social implications of the gospel in the local parish.

The *William Roy Brown and Dora Margaret Wade Brown Scholarship* was established in 1997 by a gift from Helena C. Brown, Class of 1970, in memory of her parents. The scholarship will be open to all students regardless of race, color, creed, or denominational status.

The *Alice K. and William J. Burger Scholarship Fund* was established in 1985 by the Rev. Mr. Burger, B.D. 1938, and his wife, and will aid needy students who enter the School before age thirty.

The *John and Alice Byers Scholarship* was begun in 1990 by John and Alice Byers, Class of 1949. The scholarship is for students who are preparing for the parish ministry, with preference given to members of the United Church of Christ.

The *Canaday Scholarship* was established in 1993–95 by Wilbur D. Canaday, Jr., Yale Divinity School Class of 1945, to commemorate the fiftieth anniversary of his graduation from the School. Its purpose will be to provide financial assistance to needy students who show great promise.

The *William R. Cannon, Jr., Scholarship* was established in 1981 to honor Bishop Cannon, M.Div. 1940, for his distinguished service to World Methodism as well as his concern for ecumenical ministry. The scholarship is given by preference to ministerial candidates from any of the World Methodist churches from the United States and from abroad — United Methodist, A.M.E., A.M.E.Z., C.M.E., True Methodists, and Wesleyan.

The *Paul Wesley Chalfant Scholarship* was created in 1989 by Paul Chalfant, Class of 1947. The donor was the author of *God in Seven Persons — Blessed Multiplicity*.

The *Susan C. Clarke Scholarship* was established in 1896 by a bequest of Susan C. Clarke of Middletown, Connecticut. The income from this fund is to be used for general scholarship.

The *Class of 1950 Scholarship* was established in 1993 by members of the Yale Divinity School Class of 1950, led by class agents George and Doris Younger, in response to the “Classes of the ’50s” Endowment Drive of 1991–93 and as a lasting memorial of their gratitude to the School. The scholarship will be awarded annually to a student needing financial assistance to complete his or her Yale Divinity School education.

The *Class of 1952 Scholarship* was founded with gifts from the Class of 1952 on the occasion of the fortieth anniversary of their graduation from the Yale Divinity School and in response to a challenge from their class secretary, Richard C. Stazesky. Class agent Richard M. Mapes coordinated the fundraising effort. The scholarship is awarded each year to an outstanding student pursuing a Master of Divinity degree.

The *Class of 1953 Scholarship* was endowed between the years 1991 and 1994 as part of the Yale Divinity School Capital Campaign. Led by successive class agents Henry K. Yordon and Frank Snow, members of the Class of 1953 created this fund as part of the “Classes of the ’50s” Endowment Drive. The scholarship is to be awarded to students who show both financial need and a special aptitude for theological study.

The *Class of 1954 Scholarship* was completed on the occasion of the fortieth reunion year of the class, partly through memorial gifts in honor of the late Clarence Edward Egan, Jr., the class’s longtime class agent, who died during the final year of the effort. Frederic Guile and Rodney G. Snedeker were responsible for the final phases of fundraising. The scholarship is to be awarded with an eye toward assisting those who might encounter special obstacles in their ministries because of their gender, race, or sexual orientation.

The *Class of 1956 Scholarship* was established in 1992 through the Alumni Fund contributions of the members of the Yale Divinity School Class of 1956 in the academic years 1991–93. Class of 1956 class agent Frank A. Mullen was responsible for bringing together the class’s gifts to create a fund to support a needy student at Yale Divinity School. Over 50 percent of the class participated in this venture.

The *Class of 1958 Scholarship* was created at the time of that class’s thirty-fifth reunion and was their response to the Yale Divinity School “Classes of the ’50s” scholarship

endowment campaign. Class agent James D. Hammerlee was assisted by classmate James K. Donnell in achieving the class's goal. The interest from the endowment is to be used to support a needy student, with preference given to one intending to enter the ordained ministry.

The *Lillian Claus Scholarship* was established in 1981 by Miss Lillian Claus of Ridgewood, Queens, New York. Miss Claus, who in 1985 also gave the Claus Chair in New Testament, contributed the scholarship "so that the learned and learning ministry might continue at the Yale Divinity School." The proceeds from the fund are awarded to needy students planning to enter the parish ministry.

The *Dr. George A. Comstock Fund* was established in 1968 through a bequest of George A. Comstock of Ansonia, Connecticut. The income of this bequest to Berkeley Divinity School is used annually to provide financial aid for students of limited means who are preparing to serve as clergy of the Episcopal Church. The conditions of awarding such financial aid are determined by the Trustees of Berkeley Divinity School at Yale.

The *Z. Marshall Crane Scholarship Fund* was established in 1936 by a bequest of Z. Marshall Crane, of Dalton, Massachusetts, who received a B.A. from Yale College in 1900.

The *David M. Diener Scholarship* was created in 1991 by Mrs. T. Diener Allen, B.D. 1935. Mrs. Allen, a gifted writer from Carmel-by-the-Sea, California, gave the scholarship in memory of her father. It will be used for general scholarship.

The *James Dittes Scholarship* was established in 1996, with a generous gift from an admiring alumnus, to lift up the career of Professor Dittes, who began teaching at Yale in 1955. The scholarship will be open to all students.

The *Edward Payson Drew Scholarship* was established in 1952 by a bequest of Julia N. Drew as a memorial to her husband, Edward Payson Drew, B.A. Yale College 1891. Annual awards are made to students preparing for full-time Christian service who demonstrate both need and ability.

The *Jessie Ball duPont Scholarship Fund* was established in 1984 by a gift from the Jessie Ball duPont Religious Charitable and Educational Fund of Jacksonville, Florida. The endowed fund provides scholarship assistance.

The *Alice B. Edwards Fund* of Berkeley Divinity School at Yale was established in 1978 through the creation of a trust, the income from which is designated for scholarship aid to deserving students.

The *Alfred S. Edwards and Alice B. Edwards Memorial Fund* was established in 1968 for scholarships for students training for the clergy.

The *Henry L. Ellsworth Scholarship Fund* was established in 1860 to support students "needing such assistance and having the settled and avowed purpose of entering the Gospel ministry...who by their proficiency in study give decided promise of future success and usefulness in the ministry."

The *Samuel J. Evers Scholarship* was established to contribute to Christian theological education by the Board of Missions and Benevolences of the Union Memorial Church, Stamford, Connecticut, to honor their first pastor, the Rev. Dr. Samuel J. Evers, B.D. 1895, and to commemorate the seventy-fifth anniversary of the church he helped to found.

The *Fiers-Cook Scholarship Fund*, established in 1981, celebrates the lives of two Yale Divinity School alumni, A. Dale Fiers, B.D. 1935, and Gaines A. Cook, B.D. 1925. The fund serves also as a memorial to the former Southside Christian Church of Toledo, Ohio. Scholarship awards are made to deserving students who are members of the Christian Church (Disciples of Christ).

The *William H. Fogg Scholarship* was established in 1892 by a bequest of Mrs. Elizabeth Fogg as a memorial to her husband. It is to be awarded to students whom the faculty recommend as evidencing notable character, ability, and scholarship.

The *Charles W. Forman Scholarship* was established in 1987, the year of Professor Forman's retirement from YDS, to honor his thirty-four years of service to the School. Preference is given to a needy student from overseas.

The *Joan Bates Forsberg Scholarship* was established in 1993 through the gifts of over four hundred Yale Divinity School graduates and other admirers of Joan Bates Forsberg, B.D. 1953, on the occasion of her retirement after over twenty years' service to the School as an advocate for women and as Registrar, Assistant Dean and Director of Admissions, and Associate Dean for Students and Lecturer in Practical Theology, and in honor of her distinguished career in social and pastoral ministry. The scholarship is awarded to a student intending to pursue a creative pastoral ministry in a setting other than the parish.

The *Mary Eileen Fuget-Hayes Scholarship* was established by friends of Mary Fuget (Class of 1956) to honor her memory. One of the first black women to attend the Yale Divinity School, she devoted her efforts to the YWCA and social work. Bernice Cosey Pulley, B.D. 1955, was instrumental in securing the original funds for this award.

The *George Gabriel Fund* was established in 1872 by George Gabriel of New Haven CT for "needy and meritorious students of the Divinity School who give promise of usefulness."

The *Raymond & Marjorie Gibbons Scholarship* was established in 2002 by Raymond Gibbons as an unrestricted scholarship in appreciation for what Yale Divinity School has meant to their children, David, Paul, and Jane.

The *Goodman Scholarship* was established by Mrs. Mary Ann Goodman in 1872 to assist black students preparing for the Christian ministry.

The *J. Luke Goodwin Scholarship Fund* was established in 1986 by the First Presbyterian Church of Aiken, South Carolina, as a tribute to their pastor of twenty-three years, the Rev. Mr. Goodwin, B.D. 1948. Preference is shown for a southern student seeking ordination who demonstrates both financial need and an ability to succeed in the ministry.

The *Rev. Dr. John Ogden Gordon and Family Scholarship Fund* was established through the gift in 1986 of an ancestral home in Rensselaerville, New York, by Mrs. Katherine Edwards Gordon Ridgway. The scholarships memorialize not only her grandparents, John Ogden Gordon, M.A. Yale University 1901, and his wife, Emma Ward Bacon Gordon, but also Mrs. Ridgway's uncle, Alexander Gordon, B.A. Yale College 1904, and her father, John Hamlin Gordon, B.A. Yale College 1913. This assistance is for students who demonstrate both financial need and a clear intent to enter the Christian ministry.



The *Robert W. Greene Scholarship* was created in 1988 to honor the thirty-year pastorate of the Rev. Robert W. Greene, B.D. 1946, by the Northfield Congregational Church in Weston, Connecticut.

The *Roger G. Gustavsson Scholarship* was established in 2001 with an anonymous gift as an unrestricted scholarship.

The *Reverend Jacob Heminway Scholarship* was established in 1936 by a bequest of Arthur F. Heminway of New Haven as a memorial to the Rev. Jacob Heminway, B.A. 1704, the first student in Yale University and for more than fifty years the pastor of the Congregational Church of East Haven, Connecticut.

The *Paul L. Holmer Scholarship Fund* was established by friends and former students of Professor Holmer, Ph.D. 1946, in 1987, the last of his twenty-seven years of distinguished service on the faculty.

The *Reverends George Henry Hubbard, Warren W. Pickett, and Gordon L. Corbett Scholarship Fund* was established in 1986 by Mr. Corbett to honor three Divinity School graduates in the classes of 1884, 1920, and 1948 respectively, the latter two sons-in-law of George Hubbard.

The *Samuel F. Jarvis Scholarship* was established by bequest in 1910 for students of Berkeley Divinity School and the study of ecclesiastical history.

The *Adam and Julia Joseph Scholarship Fund*, established in 1982, honors the parents of James Joseph, B.D. 1963.

The *Forrest Knapp Scholarship* was created in 1977 by bequest of Forrest, B.D. 1924, and Helen Knapp. The purpose of the gift is general scholarship.

The *Lepke Scholarship* was established in 1993 through the gift from John Lepke, Yale Divinity School Class of 1945, in anticipation of the fiftieth anniversary of his graduation from the School. The qualifications for this scholarship include financial need and exhibition of integrity and achievement not necessarily reflected in grade point average.

The *James M. and Kathleen E. Linton Trust* was established in 1964 for scholarships for students at Berkeley Divinity School preparing for the ordained ministry of the Protestant Episcopal Church. These students are to be determined by the dean of Berkeley Divinity School.

The *Abraham J. Malherbe Scholarship* was established in 1999 to honor Professor Malherbe, who served on the faculty from 1970 to 1994. This scholarship will be awarded to a deserving YDS student, with a preference given to those from the Church of Christ.

The *Aaron Manderbach Scholarship Fund* was established in 1982 by the parishioners and friends of Saint Stephen's Episcopal Church, Ridgefield, Connecticut, to honor their retired rector of twenty-five years. The fund provides scholarship aid for needy students training for the ordained Episcopal ministry.

The *Allan Morrill McCurdy Memorial Scholarship Fund* was established in 1993 by Elsie G. McCurdy in memory of her husband. The income of the trust is to be used for tuition, books, and other expenses for a graduate of Dartmouth College, a student from New Hampshire, or a student chosen by the Trustees of Berkeley Divinity School.

The *McFaddin Fund* was established in 1978 by a gift from J. L. Caldwell McFaddin of Beaumont, Texas. The fund provides income for the specialized training of persons for ministry in underdeveloped areas who could not otherwise attend Berkeley/Yale.

The *Katsuso Miho Fund for Scholarship in Peace-Making* was created in 1992 by gifts from Fumiye Miho, B.D. 1953, and others, especially her friends in Japan, as a memorial to her late brother, Paul Katsuso Miho, B.D. 1943, who was a prominent crusader for peace and justice among nations and persons. The proceeds from this fund are to be awarded to a student in the entering class at the Yale Divinity School who through his or her actions has shown lasting dedication to the Christian pacifist principles practiced by former professors Bainton, Calhoun, Latourette, Luccock, Morris, and Nelson.

The *Frank A. and Ruth C. Mullen Scholarship* was established in 1998 by friends and admirers to honor the Rev. Frank Mullen, M.Div. 1956, who was the director of development at the Divinity School for thirteen years until his retirement in 1997. The scholarship is intended for entering students, with priority given to those who have applied for admission to Yale Divinity School within three years of their graduation from college.

The *William and Lucille Nickerson Scholarship Fund* was established in 1982 to help nurture liberal theology. Scholarships are awarded to full-time students selected on the basis of merit and need. Preference is given to candidates for ordination in the Congregational Church or the United Church of Christ.

The *Gaylord B. Noyce Scholarship* was established in 1996 to honor Professor Noyce, who served on the faculty from 1960 to 1994. Many students and alumni contributed to this scholarship, which will be earmarked for entering students.

The *Ronald B. Packnett Scholarship Fund* was established in 2003 in loving memory by African American alumni/ae, friends, and admirers to benefit promising African American students who feel called to ministerial service in African American churches.

The *F. van Gorder Parker Scholarship Fund* was established in 1988 to honor the twenty-year pastorate of the Rev. Parker, B.D. 1954, by the Windsor, Connecticut, First Church (United Church of Christ). Preference is given to UCC students.

The *Reverend Antonio Perrotta Scholarship Fund* was established in 1985 by the proceeds from the sale of the property of the St. John the Divine Baptist Church in New Haven. Mr. Perrotta, B.D. 1920, was the founder and pastor of the Church. Income from the fund is to be used to provide scholarships for two students, with preference given to persons preparing for the ministry in the Baptist Church.

The *Plymouth Union/Prince Fund* was established in 1978 by the members of the Plymouth Union Corporation, Providence, Rhode Island. When the inner-city church had to sell its property, the funds were transferred to the Divinity School to be used for the training of new clergy.

The *Clark Vandersall Poling Memorial Scholarship* was established in 1945 by his parents, the Rev. and Mrs. Daniel A. Poling, and his wife, Elizabeth Jung Poling, as a memorial to Chaplain Clark Vandersall Poling, Class of 1936, who was one of the four chaplains of the United States Army who gave their lives for others when a troop transport was sunk by enemy action in the Atlantic Ocean on the night of February 3, 1943. Chaplain Poling received posthumously the Purple Heart and the Distinguished Service Cross.

The *Marvin H. Pope Scholarship*, to be awarded on the basis of financial need, was established in 1988 to honor the career of Marvin H. Pope, a member of the Yale faculty from 1949 to 1986.

The *Edward Reighard Fund* was established in 1980 by Edward Reighard, B.D. 1929, in appreciation for the excellent training he received at the Yale Divinity School. The fund was substantially increased in 1991 from the estate of Mr. Reighard.

The *Alexander M. Rodger Scholarship Fund*, established in 1975 by the Rev. Alexander M. Rodger, B.D. 1939, is an endowed fund to award scholarship aid to a student or students preparing for the Christian parish ministry.

The *David Root Scholarship* was established in 1864 by a gift from the Rev. David Root of New Haven, Connecticut, to assist students in acquiring an education for the gospel ministry.

The *Marcelle Todd Runyan Memorial Scholarship* was set up by the Rev. Theodore Runyan, B.D. 1942, in honor of his late wife. Both Mr. and Mrs. Runyan had parents who were Methodist ministers. The scholarship recipient is to be a student who shows promise of future effective Christian service, with preference given to a United Methodist.

The *Saint James' Church Scholarship* was established in 2001 with the intention that two \$5,000 scholarships be awarded each year for students preparing for the ministry in the Episcopal Church.

The *Seabury-Walmsley Scholarship Fund* was established in 2004 in honor of two former bishops of the Diocese of Connecticut, Samuel Seabury and Arthur Walmsley, to

provide financial aid to an ordained Anglican student from Africa studying at Berkeley Divinity School.

The *William and Marian Sengel Scholarships* were established in 1985 by the Old Presbyterian Meeting House in Alexandria, Virginia, in honor of William Sengel's twenty-five-year pastorate. The scholarship is awarded to students from Third World countries who plan to return to their native lands to continue their ministries.

The *Robert E. Seymour Scholarship* was created in 1982 by his son, Robert E. Seymour, Jr., B.D. 1948, to assist a needy student. Preference is given to a Baptist student from the southern United States.

The *Walter W. Seymour Scholarship* was established by a gift of Walter Welles Seymour, B.A. 1832.

The *Ping Teh Sie Scholarship Fund* was established in 1988 by a bequest from Mr. Ping Teh Sie, S.T.M. 1952. Preference is given to Chinese-American students, as well as students from mainland China, Taiwan, Hong Kong, and Singapore.

The *Mary Elizabeth Walton Snow Scholarship Fund* was established in 2000 by a bequest from Frank Snow in memory of his mother to be awarded to a Yale Divinity School student at the discretion of and according to the policies of the School.

The *Richard C. Stazesky Scholarship* was created in 1991 by Richard Stazesky, who was for many years the 1952 class agent and afterward served as chair of the School's Alumni Fund for several years. His pledge challenged many other major donors to follow suit. Methodist students receive preference for this scholarship.

The *Harriet Amanda Howard Sullivan and William Wallace Sullivan Scholarship Fund* was created in 1985 by a gift from the Second Baptist Church, Bridgeport, Connecticut, to honor forty years of service to the congregation by the Rev. Mr. Sullivan, B.D. 1938, and his wife. Preference is shown to a financially needy Baptist student specializing in sacred music and theology.

The *Winston and Lois E. Trever Scholarship Fund* was established in 1985 by the Rev. Mr. Trever, B.D. 1937, a class agent of long standing, specifically to aid a needy student preparing for ordination. Since 1985 the fund has grown considerably because of additional gifts from the Trever family.

The *Ezekiel H. Trowbridge Scholarship* was established in 1894 by a bequest of Ezekiel H. Trowbridge of New Haven, Connecticut.

The *Dale E. Turner Scholarship* was established in 1993 to honor the long and distinguished ministry of Dale E. Turner, Class of 1943. The scholarship is intended to encourage students from the Northwest and, in particular, from the greater Seattle area to attend Yale Divinity School.

The *Henry Hallam Tweedy Scholarship* was established in 1991 by a gift from Mrs. Mary J. Tweedy and her daughters in honor of Mrs. Tweedy's father-in-law, Henry H. Tweedy, professor of practical theology at Yale Divinity School from 1909 to 1937. The scholarship is designed for Master of Divinity students with exceptional academic records and unusual promise for outstanding pastoral leadership.

The *James L. Waits International Scholarship* was established in 2000 by James L. and Fentress B. Waits to support the most promising students from developing regions of the world in master's programs.

The *Robert A. Watson Endowed Scholarship Fund* was established by his wife, Charlotte Watson, and friends in 1980 for financial aid for mid-life students granted by the dean at Berkeley Divinity School.

The *John S. Welles Scholarship* was established in 1903 by a bequest of John S. Welles of Hartford, Connecticut. Its purpose is to support deserving students who show both financial need and clear intention of entering Christian ministry.

The *Frank and Barbara Wendt Scholarship* was established in April 1995 by friends and associates to honor Mr. Wendt for his many years as a charter member, chair, and chair emeritus of the Yale Divinity School Board of Advisors. The scholarship will give preference to students who enter the Divinity School within three years after graduation from college.

The *Charles V. and Isobel Wiggin Memorial Fund* was established in trust in 2000, the net income to be used for students enrolled in Berkeley Divinity School who are working toward a degree and who otherwise would not likely be able to attend.

The *William C. Wilson Scholarship* was established in 1964 in memory of William C. Wilson, a member of the Divinity Class of 1957, by members of his family. The scholarship is awarded annually to a student or students preparing for the Christian ministry.

The *Raymond Lee Wood and Margaret Shiplett Wood Scholarship* has been established at the Yale Divinity School by friends and admirers of Ray and Margaret. Ray, for almost a third of a century, was the director of administration at the Divinity School. Preference for this scholarship will be given to Methodist or Baptist students from North Carolina.

The *William G. Wurtenberg Scholarship* was established in 1958 by a bequest of Dr. Wurtenberg, Ph.D. 1889, M.D. 1893. It is to be awarded to a member of the senior class who demonstrates character, leadership qualities, and promise of future usefulness.

The *Rev. Ben F. Wyland Scholarship Fund* was established in 1982 to celebrate the ministry of Ben F. Wyland, B.D. 1908, a champion of the rights of the poor, the elderly, and the disenfranchised. Its purpose is to train young ministers to carry forward the principles of righteousness and service evidenced in his life.



MARQUAND CHAPEL

Enrollment

INSTITUTIONS REPRESENTED

Abilene Christian University	1	Catawba College	2
Albertus Magnus College	1	Central Connecticut State University	1
Albion College	1	Changwon National University	
Alliant International University, San Diego	1	[Korea]	1
American University, The	3	Chapman University	1
Amherst College	2	Christopher Newport College	1
Andover Newton Theological Seminary	1	Clark University, Massachusetts	1
Augustana College	1	Colgate University	1
Ball State University	1	College of New Rochelle	1
Barnard College	2	College of William and Mary	4
Bates College	1	College of Wooster	2
Baylor University	1	Colorado College	1
Belmont College	2	Columbia University	2
Bellevue Community College	1	Concordia College [Minnesota]	3
Beloit College	1	Connecticut College	3
Berea College	2	Cornell University	1
Binghamton University	1	Dallas Theological Seminary	1
Biola University	1	Dartmouth College	2
Boston College	5	Davidson College	7
Boston University	2	Denison University	1
Bowdoin College	1	Drake University	1
Bowling Green State University	2	Duke University	11
Brandeis University	1	Duke University School of Medicine	1
Brenau College	1	Duquesne University	1
Brigham Young University	4	Eastern Connecticut State University	1
Brown University	1	Eckerd College	1
Bryn Mawr College	1	Elmhurst College	1
California Polytechnic State University [San Luis Obispo]	1	Elmira College	1
California State University [Fullerton]	1	Emory University	5
California State University [Los Angeles]	2	Ewha Women's University [Korea]	2
California State University [San Bernardino]	1	Fairfield University	3
Calvin College	3	Fisk University	1
Case Western Reserve University	2	Florida State University	2
		Fordham University	1
		Fresno Pacific College	1
		Fu Jen Catholic University	1
		Fuller Theological Seminary	2
		George Fox College	1
		George Mason University	1

George Washington University	3	McGill University [Canada]	1
Georgetown University	2	McMaster University [Canada]	1
Gonzaga University	1	Mennonite Brethren Biblical	
Gordon-Conwell Theological		Seminary	1
Seminary	2	Meredith College	1
Grand Valley State University	1	Messiah College	4
Gustavus Adolphus	5	Methodist Theological Seminary	
Hankuk University of Foreign		[Korea]	3
Studies [Korea]	1	Michigan State University	2
Hanshin University	1	Michigan Technological University	1
Hartford Seminary	1	Middlebury College	3
Harvard University	4	Middlesex Community College,	
Hastings College	1	Connecticut	1
Haverford College	1	Montclair State College	1
Heidelberg College	1	Morehouse College	3
Hellenic College—Holy Cross	1	Mount Holyoke College	5
Hillsdale College	2	Mount St. Vincent University	
Hobart and William Smith Colleges	1	[Nova Scotia]	1
Howard Community College	1	Murray State University	1
Howard University	2	Myanmar Institute of Theology	1
Hunter College (CUNY)	1	Myitkyina University	1
Indiana University	2	New York University	5
Ithaca College	1	Northwestern University	2
Jesuit School of Theology Berkeley	1	Norwalk Community College	1
Johns Hopkins University	2	Nova Southeastern University	1
Kansas State University	1	Oberlin College	1
Kearney State College	1	Oberlin Conservatory	1
Korea Advanced Institute of		Ohio State University [Columbus]	1
Science and Technology	1	Ohio University [Athens]	1
Korean Baptist Theological Seminary	1	Ohio Wesleyan University	4
Lafayette College	1	Oral Roberts University	4
Lawrence University [Wisconsin]	1	Pacific Lutheran University	1
Lehigh University	1	Peking University [China]	1
Lenoir-Rhyne College	1	Pennsylvania State University	1
Lewis and Clark College [Oregon]	1	Pontifical Urban University [Italy]	1
Luther College	2	Presbyterian College and	
Luther Northwestern Theological		Theological Seminary	2
Seminary	1	Princeton Theological Seminary	1
Lutheran Theological Seminary		Princeton University	5
[Philadelphia]	1	Queen's College [North Carolina]	1
Macalester College	3	Quinnipiac University	1
Marquette University	1	Randolph-Macon Woman's College	1
Massachusetts Institute of Technology	1	Regent University	1

Rensselaer Polytechnic Institute	1	Trinity College [Washington, D.C.]	1
Rhodes College	2	Trinity Evangelical Divinity School	1
Rice University	1	Tufts University	1
Rikkyo University [Japan]	1	Union College [Nebraska]	1
Roosevelt University	1	Union Theological Seminary	
Sacred Heart University	1	[Virginia]	1
Samford University	3	Union University [Tennessee]	1
Sandhills Community College	1	University of Alabama [Tuscaloosa]	1
Sarah Lawrence College	2	University of California [Berkeley]	2
Scripps College	1	University of California [Davis]	1
Seattle Pacific University	2	University of California [Irvine]	1
Seoul National University [Korea]	4	University of California [Los Angeles]	3
Seoul Theological University [Korea]	1	University of California	
Shippensburg University of		[Santa Barbara]	1
Pennsylvania	1	University of Chicago	3
Simons Rock of Bard College		University of Colorado [Boulder]	1
Skidmore College	1	University of Connecticut [Storrs]	3
Smith College	3	University of Delaware	1
Sogang University [Korea]	1	University of Edinburgh	1
Southern Connecticut State		University of Georgia	1
University	2	University of Hartford	1
Southern Methodist University	1	University of Idaho	1
St. John's College [New Mexico]	1	University of Illinois	
St. John's University [Minnesota]	1	[Champaign-Urbana]	1
St. John's University [New York]	1	University of Illinois [Chicago]	2
St. Louis University	1	University of Iowa	1
St. Mary's College [Indiana]	1	University of Louisville	2
St. Olaf College	1	University of Mandalay	1
Stanford University	2	University of Maryland	1
State University of New York		University of Miami	1
[Buffalo]	1	University of Michigan	4
State University of New York College		University of Michigan Law School	1
at Geneseo	1	University of Minnesota	1
Stonehill College	1	University of Mississippi	1
Stony Brook University	1	University of Missouri	2
Suffolk University	1	University of Montana	1
Swarthmore College	1	University of New Hampshire	1
Syracuse University	1	University of New Mexico	1
Taylor University Upland	1	University of New Orleans	1
Texas A & M University	1	University of North Carolina	2
Texas Lutheran University	1	University of Notre Dame	4
Transylvania University	1	University of Oklahoma	1
Trinity College [Connecticut]	3	University of Oregon	1

University of Pennsylvania	4	Vassar College	2
University of Pittsburgh	1	Virginia Commonwealth University	1
University of Portland	1	Virginia State University	1
University of Puget Sound	1	Viterbo College	1
University of Southampton	1	Wabash College	2
University of Southern Maine	1	Wake Forest University	4
University of St. Andrews	1	Washington College	1
University of the Pacific [California]	1	Washington University [Missouri]	1
University of the South	3	Wayne State University	1
University of Texas [Austin]	3	Webster University	1
University of Tokyo	1	Wellesley College	2
University of Toronto	1	Wesleyan University [Connecticut]	2
University of Vermont	3	Wheaton College [Illinois]	6
University of Virginia	2	Wheaton College [Massachusetts]	1
University of Washington	1	William Jewell College	1
University of Waterloo [Canada]	2	Williams College	2
University of Wisconsin [Madison]	5	Yale University	38
University of Wisconsin [Milwaukee]	1	Yonsei University [Korea]	6
Ursinus College	1	Zion Bible Institute	1
Valparaiso University	1		
Vanderbilt University	1	<i>Total number of institutions represented, 275</i>	

DENOMINATIONAL DISTRIBUTION

A.M.E.	3	Korean Methodist Church	3
Anglican	4	Lutheran	7
Assemblies of God	1	Lutheran, ELCA	28
Baptist	19	Lutheran, Missouri Synod	1
Baptist, American	6	Mennonite	3
Baptist, National	1	Metropolitan Community Church	1
Baptist, Southern	7	Nondenominational	16
Christian	3	Pentecostal	1
Christian Reformed Church of North America	2	Presbyterian, PCA	5
Church of God in Christ	2	Presbyterian, USA	20
Church of South India	1	Presbyterian [non-US]	6
Church of the Brethren	1	Quaker	1
Church of the Latter Day Saints	5	Roman Catholic	38
Church of the Nazarene	1	Unitarian	3
Churches of Christ	1	United Church of Christ	33
Congregational	5	United Methodist	26
Disciples of Christ	1	Vineyard Christian Fellowship	1
Eastern Orthodox	1	Other	8
Episcopal	98	None	6
Evangelical	8	Unspecified	13
Jewish	4		
Jewish (Reformed)	1	<i>Total number of denominations, 39</i>	

GENERAL SUMMARY

M.A.R. Students	131
M.Div. Students	214
S.T.M. Students	36

Total number of degree students, 381

Research Affiliates	23
Nondegree Students	13

Total number of institutions represented	275
Total number of denominations represented	35

The Work of Yale University

The work of Yale University is carried on in the following schools:

Yale College: Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.).

For additional information, please write to the Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234; telephone, 203.432.9300; e-mail, undergraduate.admissions@yale.edu; Web site, www.yale.edu/admit/

Graduate School of Arts and Sciences: Courses for college graduates. Master of Arts (M.A.), Master of Engineering (M.Eng.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

For additional information, please write to the Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323; telephone, 203.432.2771; e-mail, graduate.admissions@yale.edu; Web site, www.yale.edu/graduateschool/

School of Medicine: Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Courses in public health for qualified students. Master of Public Health (M.P.H.), Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

For additional information, please write to the Director of Admissions, Office of Admissions, Yale University School of Medicine, 367 Cedar Street, New Haven CT 06510; telephone, 203.785.2643; fax, 203.785.3234; e-mail, medical.admissions@yale.edu; Web site, <http://info.med.yale.edu/education/admissions/>

For additional information about the Department of Epidemiology and Public Health, an accredited School of Public Health, please write to the Director of Admissions, Yale School of Public Health, PO Box 208034, New Haven CT 06520-8034; e-mail, eph.admissions@yale.edu; Web site, <http://publichealth.yale.edu/>

Divinity School: Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

For additional information, please write to the Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511; telephone, 203.432.5360; fax, 203.432.7475; e-mail, divinityadmissions@yale.edu; Web site, www.yale.edu/divinity/. Online application, <http://apply.embark.com/grad/yale/divinity/>

Law School: Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 208329, New Haven CT 06520-8329; telephone, 203.432.4995; e-mail, admissions.law@yale.edu; Web site, www.law.yale.edu/

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). For additional information, please write to Graduate Programs, Yale

Law School, PO Box 208215, New Haven CT 06520-8215; telephone, 203.432.1696; e-mail, gradpro.law@yale.edu; Web site, www.law.yale.edu/

School of Art: Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

For additional information, please write to the Office of Academic Affairs, Yale University School of Art, PO Box 208339, New Haven CT 06520-8339; telephone, 203.432.2600; e-mail, artschool.info@yale.edu; Web site, www.yale.edu/art/

School of Music: Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

For additional information, please write to the Yale School of Music, PO Box 208246, New Haven CT 06520-8246; telephone, 203.432.4155; fax, 203.432.7448; e-mail, gradmusic.admissions@yale.edu; Web site, www.yale.edu/music/

School of Forestry & Environmental Studies: Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.), Doctor of Philosophy (Ph.D.).

For additional information, please write to the Office of Academic Services, Yale School of Forestry & Environmental Studies, 205 Prospect Street, New Haven CT 06511; telephone, 800.825.0330 or 203.432.5100; e-mail, fesinfo@yale.edu; Web site, www.yale.edu/environment/

School of Architecture: Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.).

For additional information, please write to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242; telephone, 203.432.2296; e-mail, gradarch.admissions@yale.edu; Web site, www.architecture.yale.edu/

School of Nursing: Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Nursing Science (D.N.Sc.).

For additional information, please write to the Yale School of Nursing, PO Box 9740, New Haven CT 06536-0740; telephone, 203.785.2389; Web site, <http://nursing.yale.edu/>

School of Drama: Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

For additional information, please write to the Registrar's Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; telephone, 203.432.1507; Web site, www.yale.edu/drama/

School of Management: Courses for college graduates. Professional degree: Master of Business Administration (M.B.A.).

For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, 135 Prospect Street, New Haven CT 06520-8200; telephone, 203.432.5932; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, www.mba.yale.edu/

TRAVEL DIRECTIONS TO THE DIVINITY SCHOOL

By Air

Tweed–New Haven Airport is served by Delta Connection and U.S. Airways Express. Local taxi service, Metro Cab (203.777.7777), is available at the airport. Connecticut Limousine Service (800.472.5466) to New Haven is available from Bradley, Kennedy, LaGuardia, and Newark airports.

By Car

Interstate 95 (from east or west)

At New Haven take I-91 North to Exit 3, Trumbull Street. At the end of the exit ramp, go straight and follow to the end, which is Prospect Street. Turn right on Prospect Street and proceed one mile up the hill. The entrance to the Divinity School is on the right. Parking is available along the driveway on the left.

Interstate 91 (from north)

Take Exit 3, Trumbull Street, and follow the directions above.

By Train

Take Amtrak or Metro-North to New Haven. From the New Haven train station take a taxi to 409 Prospect Street.

The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, disability, status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, special disabled veterans, veterans of the Vietnam era, and other covered veterans.

Inquiries concerning these policies may be referred to Valerie O. Hayes, Director of the Office for Equal Opportunity Programs, 104 William L. Harkness Hall, 203.432.0849.

In accordance with both federal and state law, the University maintains information concerning current security policies and procedures and prepares an annual crime report concerning crimes committed within the geographical limits of the University. Upon request to the Office of the Secretary of the University, PO Box 208230, New Haven CT 06520-8230, 203.432.2310, the University will provide such information to any applicant for admission.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student.

For all other matters related to admission to the Divinity School, please telephone the Office of Admissions, 203.432.5360.

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