

Divinity School

2009–2010



BULLETIN OF YALE UNIVERSITY

Series 105 Number 2 June 20, 2009

BULLETIN OF YALE UNIVERSITY *Series 105 Number 2 June 20, 2009* (USPS 078-500) is published seventeen times a year (one time in May, June, and November; three times in September; four times in July; seven times in August) by Yale University, 175 Whitney Avenue, New Haven CT 06511. Periodicals postage paid at New Haven, Connecticut.

Postmaster: Send address changes to Bulletin of Yale University,
PO Box 208227, New Haven CT 06520-8227

Managing Editor: Linda Koch Lorimer
Editor: David J. Baker
PO Box 208230, New Haven CT 06520-8230


The closing date for material in this bulletin was June 15, 2009.
The University reserves the right to withdraw or modify the courses of instruction or to change the instructors at any time.

©2009 by Yale University. All rights reserved. The material in this bulletin may not be reproduced, in whole or in part, in any form, whether in print or electronic media, without written permission from Yale University.

Inquiries

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

Web site: www.yale.edu/divinity

 The Divinity School Bulletin is primarily a digital publication, available in both html and pdf versions at www.yale.edu/bulletin. A limited number of copies were printed on 30% postconsumer recycled paper for the permanent archive of the Bulletin of Yale University. Individual copies may also be purchased on a print-on-demand basis; please contact Joseph Cinquino at Yale Printing and Publishing Services, 203.432.6560 or joseph.cinquino@yale.edu.

Divinity School

2009–2010

BULLETIN OF YALE UNIVERSITY

Series 105 Number 2 June 20, 2009

Contents

| | |
|--|----|
| Calendar | 5 |
| The President and Fellows of Yale University | 6 |
| The Officers of Yale University | 7 |
| Yale Divinity School Board of Advisors | 8 |
| Yale Divinity School Alumni Board | 10 |
| Trustees of the Berkeley Divinity School at Yale | 11 |
| Yale Divinity School Administration and Faculty | 13 |
| General Information | 19 |
| Nature of the Divinity School | 19 |
| History of the Divinity School | 19 |
| Yale Divinity School Mission Statement | 20 |
| Faculty Profiles | 22 |
| Programs of Study | 39 |
| Organization of the Curriculum | 39 |
| Degree Requirements | 40 |
| Program for the M.Div. Degree | |
| Program for the M.A.R. Degree | |
| Program for the S.T.M. Degree | |
| Nondegree Students | 47 |
| Yale Institute of Sacred Music | 48 |
| Areas and Courses of Study | 51 |
| Admission | 73 |
| Degree Students | 73 |
| Standards of Selection | |
| Academic Preparation | |
| Application Procedure | |
| Admission Deadlines | |
| International Students | |
| Transfer Students | |
| Nondegree Programs | 76 |
| Visiting Fellows | 77 |
| Spouses | 77 |
| Educational Expenses and Financial Aid | 78 |
| Tuition and Special Fees | 78 |
| Financial Aid Policies | 80 |
| Housing Expenses | 80 |
| On-Campus Dining | 81 |
| Total Expenses | 81 |
| Sources of Support | 82 |
| Student Accounts and Bills | 83 |
| Other Curricular Considerations | 86 |
| Supervised Ministries | 86 |
| Intern Year | 87 |
| Ministry Studies Support | 88 |

| | |
|--|-----|
| The Annand Program for Spiritual Formation | 88 |
| Educational Leadership and Ministry Program | 89 |
| Ministry Resource Center | 89 |
| Denominational Preparation | 89 |
| Interdisciplinary Study | 93 |
| Joint-Degree Programs | 93 |
| Interdepartmental Studies | 94 |
| Reading Courses | 95 |
| Students with Disabilities | 95 |
| Community Life and Services | 96 |
| Worship | 96 |
| Libraries and Collections | 97 |
| Career Services | 99 |
| Student Book Supply | 99 |
| Campus Mailroom | 99 |
| Student Groups and Activities | 100 |
| Choirs | 101 |
| Lectureships | 101 |
| Research and Outreach | 103 |
| Yale Center for Faith and Culture | 103 |
| The Jonathan Edwards Center and Online Archive | 103 |
| The Initiative on Religion and Politics at Yale | 104 |
| Initiative in Religion, Science, and Technology | 105 |
| Middle Passage Conversations Initiative on Black Religion in the African Diaspora | 105 |
| World Christianity Initiative at Yale | 106 |
| Yale University Resources | 107 |
| Standards and Requirements | 116 |
| Registration | 116 |
| Schedule of Study | 116 |
| Transfer of Credit | 116 |
| Integrity of Work | 117 |
| Rights and Representation | 118 |
| Grading System | 119 |
| Academic Deficiencies | 120 |
| Special Examinations and Extensions | 121 |
| Leave of Absence | 121 |
| Withdrawal and Readmission | 124 |
| Termination | 124 |
| Commencement | 124 |
| Honors, Fellowships, and Prizes | 125 |
| Scholarships | 129 |
| 2008–2009 Enrollment | 139 |
| The Work of Yale University | 146 |
| Travel Directions to the Divinity School | 148 |
| Map | 150 |

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 2009

| | | |
|-----------------|------|---|
| Aug. 25–28 | T–F | Orientation |
| Sept. 1 | T | Online registration begins, 9 a.m. |
| Sept. 2 | W | <i>Fall-term classes begin, 8.30 a.m.</i> |
| Sept. 11 | F | Online registration ends, 4 p.m. |
| Sept. 23 | W | Last day to add a course |
| Oct. 12–15 | M–TH | Fall Convocation |
| Oct. 21 | W | Last day to drop a course |
| Nov. 5 | TH | Visitation Day for prospective students |
| Nov. 20 | F | Reading period begins, 6 p.m. |
| Nov. 25 | W | Reading period ends, 6 p.m. Thanksgiving recess begins, 6 p.m. |
| Nov. 30 | M | Thanksgiving recess ends, 8.30 a.m. |
| Nov. 30–Dec. 11 | M–F | Advising period for spring 2010 |
| Dec. 8 | T | Classes end. Reading period begins, 6 p.m. |
| Dec. 14 | M | Reading period ends. Examinations begin, 9 a.m. |
| Dec. 18 | F | <i>Final exams end. Fall term ends, 6 p.m.</i> |

SPRING 2010

| | | |
|-----------|-----|---|
| Jan. 4 | M | Grades due for fall 2009 |
| Jan. 11 | M | <i>Spring-term classes begin, 8.30 a.m.</i> Online registration begins, 9 a.m. |
| Jan. 18 | M | Martin Luther King, Jr. Day; no classes |
| Jan. 22 | F | Online registration ends, 4 p.m. |
| Feb. 1 | M | Last day to add a course |
| Feb. 5 | F | Reading period begins, 6 p.m. |
| Feb. 15 | M | Reading period ends, 8.30 a.m. |
| Mar. 1 | M | Last day to drop a course |
| Mar. 5 | F | Spring recess begins, 6 p.m. |
| Mar. 22 | M | Spring recess ends, 8.30 a.m. |
| Apr. 5–19 | M–M | Advising period for fall 2010 |
| Apr. 23 | F | Regular classes end, 6 p.m. |
| Apr. 26 | M | Martin Luther King, Jr. Day classes rescheduled |
| Apr. 27 | T | Reading period begins, 6 p.m. |
| May 3 | M | Reading period ends. Examinations begin, 9 a.m. |
| May 7 | F | <i>Spring term ends, 6 p.m.</i> |
| May 10 | M | Senior grades due |
| May 23 | SU | YDS Commencement Service, 4 p.m. |
| May 24 | M | University Commencement |
| May 25 | T | All other grades due |

The President and Fellows of Yale University

President

Richard Charles Levin, B.A., B.Litt., Ph.D.

Fellows

Her Excellency the Governor of Connecticut, *ex officio*

His Honor the Lieutenant Governor of Connecticut, *ex officio*

George Leonard Baker, Jr., B.A., M.B.A., Palo Alto, California

Edward Perry Bass, B.S., Fort Worth, Texas

Roland Whitney Betts, B.A., J.D., New York, New York

Jeffrey Lawrence Bewkes, B.A., M.B.A., New York, New York

Peter Brendan Dervan, B.S., Ph.D., San Marino, California (*June 2014*)

Donna Lee Dubinsky, B.A., M.B.A., Portola Valley, California

Mimi Gardner Gates, B.A., M.A., Ph.D., Seattle, Washington (*June 2013*)

Paul Lewis Joskow, B.A., Ph.D., Locust Valley, New York

Neal Leonard Keny-Guyer, B.A., M.P.P.M., Portland, Oregon (*June 2015*)

Margaret Hilary Marshall, B.A., M.Ed., J.D., Cambridge, Massachusetts (*June 2010*)

William Irwin Miller, B.A., M.B.A., Columbus, Indiana (*June 2011*)

Indra Nooyi, B.S., M.B.A., M.P.P.M., Greenwich, Connecticut

Barrington Daniels Parker, B.A., LL.B., Stamford, Connecticut

Douglas Alexander Warner III, B.A., New York, New York

Margaret Garrard Warner, B.A., Washington, D.C. (*June 2012*)

Fareed Zakaria, B.A., Ph.D., New York, New York

The Officers of Yale University

President

Richard Charles Levin, B.A., B.Litt., Ph.D.

Provost

Peter Salovey, A.B., M.A., Ph.D.

Vice President and Secretary

Linda Koch Lorimer, B.A., J.D.

Vice President and General Counsel

Dorothy Kathryn Robinson, B.A., J.D.

Vice President for New Haven and State Affairs and Campus Development

Bruce Donald Alexander, B.A., J.D.

Vice President for Development

Ingeborg Theresia Reichenbach, Staatsexamen

Vice President for Finance and Business Operations

Shauna Ryan King, B.S., M.B.A.

Vice President for West Campus Planning and Program Development

Michael John Donoghue, B.A., Ph.D.

Vice President for Human Resources and Administration

Michael Allan Peel, B.S., M.B.A.

Yale Divinity School Board of Advisors

Chair

Christopher Sawyer, B.A., M.Div., J.D., Atlanta, Georgia

Advisors

Wesley Avram, B.S., M.Div., Ph.D., Bryn Mawr, Pennsylvania

George P. Bauer, B.A., M.A., B.S.I.E., New Canaan, Connecticut

Stephen Bauman, B.A., M.Div., Ph.D., New York, New York

Jeffrey Braun, B.A., M.Div., Cheshire, Connecticut

Timothy C. Collins, B.A., M.B.A., New York, New York

John Cook, B.D., Ph.D., Guilford, Connecticut

Martin Copenhaver, B.A., M.Div., Wellesley, Massachusetts

Ellyn Crutcher, Esq., Louisville, Kentucky

Ronald T. Evans, B.A., B.D., Claremont, California

Julie Smucker Fuller, B.A., M.A.R., New York, New York

Nora Gallagher, B.A., Santa Barbara, California

Roberto Goizueta, B.A., M.A., Ph.D., Chestnut Hill, Massachusetts

F. Lane Heard III, B.A., J.D., Washington, D.C.

J. Bryan Hehir, B.A., M.Div., Th.D., Boston, Massachusetts

Megan Jessiman, A.B., M.A.R., New York, New York

Scott Black Johnston, B.A., M.Div., Ph.D., New York, New York

Frances Hall Kieschnick, B.A., M.Div., Palo Alto, California

Linda Lader, M.Div., Washington, D.C.

Philip Lader, A.B., M.A., J.D., LL.M., Washington, D.C.

Douglas Lawson, B.A., B.D., Ph.D., New York, New York

Harold E. Masback, M.Div., New Canaan, Connecticut

Joon Surh Park, B.D., Ph.D., Seoul, South Korea

Stephen S. Peterson, B.A., M.Div., M.B.A., Ph.D., Chicago, Illinois

J. Scott Pidcock, B.S., M.A., M.A.R., Allentown, Pennsylvania

David Price, B.A., B.D., Ph.D., Chapel Hill, North Carolina

Andrew A. Sorensen, B.A., B.D., M.P.H., Ph.D., Columbia, South Carolina

A. Knighton Stanley, B.A., M.Div., Ph.D., Baldwin, New York

Brenda J. Stiers, B.A., M.Div., D.Min., Boulder, Colorado

Janet W. Tanner, B.A., M.B.A., M.A.R., Washington, Connecticut

Barbara Brown Taylor, B.A., M.Div., D.Div., Clarksville, Georgia

Krista Tippet, B.A., M.Div., Saint Paul, Minnesota

Clyde C. Tuggle, B.A., M.Div., Atlanta, Georgia

Michael P. Williams II, B.A., M.A.R., J.D., M.B.A., Houston, Texas

Ex Officio

Harold W. Attridge, A.B., B.A., M.A., Ph.D., Dean; New Haven, Connecticut

Barbara Shailor, B.A., M.A., Ph.D., New Haven, Connecticut

John B. Lindner, B.S., M.Div., Director, Department of External Relations;
New Haven, Connecticut

Alan Blanchard, B.A., M.S., New York, New York

Samuel G. Candler, B.A., M.Div., Atlanta, Georgia

Ann Dewey, B.A., M.A., Ph.D., New York, New York

Mary Ellen T. O'Driscoll, B.A., M.Div., New York, New York

Yale Divinity School Alumni Board

President

Mary Ellen T. O'Driscoll '02 M.Div., New York, New York

Vice President, President-Elect

Jerry W. Henry '80 M.Div., Atlanta, Georgia

Secretary

J. Kenneth Kuntz '59 B.D., Iowa City, Iowa

Dwight D. Andrews '77 M.Div., Atlanta, Georgia

Talitha J. Arnold '80 M.Div., Santa Fe, New Mexico

Joan Cooper Burnett '04 M.Div., New Haven, Connecticut

Cheryl K. Cornish '83 M.Div., Memphis, Tennessee

Thomas E. Duggan '59 B.D., Claremont, California

James H. Evans '75 M.Div., Rochester, New York

L. Ann Hallisey '75 M.Div., Davis, California

Carol Rose Ikeler '50 B.D., Clarksville, Indiana

Susan W. Klein '77 M.Div., Los Angeles, California

Arthur H. Latimer '98 M.Div., Bethany, Connecticut

Bert W. Marshall '97 M.Div., Plainfield, Massachusetts

Myra C. McNeill '08 M.Div., Monroeville, Pennsylvania

Clinton Miller '94 M.Div., Brooklyn, New York

George M. Noonan '79 M.Div., Kansas City, Missouri

Alice de V. Perry '80 M.Div., New Haven, Connecticut

Timothy L. Poston '93 M.A.R., Philadelphia, Pennsylvania

Javier Alexis Viera '00 S.T.M., Mamaroneck, New York

Ex Officio

Harold W. Attridge, Dean; New Haven, Connecticut

Jessica L. Anschutz '07 M.Div., Chair, Yale Divinity School Annual Fund; New York,
New York

Carmen Germino, B.A., M.Div., Director of Alumni/ae Affairs

John B. Lindner, Director of External Relations; New Haven, Connecticut

Trustees of the Berkeley Divinity School at Yale

Chair

Carl T. Anderson, B.A., J.D., Los Angeles, California

Vice Chairs

Ann Dewey, B.A., M.A., Ph.D., New York, New York

The Very Rev. Samuel G. Candler, B.A., M.Div., Atlanta, Georgia

Judith Holding, B.A., M.A., M.A.R., Darien, Connecticut

Secretary

The Rev. Clayton Thomason, A.B., M.Div., Chicago, Illinois

Treasurer

David E. A. Carson, B.B.A., Hartford, Connecticut

Dean and President

The Very Rev. Joseph H. Britton, A.B., M.Div., Th.D., New Haven, Connecticut

Counsel

J. Truman Bidwell, Jr., B.A., LL.B., New York, New York

Trustees

Harold W. Attridge, B.A., M.A., Ph.D., New Haven, Connecticut

Alan Blanchard, B.A., M.S., New York, New York

Andrea Burr, B.A., Manchester, Connecticut

Steven E. Bush, B.A., M.D., Albuquerque, New Mexico

The Very Rev. Stephen Carlsen, B.A., M.Div., Indianapolis, Indiana

Marion Dawson Carr, B.S., Greenwich, Connecticut

The Rev. John Gedrick, M.Div., Pawling, New York

The Rev. Lisa Hamilton, B.A., M.A., M.Div., S.T.M., Venice, Florida

The Rev. Katherine Harrigan, B.A., M.Div., Harrisburg, Pennsylvania (elected by alumni)

Robert Hirschfeld, B.A., M.Div., Amherst, Massachusetts (elected by alumni)

Robert Kass, M.D., Los Angeles, California

The Rt. Rev. Chilton Knudsen, B.A., M.Div., Bath, Maine

Linda Koch Lorimer, B.A., J.D., New Haven, Connecticut

The Rev. Cn. Anne Mallonee, B.A., M.Div., New York, New York

Fred W. Pardee III, B.S.E., Littleton, Colorado

The Rev. Nicholas Porter, B.A., M.Div., Southport, Connecticut

Susan Rainey-Dankel, A.B., New Haven, Connecticut

Fred D. Scott, Jr., J.D., Indianapolis, Indiana

Barbara Shailor, B.A., M.A., Ph.D., New Haven, Connecticut

The Rt. Rev. Andrew Smith, B.A., B.D., D.D., Hartford, Connecticut

Thomas Troeger, B.D., New Haven, Connecticut

Charles Tyson, B.A., Darien, Connecticut

The Rev. Ralph Warren, Jr., B.A., S.T.B., D.D., Palm Beach, Florida

William Wright, B.A., M.B.A., New York, New York

Honorary Trustees

David H. Crandall, B.A., H.L.D., Norwalk, Connecticut; Chair Emeritus

George A. Fowlkes, B.A., M.B.A., H.L.D., New York, New York

Christian Sonne, B.A., M.I.A., H.L.D., Tuxedo Park, New York

The Rt. Rev. Arthur Walmsley, B.A., M.Div., D.D., Hillsboro, New Hampshire

Yale Divinity School Administration and Faculty

Administration

Richard Charles Levin, B.A., B.Litt., Ph.D., President of the University

Peter Salovey, A.B., M.A., Ph.D., Provost of the University

Harold W. Attridge, A.B., B.A., M.A., Ph.D., Dean of Yale Divinity School and Lillian Claus Professor of New Testament

Joseph H. Britton, A.B., M.Div., Th.D., Associate Dean of Yale Divinity School and President and Dean of Berkeley Divinity School

Martin D. Jean, B.A., A.Mus.D., Director of the Institute of Sacred Music and Professor in the Practice of Sacred Music

Emilie M. Townes, A.B., A.M., D.Min., Ph.D., D.D., Associate Dean of Academic Affairs and Andrew W. Mellon Professor of African American Studies in Religion and Theology

Frank Brown, B.A., Assistant Director, Publications

Joseph L. Cumming, B.A., M.Div., M.A., M.Phil., Director, Reconciliation Program, Yale Center for Faith and Culture

James Ehrman, B.S., M.A.R., Executive Director of the World Christianity Initiative at Yale

Timothy L. Garrison, B.S., Computer Support Specialist

Carmen Germino, B.A., M.Div., Director of Alumni/ae Affairs

William Goettler, B.A., M.Div., D.Min., Assistant Dean for Assessment and Ministerial Studies

Kathy Gritzbach, B.S., Accountant

Campbell B. Harmon, B.A., M.A.R., Web Coordinator

Lisabeth Huck, B.A., M.Div., Registrar

F. Washington Jarvis, A.B., M.A., M.Div., Director of Educational Leadership in Ministry Program, Berkeley Divinity School

Julie Kelsey, B.S., M.S., M.Div., Assistant Dean of Students for Pastoral Initiatives and Lecturer in Homiletics

John B. Lindner, B.S., M.Div., Director of External Relations

Micah Luce, B.A., M.Div., M.A.R., S.T.M., Manager of the Student Book Supply

Sandra Lynch, B.S., Director of Finance and Administration

Rebekah I. Menning, B.A., M.S.W., Events Coordinator

Kenneth Pieter Minkema, B.A., M.A., Ph.D., Executive Editor of the Works of Jonathan Edwards, Jonathan Edwards Center

Adriaan Neele, Ing., M.T.S., Th.M., Ph.D., Associate Editor, Jonathan Edwards Center

Amanda Ogden, B.A., Director of Administration, Yale Center for Faith and Culture

Susan Olson, B.S., M.A., M.Div., Director of Career Counseling, Acting Director of Supervised Ministries, and Lecturer in Homiletics

Erin O'Roak, B.S., Development Associate

Grace M. Pauls, B.A., M.A., Executive Assistant to the Dean

Dale Wood Peterson, B.A., M.Div., Associate Dean for Student Affairs and Lecturer in Baptist Polity and History

Ann-Marie Piscitelli, Associate Director of Finance and Administration

Melissa A. Pucci, B.A., M.A.R., Assistant Director of Admissions and Recruiting
Anna Ramirez, B.A., M.Div., Associate Dean of Admissions and Financial Aid
Constance L. Royster, B.A., J.D., Director of Development
Andrew Saperstein, B.A., M.A., Ph.D., Associate Director, Reconciliation Program,
Yale Center for Faith and Culture
Gustav Spohn, B.A., M.A.R., Director of Communications and Publications
Harry S. Stout, B.A., M.A., Ph.D., General Editor of the Works of Jonathan Edwards,
Jonathan Edwards Center, and Professor of American Religious History
Paul F. Stuehnenberg, B.A., M.Div., S.T.M., M.A., Ph.D., Divinity Librarian and
Associate Professor (Adjunct) of Theological Literature
Alfred Tisdale, B.A., S.T.M., D.Min., Director of Anglican Studies and Formation,
Berkeley Divinity School
Brian Vinci, B.A., Facilities Manager
Miroslav Volf, B.A., M.A., Dr.Theol., Dr.Theol.Habil., Director of the Yale Center for
Faith and Culture and Henry B. Wright Professor of Theology
Ray Waddle, B.A., M.A., Editor, *Reflections*
Pamela Wesley-Gomez, B.A., M.S., Director of Development and External Affairs,
Berkeley Divinity School at Yale
Sherry Zesner, A.S., Financial Analyst

Faculty Emeriti

Harry Baker Adams, B.D., Horace Bushnell Professor Emeritus of Christian Nurture
and Fellow of Trumbull College
David L. Bartlett, B.A., B.D., Ph.D., J. Edward and Ruth Cox Lantz Professor Emeritus
of Christian Communication
John Wesley Cook, B.D., Ph.D., Professor Emeritus of Religion and the Arts and
Fellow of Ezra Stiles College
James E. Dittes, B.D., M.S., Ph.D., Roger J. Squire Professor Emeritus of Pastoral
Theology and Fellow of Calhoun College
Margaret A. Farley, B.A., M.A., Ph.D., Gilbert L. Stark Professor Emerita of Christian
Ethics and Fellow of Pierson College
Charles William Forman, B.D., S.T.M., M.A., Ph.D., D. Willis James Professor
Emeritus of Missions and Fellow of Calhoun College
Rowan Allen Greer III, S.T.B., M.A., Ph.D., Walter H. Gray Professor Emeritus of
Anglican Studies and Fellow of Jonathan Edwards College
Norvin Jacob Hein, B.D., Ph.D., Professor Emeritus of Comparative Religion and
Fellow of Branford College
Dwayne E. Huebner, M.A., Ph.D., Horace Bushnell Professor Emeritus of Christian
Nurture
Leander Earl Keck, B.D., Ph.D., S.T.D., D.H.L., D.Litt., D.D., Winkley Professor
Emeritus of Biblical Theology and Fellow of Silliman College
David Kelsey, B.A., B.D., M.A., Ph.D., Luther A. Weigle Professor Emeritus of
Theology
George Arthur Lindbeck, B.D., Ph.D., LL.D., L.H.D., Pitkin Professor Emeritus of
Historical Theology and Fellow of Silliman College

- Abraham Johannes Malherbe, S.T.B., Th.D., LL.D., L.H.D., S.T.D., D.D., Buckingham Professor Emeritus of New Testament Criticism and Interpretation and Fellow of Trumbull College
- E. William Muehl, J.D., M.A., LL.D., D.D., Stephen Merrell Clement Professor Emeritus of Christian Methods and Fellow of Branford College
- Gaylord Brewster Noyce, M.Div., Professor Emeritus of the Practice of Pastoral Theology
- Thomas W. Ogletree, B.A., B.D., Ph.D., Frederick Marquand Professor Emeritus of Theological Ethics
- Nicholas P. Wolterstorff, B.A., M.A., Ph.D., Noah Porter Professor Emeritus of Philosophical Theology
- Richard J. Wood, A.B., B.D., M.A., Ph.D., Dean Emeritus, Professor Emeritus (Adjunct) of Philosophy, and Fellow of Saybrook College

Faculty

- Harold W. Attridge, A.B., B.A., M.A., Ph.D., Dean of Yale Divinity School and Lillian Claus Professor of New Testament
- Joel S. Baden, B.A., M.A., Ph.D., Assistant Professor of Old Testament (on leave of absence, 2009–2010)
- Christopher A. Beeley, B.A., M.Div., Ph.D., Walter H. Gray Associate Professor of Anglican Studies and Patristics (on leave of absence, 2009–2010)
- Teresa Berger, L.Th., M.Th., Dr.Theol., Dipl.Theol., Dr.Theol., Habilitation, Professor of Liturgical Studies (appointed through ISM; on leave of absence, spring 2010)
- Adela Yarbro Collins, B.A., M.A., Ph.D., Buckingham Professor of New Testament Criticism and Interpretation
- John J. Collins, B.A., M.A., Ph.D., Holmes Professor of Old Testament Criticism and Interpretation
- Patrick Evans, B.M.E., B.M., M.M., D.M., Associate Professor (Adjunct) in the Practice of Sacred Music (appointed through ISM)
- Margot E. Fassler, B.A., M.A., Ph.D., Robert Tangeman Professor of Music History, Divinity School, and Professor of Musicology, School of Music (appointed through ISM)
- Siobhán Garrigan, B.A., S.T.M., Ph.D., Associate Professor of Liturgical Studies and Associate Dean for Chapel (appointed through ISM)
- Bruce Gordon, B.A., M.A., Ph.D., Professor of Reformation History
- Clarence E. Hardy, A.B., M.Div., M.Phil., Ph.D., Assistant Professor of the History of American Christianity
- John E. Hare, B.A., Ph.D., Noah Porter Professor of Philosophical Theology
- Peter S. Hawkins, B.A., M.Div., Ph.D., Professor of Religion and Literature (appointed through ISM)
- M. Jan Holton, B.A., M.Div., Ph.D., Associate Professor of Pastoral Care and Counseling (on leave of absence, 2009–2010)
- Jeremy F. Hultin, B.A., M.A., Ph.D., Associate Professor of New Testament (on leave of absence, 2009–2010)
- Martin D. Jean, B.A., A.Mus.D., Director of the Yale Institute of Sacred Music, Professor in the Practice of Sacred Music, Divinity School, and Professor of Organ, School of Music (appointed through ISM)

- Willis Jenkins, B.A., M.A., Ph.D., Margaret Farley Assistant Professor of Social Ethics (on leave of absence, 2009–2010)
- Kristen J. Leslie, B.A., M.Div., M.A., Ph.D., Associate Professor of Pastoral Care and Counseling
- Vasileios Marinis, B.A., D.E.A., M.A.R., Ph.D., Assistant Professor of Christian Art and Architecture
- Gene Outka, B.A., B.D., M.A., Ph.D., L.H.D., Dwight Professor of Philosophy and Christian Ethics and Fellow of Branford College (on leave of absence, fall 2009)
- Sally M. Promey, B.A., M.Div., Ph.D., Deputy Director of the Yale Institute of Sacred Music, Professor of Religion and Visual Culture, and Professor of American Studies (appointed through ISM)
- Lamin Sanneh, M.A., Ph.D., D. Willis James Professor of Missions and World Christianity, and Professor of History
- Carolyn J. Sharp, B.A., M.A.R., Ph.D., Associate Professor of Hebrew Scriptures (on leave of absence, fall 2009)
- Frederick Simmons, B.A., M.Div., M.A., M.Phil., Assistant Professor of Ethics
- Yolanda Y. Smith, B.A.E., M.A., M.Ed., M.Div., Ph.D., Associate Professor of Christian Education (on leave of absence, 2009–2010)
- Bryan D. Spinks, B.A., Dip.Th., M.Th., B.D., D.D., Bishop F. Percy Goddard Professor of Liturgical Studies and Pastoral Theology (appointed through ISM; on leave of absence, fall 2009)
- Chloë Starr, B.A., M.A., D.Phil., Assistant Professor of Asian Theology
- Harry S. Stout, B.A., M.A., Ph.D., Jonathan Edwards Professor of American Christianity; General Editor, Works of Jonathan Edwards; and Fellow of Berkeley College
- Diana Swancutt, B.A., B.S., M.Div., Ph.D., Associate Professor of New Testament
- Leonora Tubbs Tisdale, B.A., D.Min., Ph.D., Clement-Muehl Professor of Homiletics
- Emilie M. Townes, A.B., A.M., D.Min., Ph.D., D.D., Associate Dean of Academic Affairs, and Andrew W. Mellon Professor of African American Studies in Religion and Theology
- Thomas H. Troeger, B.A., B.D., S.T.D., D.D., J. Edward and Ruth Cox Lantz Professor of Christian Communication (appointed through ISM)
- Denys Turner, B.A., M.A., D.Phil., Horace Tracy Pitkin Professor of Historical Theology
- Miroslav Volf, B.A., M.A., Dr.Theol., Dr.Theol.Habil., Henry B. Wright Professor of Theology and Director of the Yale Center for Faith and Culture (on leave of absence, spring 2010)
- Tisa J. Wenger, B.A., M.A., M.A., Ph.D., Assistant Professor of American Religious History
- Andre C. Willis, B.A., M.T.S., M.A., Ph.D., Assistant Professor of the Philosophy of Religion (on leave of absence, 2009–2010)
- Robert R. Wilson, B.A., B.D., M.A., Ph.D., Hooper Professor of Religious Studies, Professor of Old Testament, and Fellow of Morse College (on leave of absence, spring 2010)

Lecturers

Anthony Bennett, B.A., M.Div., D.Min., Lecturer in Supervised Ministries
Tony Blair, B.A., Lecturer in Religion and Politics
L. Scott Brand, B.A., M.A.R., M.A., M.Phil., Lecturer in New Testament Greek
Herbert Brockman, B.A., B.H.L., M.A., D.D., Ph.D., Lecturer in Supervised Ministries
Barbara Cheney, B.A., M.Div., D.Min., Lecturer in Supervised Ministries
Shannon Clarkson, B.A., M.A., M.Ed., M.Div., Ed.D., Lecturer in Christian Education
Russell Davis, B.A., Lecturer in Religion and the Arts
Scott Dolff, B.A., M.A.R., Ph.D., Lecturer in Systematic Theology
David Eastman, B.A., M.Litt., D.E.A., M.A., M.A., M.Phil., Ph.D., Lecturer in
Christian History
Suzanne Estelle-Holmer, B.A., M.A., M.Phil., Lecturer in Bibliographic Instruction
John Grim, B.A., M.A., Ph.D., Senior Lecturer, Religion and the Environment
Martha Highsmith, B.S., M.S., Ed.D., M.Div., Lecturer in Church Administration
Kimberly Hoare, B.S., M.Div., Lecturer in Pastoral Care
Victoria Hoffer, B.A., M.A.R., Ph.D., Lecturer in Old Testament
Junius Johnson, B.A., M.A.R., M.Phil., M.A., M.Phil., Lecturer in Ecclesiastical Latin
Maria LaSala, M.Div., D.Min., Lecturer in the History/Polity of the Presbyterian
Church
Melissa Matthes, B.A., M.Div., Ph.D., Lecturer in Political Theology
Willis J. McCaw, B.A., M.Div., Lecturer in Pastoral Care
Adriaan Neele, Ing., M.T.S., Th.M., Ph.D., Lecturer in Christian History
Brent Nongbri, B.A., M.A., M.A.R., M.Phil., Ph.D., Lecturer in Greek
Susan Olson, B.S., M.A., M.Div., Lecturer in Homiletics
Kate M. Ott, B.A., M.A.R., Ph.D., Lecturer in Pastoral Care
Rosemarie Anne Palladino, B.A., M.A., M.A.R., R.M.T., Lecturer in Pastoral Care and
Counseling
Shepard Parsons, B.A., M.Div., Lecturer in Supervised Ministries
Kyle Pedersen, B.A., M.A.R., Lecturer in Supervised Ministries
Alice de V. Perry, B.A., M.A., M.A.T., M.Div., D.Min., Lecturer in Pastoral Care
Dale Wood Peterson, B.A., M.Div., Lecturer in the History/Polity of the Baptist
Church
John L. Selders, Jr., B.A., Lecturer in Supervised Ministries
Kurt Shaffer, M.Div., Lecturer in Pastoral Care
Lynda Lea Snyder, B.A., M.Div., Lecturer in Practical Theology
Patrick Speer, B.A., M.A., Lecturer in Supervised Ministries
Rochelle Stackhouse, B.A., M.Div., Ph.D., Lecturer in Supervised Ministries
Mary Evelyn Tucker, B.A., M.A., Ph.D., Senior Lecturer, Religion and the
Environment
Edward Waggoner, B.A., M.A.R., Ph.D., Lecturer in Theology

Visiting and Adjunct Faculty

Harlon Dalton, A.B., J.D., Professor (Adjunct) of Law and Religion
Judith M. Gundry, B.A., M.A., Th.D., Associate Professor (Adjunct) of New Testament
Joel Kaminsky, B.A., M.Div., Ph.D., Visiting Professor of Old Testament

David Kelsey, B.A., B.D., M.A., Ph.D., Visiting Professor of Theology

Elias Kesrouani, B.A., B.A., B.A., M.A., M.A., D.E.A., Ph.D., Visiting Professor of
Ethnomusicology (appointed through ISM)

Donald Kirkham, B.A., M.Ed., B.D., Ph.D., Associate Professor (Adjunct) of
Methodist Studies

Paul Lakeland, B.D., M.A., Ph.D., Visiting Professor of Theology

Kenneth Pieter Minkema, B.A., M.A., Ph.D., Assistant Professor (Adjunct) of
American Church History

Adele Reinhartz, B.A., M.A., Ph.D., Visiting Professor of New Testament

Jeffery Rowthorn, B.A., M.A., B.D., B.Litt., Associate Professor (Adjunct) of Liturgical
Studies

William G. Rusch, B.A., M.Div., D.Phil., Professor (Adjunct) of Lutheran Studies

Edward H. Schroeder, B.A., M.Div., D.Theol., Visiting Professor of Lutheran Studies

Sallma Shaker, B.A., M.A., M.A., Ph.D., Visiting Professor of Islamic Studies

Frederick J. Streets, B.A., M.Div., M.S.W., D.S.W., Associate Professor (Adjunct) of
Pastoral Theology

Anne E. Streaty Wimberly, B.A., M.M., M.T.S., Ph.D., Visiting Professor of Christian
Education

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 almost forty denominations and faith 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 otherwise 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 Religious Studies 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. In a reaffirmation of the University's commitment to the Divinity School, a \$49 million renovation of Sterling Divinity Quadrangle was completed in 2003 as the School rededicated itself to serving faith and intellect.

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.

Faculty Profiles

Faculty biographical information in this bulletin is subject to change. Readers may obtain more up-to-date information, as well as C.V.s and contact information, by consulting the individual faculty information pages on the Yale Divinity School Web site, www.yale.edu/divinity/Fac.meet.shtml

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, First-Century Cynicism in the Epistles of Heraclitus, The Interpretation of Biblical History in the Antiquitates Judaicae of Flavius Josephus*, and *Nag Hammadi Codex I: The Jung Codex*, as well as numerous book chapters and articles in scholarly journals. He has edited twelve books, most recently, with Dale Martin and Jürgen Zangenberg, *Religion, Ethnicity and Identity in Ancient Galilee*. 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 served as president of the society in 2001. A.B. Boston College; B.A., M.A. Cambridge University (Marshall Scholar); Ph.D. Harvard University (Junior Fellow, Society of Fellows). (Roman Catholic)

Joel S. Baden Assistant Professor of Old Testament. Professor Baden's areas of research are the Pentateuch and Biblical Hebrew. His first book, *J, E, and the Redaction of the Pentateuch*, was published by Mohr Siebeck in 2009, and he co-edited the volume *The Strata of P*, published by Theologischer Verlag in 2009. He has scholarly articles in print or in press in *The Journal of Biblical Literature*, *Vetus Testamentum*, *The Catholic Biblical Quarterly*, and *Hebrew Studies*. He is currently writing a handbook on the source criticism of the Pentateuch for the Anchor Yale Bible Reference Library. Future projects include a commentary on Deuteronomy, a collection of studies on the volitive sequence in Biblical Hebrew, a monograph on the patriarchal promises in the Pentateuch, and a study of the redactional techniques in the Pentateuch and the Deuteronomistic History. B.A. Yale University; M.A. University of Chicago; Ph.D. Harvard University. (Jewish)

Christopher A. Beeley Walter H. Gray Associate Professor of Anglican Studies and Patristics. Professor Beeley teaches early Christian theology and history and modern Anglican tradition. He is the author of *Gregory of Nazianzus on the Trinity and the Knowledge of God* (Oxford University Press) and co-editor of the collection *Toward a Theology of Leadership* (Anglican Theological Review). Current projects include a broad study of Patristic Christology and a book on the basic principles of pastoral leadership in the early church. Professor Beeley is a director of the North American Patristic Society and the American Society of Church History and a founding member of the Gathering of Leaders, a leadership renewal initiative in the Episcopal Church. An Episcopal priest, he is involved in Berkeley Divinity School's Anglican formation program, and he has served parishes in Texas, Indiana, Virginia, and Connecticut. B.A. Washington and Lee University; Dip. Angl. Stud. Berkeley Divinity School at Yale; M.Div. Yale Divinity School; Ph.D. University of Notre Dame. (Episcopal)

Teresa Berger Professor of Liturgical Studies. Professor Berger holds doctorates in both dogmatic theology and liturgical studies; her scholarly interests lie at the intersection of those fields with gender theory and with cultural studies. She has written extensively on liturgy and gender and produced in 2007 a video documentary called *Worship in Women's Hands*. Her recent publications include *Women's Ways of Worship: Gender Analysis and Liturgical History*; *Dissident Daughters: Feminist Liturgies in Global Context*; and *Fragments of Real Presence*. She has also published monographs on the hymns of Charles Wesley and on the nineteenth-century Anglo-Catholic revival. In 2008, Professor Berger produced (with MysticWaters Media) an interactive CD-ROM called *Ocean Psalms*, featuring meditations, prayers, songs, and blessings, all focused on the sea. Most recently, she edited the volume *The Spirit in Worship – Worship in the Spirit*, to be published by Liturgical Press in late 2009. Professor Berger has been a visiting professor at the Universities of Mainz, Münster, Berlin, and Uppsala. In 2003, she received the distinguished Herbert Haag Prize for Freedom in the Church. L.Th. St. John's College, Nottingham; M.Th. Johannes Gutenberg-Universität, Mainz; Dr.Theol. Ruprecht Karl-Universität, Heidelberg; Dipl. Theol. Johannes Gutenberg-Universität, Mainz; Dr.Theol., Habilitation Westfälische Wilhelms-Universität, Münster. (Roman Catholic)

Joseph H. Britton President and 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 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 has served as associate editor of the *Anglican Theological Review* and was 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. Her first teaching position was at McCormick Theological Seminary in Chicago. She was a member of the executive committee of the Society of New Testament Studies from 2002 to 2003. She was president of the New England Region of the Society of Biblical Literature in 2004–2005. 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. Her most recent book is *Mark: A Commentary* in the Hermeneia commentary series, published in 2007. Among her other 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*. 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 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 arrival at Yale Divinity School in 2000. 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 the Dead Sea Scrolls*; *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*; *Introduction to the Hebrew Bible with CD-ROM*; *Does the Bible Justify Violence?*; *Jewish Cult and Hellenistic Culture*; *Encounters with Biblical Theology*; *The Bible after Babel: Historical Criticism in a Postmodern Age*; and *King and Messiah as Son of God* (with Adela Yarbro Collins). He is co-editor of the three-volume *Encyclopedia of Apocalypticism* and has participated in the editing of the Dead Sea Scrolls. He is general editor of the Yale Anchor Bible series. He has served as editor of the *Journal for the Study of Judaism Supplements*, *Dead Sea Discoveries*, and the *Journal of Biblical Literature*, and as president of both the Catholic Biblical Association and the Society of Biblical Literature. B.A., M.A. University College, Dublin; Ph.D. Harvard University. D. Litt (Hon), University College Dublin. (Roman Catholic)

Patrick Evans Associate Professor in the Practice of Sacred Music and Director of Music in Marquand Chapel. Professor Evans is committed to the reclaiming and renewal of congregational song. As Director of Music for the daily ecumenical worship in Marquand Chapel, he works with the dean of chapel, student chapel ministers and musicians, and a wide range of students, faculty, and guests from varied denominational backgrounds and musical traditions. He recently joined a team of church musician/teachers convened by the United Methodist Church's General Board of Global Missions, spending two weeks in Uganda, where he taught and learned church musicians and pastors from that country, Kenya, Rwanda, Burundi, and Sudan. He has also been on the faculties of the Montreat and Westminster Conferences on Music and Worship, and was director of music for Seattle University's 2007 Summer Institute for Liturgy and Worship. As a singer, he has been a fellow of the Tanglewood Music Center, the Cleveland Art Song Festival, and the Pacific Music Festival, Sapporo, Japan. He has appeared regularly in opera, oratorio, and recital performances, and has sung *All the Way Through Evening: Songs from the AIDS Quilt Songbook* throughout the United States. He has served as artist-in-residence at Union Theological Seminary, and he currently serves in the same capacity at Broadway Presbyterian Church in Manhattan. Minister of music for ten years at Hanover Street Presbyterian Church in Wilmington, Delaware, Professor Evans was previously associate professor of music at the University of Delaware, where he chaired the voice faculty and directed the opera program. B.M., B.M.E. University of Montevallo; M.M., D.M. Florida State University. (Presbyterian Church USA)

Margot E. Fassler Robert Tangeman Professor of Music History. Professor Fassler is an historian who works primarily with the musical and liturgical traditions of the Latin Middle Ages and of the United States. Her subspecialties are liturgical drama of the Middle Ages and Mariology. Her book *Gothic Song: Victorine Sequences and Augustinian Reform in Twelfth-Century Paris* (Cambridge) has received awards from both the American Musicological Society and the Medieval Academy of America. She has edited a volume on the divine office with Rebecca Baltzer (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, as well as a textbook for W. W. Norton. Her book (edited with Harold Attridge) *Psalms in Community* is now being reprinted by the Society of Biblical Literature along with the release of her most recent film, *Joyful Noise: Psalms in Community*. Under the auspices of a grant from the Lilly Endowment, Inc., Professor Fassler continues to work with congregations and practitioners to make videos of sacred music in its liturgical contexts. She was elected to the American Academy of Arts and Sciences in 2007. B.A. State University of New York; M.A. Syracuse University; M.A., Ph.D. Cornell University. (Roman Catholic)

Siobhán Garrigan Associate Professor of Liturgical Studies and Associate Dean for Chapel. Professor Garrigan is author of *Beyond Ritual: Sacramental Theology after Habermas* and a former Government of Ireland humanities scholar. Before coming to Yale, she taught religious studies at the Open University in Belfast and historical/systematic theology at the Galway-Mayo Institute of Technology. Prior to teaching, she worked extensively with homeless people. She has coordinated numerous worship services for ecumenical and interfaith gatherings, and published several articles connecting worship, theology, and cultural issues. In addition to writing a book about the daily ecumenical worship program in Marquand Chapel which she directs, and the methods for vibrant, participative worship leadership she has helped to develop there, she is also about to publish *The Real Peace Process: Worship, Politics and the End of Sectarianism*, a constructive theological analysis of religious and political practices in Ireland and Northern Ireland. Her long-standing commitments to ecumenism, social justice, and revitalizing Christian worship recently combined to produce a special journal volume called *New and Borrowed Rites*. B.A. Oxford University; S.T.M. Union Theological Seminary, New York; Ph.D. Milltown Institute, Dublin.

William Goettler Assistant Dean for Assessment and Ministerial Studies. Dean Goettler is an ordained minister in the Presbyterian Church (USA) and has served parishes in Albany, N.Y., and Wilmington, Del. For the last ten years he has served as the co-pastor at First Presbyterian Church of New Haven. During that time he has also taught Presbyterian Polity and in the Supervised Ministry program at YDS. His writing in the area of ministry includes the title story in *Global Neighbors: Christian Faith and Moral Obligation in Today's Economy* and "The Artist and the Preacher: Can Both Proclaim the Word?," in the *Institute for Reformed Theology Bulletin*, as well as a series of essays in the *Feasting on the Word* lectionary study. Other areas of interest include interfaith dialogue and the broad welcome of gay and lesbian people within the Christian Church. B.A. Allegheny

College; M.Div. Union Theological Seminary; D.Min. Andover Newton Theological School. (Presbyterian Church USA)

Bruce Gordon Professor of Reformation History. Professor Gordon, a native of Canada, taught from 1994 to 2008 at the University of St. Andrews, Scotland, where he was professor of modern history and deputy director of the St. Andrews Reformation Institute. His most recent book is *Calvin* (Yale University Press, 2009). Among his other works, *The Swiss Reformation* was the first comprehensive study of the subject and was named an “Outstanding Publication” for 2003 by *Choice* magazine. *Clerical Reformation and the Rural Reformation* examined the creation of the Protestant ministry in Zurich and its numerous parishes in the sixteenth century. Professor Gordon has edited books on the development of Protestant historical writing, the place of the dead in late-medieval and early-modern society, and the Swiss Reformer Heinrich Bullinger. He currently heads a project on the Protestant Latin Bible of the sixteenth century and is on the editorial board of two monograph series: St. Andrews Studies in Reformation History (Ashgate), and *Zürcher Beiträge zur Reformationsgeschichte* (Theologischer Verlag Zürich). His research interests range across late-medieval and early-modern religious history, in particular the Swiss and German Reformations, Bibles, devotional literature, the clergy, death and the dead, historical writing and historiography. He is a fellow of the Royal Historical Society. B.A. (Hons) King’s College; M.A. Dalhousie University; Ph.D. University of St. Andrews. (Presbyterian)

John Grim Senior Lecturer and Research Scholar. Mr. Grim, from the Missouri drift plains of North Dakota, came east to study for a Ph.D. with Thomas Berry in the History of Religions at Fordham University. His area of scholarly exploration is indigenous traditions. He undertakes field studies in the summer with Crow people in Montana and, for over a decade, in the winter with Okonogan-Lakes peoples in eastern Washington state. With Mary Evelyn Tucker, he is the co-founder of the Forum on Religion and Ecology and series editor of *World Religions and Ecology*, a ten-volume publication from Harvard University Press and Harvard’s Center for the Study of World Religions. In that series he edited *Indigenous Traditions and Ecology: The Interbeing of Cosmology and Community* (Harvard, 2001). He has been a professor of religion at Bucknell University and Sarah Lawrence College, where he taught courses in Native American and indigenous religions, world religions, and religion and ecology. His published works include *The Shaman: Patterns of Religious Healing Among the Ojibway Indians* (University of Oklahoma Press, 1983) and edited volumes with Mary Evelyn Tucker titled *Worldviews and Ecology* (Orbis, 1994), and a *Daedalus* volume (2001) titled *Religion and Ecology: Can the Climate Change?* John Grim is president of the American Teilhard Association. He is preparing a book with Ms. Tucker, *The Emerging Alliance of Religion and Ecology*, for Island Press. He is also a member of Yale’s Center for Bioethics. B.A. St. John’s University (Minnesota); M.A. Fordham University; Ph.D. Fordham University.

Judith M. Gundry Associate Professor (Adjunct) of New Testament, Senior Research Fellow. Professor Gundry held faculty appointments at the Evangelical Theological Faculty in the former Yugoslavia (1986–91) and Fuller Theological Seminary, Pasadena, California (1991–98) before being appointed to Yale Divinity School in 1998. Her most

recent publications focus on women, gender, and children in early Christianity. She has also published in the area of Pauline soteriology and ethics, including her book *Paul and Perseverance: Staying in and Falling Away* and articles in *Dictionary of Paul and His Letters*, *Eerdmans Dictionary of the Bible*, *New Interpreter's Dictionary of the Bible*, and *Dictionary for Theological Interpretation of the Bible*. She is the coauthor of *A Spacious Heart: Essays on Identity and Belonging*. Her current research focuses on Romans and social conventions of reciprocal exchange in the Hellenistic world. Professor Gundry has received research grants from the Pew Evangelical Scholars Program, the Alexander von Humboldt Foundation of Germany, and the Louisville Institute. She was elected to the Studiorum Novi Testamenti Societas in 1997 and has served on various editorial boards (*Bulletin for Biblical Research*, the *New Cambridge Bible Commentary*, *Wissenschaftliche Untersuchungen zum Neuen Testament*). An active member of the Society for Biblical Literature, she co-chaired the Pauline Epistles Section and is a member of the steering committee of the Children in the Biblical World Consultation. B.A. Westmont College; M.A. Fuller Theological Seminary; Th.D. University of Tübingen. (Episcopal)

Clarence E. Hardy Assistant Professor of the History of American Christianity. Professor Hardy is the author of *James Baldwin's God: Sex, Hope and Crisis in Black Holiness Culture*. He has written articles that have appeared in *The Journal of Religion*, *Church History*, and *The American Quarterly* and consider various aspects of black religious culture in the twentieth century. Professor Hardy is especially interested in the evolution of black religious rhetoric in the United States during the interwar and postwar periods. He is currently working on two books that consider how black descriptions of the divine have evolved in the modern period. He has taught American religious history and culture for several years at Rollins College in Winter Park, Florida and at Dartmouth College in Hanover, New Hampshire. A.B. Princeton University; M.Div., M.Phil., Ph.D. Union Theological Seminary. (Baptist)

John E. Hare Noah Porter Professor of Philosophical Theology. His book *God and Morality: A Philosophical History* gives a framework for a history of ethics, emphasizing the theological premises present in the original versions of the main types of ethical theory. An earlier 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 University; Ph.D. Princeton University. (Anglican)

Peter S. Hawkins Professor of Religion and Literature. Professor Hawkins's work has long centered on Dante, most recently in *Undiscovered Country: Imagining the World to*

Come (2009); *Dante: A Brief History* (2006); *Dante's Testaments: Essays on Scriptural Imagination* (winner of a 2001 AAR Book Prize); and *The Poets' Dante: Twentieth-Century Reflections* (2000), of which he was co-editor with Rachel Jacoff. His research in the history of biblical reception has produced three co-edited volumes: *Scrolls of Love: Ruth and the Song of Songs* (2006); *Medieval Readings of Romans* (2007); and *From the Margin: Women in the Hebrew Bible and Their Afterlives* (2009). He has also published books on twentieth-century fiction (*The Language of Grace, Listening for God*, co-edited with Paula Carlson), utopia, and the language of ineffability (*Naming the Unnamable from Dante to Beckett*). Professor Hawkins's essays have dealt with such topics as memory and memorials, televangelism, scriptural interpretation, and preaching. From 2000 to 2008 he directed the Luce Program in Scripture and Literary Arts at Boston University; in 2006 he won the University's Metcalf Prize for Excellence in Teaching. He has served on the editorial board of the *PMLA*, is currently on the selection committee for the Luce Fellows in Theology, and is Northeast regional representative for the Conference on Christianity and Literature. B.A. University of Wisconsin at Madison; M.Div. Union Theological Seminary; Ph.D. Yale University. (Episcopal)

M. Jan Holton Assistant Professor of Pastoral Care and Counseling. Professor Holton recently engaged in research in southern Sudan, where she studied the effects of religious belief and practices on illness and insecurity (including trauma and war) among the Dinka people recently repatriated to the region. Her writing projects focus on the dynamics of trauma and resilience in refugee populations. She has also conducted field studies in such conflict- and disaster-ravaged areas as Kakukma Refugee Camp, Kenya, Sarajevo, Bosnia, and Nicaragua. Her other research and teaching interests include intercultural pastoral theology (especially ethnographic perspectives of suffering), medical anthropology, pastoral care in times of crisis (death, dying, grief, addiction, the transition of hope, hospital ministry), and ritual in pastoral care. Her pastoral and clinical experience includes chaplaincy at a level-one trauma center. Professor Holton is an ordained elder in the United Methodist Church. B.A. Randolph Macon College; M.Div. Union Theological Seminary (Richmond); Ph.D. Vanderbilt University. (United Methodist)

Jeremy F. Hultin Associate Professor of New Testament. Professor Hultin's 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. He is author of *The Ethics of Obscene Speech in Early Christianity and Its Environment*, published in 2008. He has presented conference papers on Galatians, Colossians, Clement of Alexandria, Genesis Rabbah, and the Messianic Secret. He is currently writing a commentary on 2 Peter and Jude. B.A. Ohio State University; M.A. Trinity International University; Ph.D. Yale University. (Non-Denominational)

Martin D. Jean Professor of Organ, Professor in the Practice of Sacred Music, and Director of the Institute of Sacred Music. Professor Jean has performed widely throughout the United States and Europe and is known for his wide repertorial interests. He was awarded first place at the international Grand Prix de Chartres in 1986, and in 1992 at the National Young Artists' Competition in Organ Performance. A student of Robert Glasgow, in

the fall of 1999 he spent a sabbatical with Harald Vogel in North Germany. He has performed on four continents and nearly all fifty states. In 2001 he presented a cycle of the complete organ works of Bach at Yale, and his compact discs of “The Seven Last Words of Christ by Charles Tournemire” and the complete “Six Symphonies of Louis Vierne,” both recorded in Woolsey Hall, have been released by Loft Recordings. Recordings of the organ symphonie and Stations of the Cross of Marcel Dupré are forthcoming on the Delos label. B.A., A.Mus.D. University of Michigan.

Willis Jenkins Margaret Farley Assistant Professor of Social Ethics. His research focuses on environmental ethics, sustainable communities, global ethics, and theological ethics. He is author of *Ecologies of Grace: Environmental Ethics and Christian Theology*, published in 2008, editor of *The Spirit of Sustainability*, and co-editor of the forthcoming *Bonhoeffer and King: Receiving Their Legacies for Christian Social Thought*. He has significant international experience in community development initiatives, was co-founder of the Episcopal Young Adult Service Corps, and served on the Episcopal Church’s Standing Commission on World Mission, 2000–2006. B.A. Wheaton College; M.A., Ph.D. University of Virginia. (Episcopal)

Kristen J. Leslie Associate Professor of Pastoral Care and Counseling. Professor Leslie’s research focuses on intercultural pastoral theology, pastoral theological implications of sexualized violence, pastoral care with traumatized communities, ministry in higher education with young adults, and pastoral care in the public arena. Her most recent pastoral activity has included working with the chaplains at the United States Air Force Academy on matters of sexualized violence and religious intolerance. In 2005 Professor Leslie co-authored the report that brought to light the problem of Christian proselytizing at the Air Force Academy. 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*. Professor Leslie is an ordained elder in the United Methodist Church. B.A. College of Wooster; M.Div. Yale University; M.A., Ph.D. Claremont School of Theology. (United Methodist)

Vasileios Marinis Assistant Professor of Christian Art and Architecture. Professor Marinis’s research focuses on the art and architecture of early Christianity and the Middle Ages. He has a particular interest in the ritual, liturgical arts, representations of women and children, as well as the material culture of these periods. He has published on a variety of topics ranging from early Christian tunics decorated with New Testament scenes to medieval tombs and Byzantine transvestite nuns. He is currently preparing a monograph on the interaction of architecture and ritual in the medieval churches of Constantinople. B.A. University of Athens; D.E.A. Université de Paris I Panthéon-Sorbonne; M.A.R. Yale University; Ph.D. University of Illinois at Urbana-Champaign. (Greek Orthodox)

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* (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 be published by Oxford University Press in 2009. 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. Professor Outka received a Henry Luce III Fellowship in Theology for 2006–2007. B.A. University of Redlands; B.D., M.A., Ph.D. Yale University. (Lutheran)

Dale Wood Peterson Associate Dean for Student Affairs and Lecturer in Baptist Polity and History. 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.), and the First Baptist Church of West Haven, Connecticut, an American Baptist congregation. 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 has been a member of Yale Religious Ministry and served on the boards of the Alliance of Baptists, the Cooperative Baptist Fellowship, and the Nazareth Baptist School, Nazareth, Israel. He currently serves on the board of the American Baptist Churches of Connecticut. B.A. University of Virginia; M.Div. Southern Seminary. (American Baptist)

Sally M. Promey Deputy Director and Professor of Religion and Visual Culture (ISM) and Professor of American Studies (FAS). Professor Promey is Director of the Yale Initiative for the Study of Material and Visual Cultures of Religion, generously supported by a grant awarded in 2008 from the Henry Luce Foundation. Prior to arriving at Yale in 2007, she was chair and professor in the Department of Art History and Archaeology at the University of Maryland, where she taught for fifteen years. Her scholarship explores relations between visual culture and religion in the United States from the colonial period through the present. Current book projects include volumes titled *Religion in Plain View: The Public Aesthetics of American Belief* and *Written on the Heart: Protestant Visual Culture in the United States*. Among earlier publications, Professor Promey's *Painting Religion in Public: John Singer Sargent's "Triumph of Religion" at the Boston Public Library* received the American Academy of Religion Award for Excellence in the Historical Study of Religion and *Spiritual Spectacles: Vision and Image in Mid-Nineteenth-Century Shakerism* was awarded the Charles C. Eldredge Prize for Distinguished Scholarship in American Art. Recent articles and book chapters include essays titled "Hearts and Stones: Material Transformation and the Stuff of American Christianities"; "Mirror Images: Framing the Self in Early New England Material Piety"; "Taste Cultures and the Visual Practice of Liberal Protestantism, 1940–1965"; and "The 'Return' of Religion in the Scholarship of American Art." Professor Promey is recipient of numerous grants and fellowships including a Guggenheim Fellowship, a residential fellowship at the Woodrow Wilson

International Center for Scholars, two Ailsa Mellon Bruce Senior Fellowships (1993 and 2003) at the Center for Advanced Study in the Visual Arts, and a National Endowment for the Humanities Fellowship for University Teachers. In 2001 she received the Regent's Faculty Award for Research, Scholarship, and Creative Activity from the University System of Maryland; and in 2002 the Kirwan Faculty Research and Scholarship Prize, University of Maryland. She was co-director (with David Morgan, Duke University) of a multi-year interdisciplinary collaborative project, "The Visual Culture of American Religions," funded by the Henry Luce Foundation and the Lilly Endowment Inc. A book of the same title, co-edited by Professors Promey and Morgan, appeared in 2001 from University of California Press. In 2004 she was senior historian in residence for the Terra Summer Residency Program in Giverny, France. She serves on the editorial boards of *Material Religion*, *American Art*, and *Winterthur Portfolio*, the Council of the Omohundro Institute for Early American History and Culture, and the Advisory Committee of the Center for Historic American Visual Culture at the American Antiquarian Society. B.A. Hiram College; M.Div. Yale University; Ph.D. University of Chicago. (United Church of Christ)

Lamin Sanneh D. Willis James Professor of Missions and World Christianity and Professor of History. Professor Sanneh is the author of more than a hundred articles on religious and historical subjects and 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 Newbiggin 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*; and *Het Evangelie is Niet Los Verkrijgbaar, Whose Religion is Christianity?*, *The Gospel Beyond the West*, *Disciples of All Nations: Pillars of World Christianity*, the inaugural volume in the Oxford Studies in World Christianity series of which he is series editor, 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); *The Times Literary Supplement*; and *The Encyclopedia of Politics and Religion*. He is working on a book on Islam and the Transmission of Ideas under contract with Harvard University Press. 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 is chair 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 and been 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 was appointed by Pope John Paul II to the Pontifical Commission of the Historical Sciences, and by Pope Benedict XVI to the Pontifical Commission on Religious Relations with Muslims. He was the recipient of 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 Lion, Senegal's highest national honor. M.A. University of Birmingham (England); Ph.D. University of London. (Roman Catholic)

Carolyn J. Sharp Associate Professor of Hebrew Scriptures. Professor Sharp's research explores aspects of the composition and theology of Hebrew Scripture texts. In recent articles, she has analyzed the rhetoric of Hosea with reference to the contemporary homiletical aesthetic of Jeremiah Wright, interpreted redaction in a way that honors the inscribing of "foreignness" within biblical witness, and urged the creation of a multivocal Old Testament theology grounded in the notion of diaspora identity. Professor Sharp's first book, *Prophecy and Ideology in Jeremiah* (2003), treats literary-critical issues in Jeremiah as symptomatic of a post-exilic power struggle over the prophet's legacy. Her *Irony and Meaning in the Hebrew Bible* (2009) explores literary and theological dimensions of irony in Old Testament texts, and her *Old Testament Prophets for Today* (2009) offers reflections on the biblical prophets in terms accessible to readers without biblical training. A current project, *Wrestle This Word: Old Testament Studies and the Christian Believer*, is geared toward seminarians and pastors; this book will reflect theologically on debated issues in Hebrew Scripture studies. Professor Sharp serves on steering committees for the Society of Biblical Literature's Israelite Prophetic Literature section and Writing/Reading Jeremiah group. An Episcopal Church Foundation Fellow, she 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)

Frederick Simmons Assistant Professor of Ethics. Professor Simmons's research and teaching examine the moral implications of Christian theological commitments and the relationships between philosophical and theological ethics. He is completing a book on the ethical and potential soteriological significance of biology for contemporary Christians, and is co-editing a volume on love and Christian ethics. He has taught at Amherst College, La Universidad Politécnica Salesiana, and La Pontificia Universidad Católica del Ecuador. B.A. Carleton College; M.Div., M.A., M.Phil. Yale University. (United Methodist)

Yolanda Y. Smith Associate 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 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"; and "Not Just Sunday School! Religious Education in the New Millennium: New Visions for Partnership in Ministry and Theological Education." Currently she is engaged in a research and writing project, in collaboration with Moses N. Moore, Jr., titled "'Been in the Storm So Long': Yale Divinity School and the Black Ministry—One Hundred and Fifty Years of Black Theological Education." In conjunction with this project, Smith and Moore have co-authored the articles "Solomon M. Coles: The First Black Student Officially Enrolled in Yale Divinity School" and "From the Archives: The Prophetic Ministry of Henry Hugh Proctor." Professor Smith is affiliated with the Tony Blair Faith Foundation. She has served as a member of the Yale Divinity School Women's

Initiative on Gender, Faith, and Responses to HIV/AIDS in Africa and a board member of the AIDS Interfaith Network, New Haven. She is also a past member of the Advisory Board of the Yale Center for Faith and Culture. 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 Bishop F. Percy Goddard Professor of Liturgical Studies and Pastoral Theology. Professor Spinks teaches courses on marriage liturgy; English Reformation worship traditions; the eucharistic prayer and theology, Christology, and liturgy of the Eastern churches; and contemporary worship. Research interests include East Syrian rites, Reformed rites, issues in theology and liturgy, and worship in a postmodern age. His most recent books are *Early and Medieval Rituals and Theologies of Baptism: From the New Testament to the Council of Trent*, and *Reformation and Modern Rituals and Theologies of Baptism: From Luther to Contemporary Practices* (both 2006), and *Liturgy in the Age of Reason: Worship and Sacraments in England and Scotland 1662–c.1800* (2008). Other recent publications include “Liturgical Theology and Criticism—Things of Heaven and Things of the Earth: Some Reflections on Worship, World Christianity, and Culture” in *Christian Worship Worldwide, Expanding Horizons, Deepening Practices*; “Renaissance Liturgical Reforms: Reflections on Intentions and Methods” in *Renaissance and Reformation Review*; “Eastern Christian Liturgical Traditions, Oriental Orthodox” in *The Blackwell Companion to Eastern Christianity*; and “The Growth of Liturgy and the Church Year” in *The Cambridge History of Christianity, Vol.II. Constantine to c.600*. He is currently writing a book entitled *The Worship Mall*, on worship in a postmodern age. 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, a fellow of the Royal Historical Society and of Churchill College, Cambridge. B.A. Hons., Dip.Th. University of Durham; M.Th. University of London; B.D., D.D. University of Durham. He is a regular Sunday Presbyterian in the Middlesex Area Cluster Ministry. (Church of England)

Chloë Starr Assistant Professor of Asian Theology. She has previously taught at the universities of Durham, where she was Senior Tutor at St John’s College, and Oxford, where she taught classical Chinese literature. She has published on Chinese literature and Chinese theology. Recent works include *Red-light Novels of the late Qing* (2007); a co-edited volume, *The Quest for Gentility in China* (2007); and an edited volume, *Reading Christian Scriptures in China* (2008). She is currently editing and translating a reader in Chinese Christian theology and working on a volume on memory in Chinese literature. B.A., M.A. University of Cambridge; Kennedy Scholar, Harvard; D.Phil. University of Oxford.

Harry S. Stout Jonathan Edwards Professor of American Christianity. Professor Stout is the author of several books, including *Upon the Altar of the Nation: A Moral History of the Civil War*, a finalist for the Lincoln Prize and winner of *Christianity Today* Best History Book of 2007, the Philp Schaff Prize for best book on the history of Christianity 2006–2007, and the New England Historical Association Best Book Award 2007;

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). With Kenneth Minkema he co-edited *Jonathan Edwards at 300: Essays on the Tercentenary of His Birth*. 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. 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. He currently serves as general editor and director of the Jonathan Edwards Center and is working with Tony Blair in the Tony Blair Faith Foundation, an organization designed to promote interfaith dialogue around the world. B.A. Calvin College; M.A., Ph.D. Kent State University. (Presbyterian)

Frederick J. Streets Associate Professor (Adjunct) of Pastoral Theology. Professor Streets is the former Chaplain of Yale University and Senior Pastor of the Church of Christ in Yale. He has served as an adjunct member of the Clinical Social Work faculty at the Yale Child Study Center and is a licensed clinical social worker. His research, publication, and teaching interests are in pastoral theology, institutional leadership and development, law and religion, social welfare, and global mental health. A native of Chicago, Illinois, he served as the senior pastor of the Mount Aery Baptist Church in Bridgeport, Connecticut for seventeen years. Under his leadership the congregation grew, built a new facility, and developed programs that met the needs of the urban community. As a member of the Harvard Program in Refugee Trauma team and in conjunction with the mental health community of Bosnia and Herzegovina, he assisted in implementing there a model of psychiatric and pastoral care of those traumatized by war. He continues to train religious and mental health professionals in dealing with trauma and recovery. Professor. Streets was a 2007–2008 Fulbright Scholar who conducted HIV and AIDS research and taught in the Department of Practical Theology at the University of Pretoria in Pretoria, South Africa. He is the editor of *Preaching in the New Millennium*, published by Yale University Press in 2005, and author of numerous articles, book chapters, and essays. B.A., D.D. Ottawa University (Kansas); M.Div. Yale University; M.S.W., D.S.W. Yeshiva University. (American Baptist/Progressive National Baptist)

Paul F. Stuehnenberg Divinity Librarian and Associate Professor (Adjunct) of Theological Literature. Professor Stuehnenberg'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 Religion*

and *Theological Information*, *Elenchus Bibliographicus Biblicus*, *Theological Education*, the *Journal of Pacific History*, 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 Associate Professor of New Testament. A Society of Biblical Literature Regional Scholar and recent winner of the Lilly/ATS Faculty Sabbatical Grant, Professor Swancutt combines interests in gender, ethnicity and empire studies, rhetoric, ideological criticism, and ancient social practices in her interdisciplinary research. She focuses on early Christian identity formation in Pauline communities, particularly the resocialization of Greeks into Pauline Christian Judaism. Her first book, *Pax Christi: Empire, Identity, and Protreptic Rhetoric in Paul's Letter to the Romans*, will be published this year. Among her current writing projects are monographs on the effects of Roman imperialism on religious and ethnic education in Pauline communities, and on gender ideology and the Body of Christ. Among the courses she teaches are Gender in Early Christianity, Crafting Early Christian Identities, the Modern Jesus, Queer Praxis and the Church, Pauline Ethics, Reading the Bible Differently: Epistemology and Community-Based Interpretation, and exegesis classes in the Pauline letters. B.S., B.A. University of Florida; M.Div., Ph.D. Duke University

Leonora Tubbs Tisdale Clement-Muehl Professor of Homiletics. Professor Tisdale teaches the theory and practice of preaching, with research interests in congregational studies and preaching, women's ways of preaching, and prophetic preaching. She is the author or editor of seven books including *Preaching as Local Theology and Folk Art*; *Making Room at the Table: An Invitation to Multicultural Worship*; and three volumes of *The Abingdon Women's Preaching Annual*. She wrote the chapter on the Riverside Church preachers in *The History of the Riverside Church in the City of New York*, and has most recently co-edited a book for teachers of preaching titled *Teaching Preaching as a Christian Practice*. A former president of the Academy of Homiletics, Professor Tisdale has served on the faculties of Union Theological Seminary in Virginia (now Union-PSCE) and Princeton Theological Seminary, and as adjunct faculty at Union Theological Seminary in New York. She also served on the pastoral staff of Fifth Avenue Presbyterian Church in New York City, where she provided theological oversight for the Center for Christian Studies, an innovative lay theological academy offering courses for over 2,000 people in the greater New York area. B.A. University of North Carolina—Chapel Hill; D.Min. Union Theological Seminary in Virginia; Ph.D. Princeton Theological Seminary. (Presbyterian Church USA)

Emilie M. Townes Andrew W. Mellon Professor of African American Studies in Religion and Theology and Associate Dean of Academic Affairs. 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*. Her most recent publication is *Womanist Ethics and the Cultural Production of Evil*. Prior to her appointment at Yale, Professor Townes served as the Carolyn Beard Professor of Christian Ethics at Union Theological Seminary in New York. She is a former president of the American Academy of Religion. 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 eighteen books in the fields of preaching, poetry, hymnody, and worship and is a frequent contributor to journals dedicated to these topics. His most recent books include *So that All Might Know: Preaching That Engages the Whole Congregation* (co-authored with H. Edward Everding, Jr.), *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 and in SATB anthem settings by many contemporary composers. For three years Professor Troeger hosted the Season of Worship broadcast for Cokesbury, and he has led conferences and lectureships in worship and preaching throughout North America, as well as in Denmark, Holland, Australia, Japan, and Africa. Ordained in the Presbyterian Church in 1970 and in the Episcopal Church in 1999, he is dually aligned with both traditions. He is a former president of the Academy of Homiletics and is currently co-president of Societas Homiletica (the international guild of scholars in homiletics). He is also serving a two-year term as the national chaplain to the American Guild of Organists. B.A. Yale University; B.D. Colgate Rochester Divinity School; S.T.D. Dickinson College; D.D. Virginia Theological Seminary. (Presbyterian and Episcopal)

Mary Evelyn Tucker Senior Research Scholar and co-founder and co-director (with John Grim) of the Forum on Religion and Ecology, www.yale.edu/religionandecology/. Together Ms. Tucker and Mr. Grim organized a series of ten conferences on World Religions and Ecology at Harvard's Center for the Study of World Religions. They are series editors for the ten volumes from the conferences distributed by Harvard University Press. They are also editors for an eighteen-volume series on Ecology and Justice from Orbis Press. Ms. Tucker is the author of *Worldly Wonder: Religions Enter Their Ecological Phase*; *Moral and Spiritual Cultivation in Japanese Neo-Confucianism* and *The Philosophy of Qi*, published in 2007. She co-edited *Worldviews and Ecology*, *Buddhism and Ecology*, *Confucianism and Ecology*, and *Hinduism and Ecology* and *When Worlds Converge*. With Tu Weiming she edited two volumes on *Confucian Spirituality*. She also co-edited a *Daedalus* volume titled *Religion and Ecology: Can the Climate Change?* She edited Thomas Berry's *Evening Thoughts: Reflecting on Earth as Sacred Community, Sacred Universe, and Christian Future and the Fate of Earth*. She received a doctorate in East Asian religions with a concentration in Confucianism in China and Japan. She is a research associate at the Reischauer Institute at Harvard. From 1993 to 1996 she held a National Endowment for the Humanities Chair. Since 1987 she has been a member of the Interfaith Partnership for

the Environment at the United Nations Environment Programme (UNEP). She served on the International Earth Charter Drafting Committee from 1997 to 2000 and is now a member of the Earth Charter International Council. B.A. Trinity College; M.A. SUNY Fredonia; M.A. Fordham University; Ph.D. Columbia University.

Denys Turner Horace Tracy Pitkin 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, Reason, and the Existence of God*; *Faith Seeking*; *The Darkness of God*; and *Eros and Allegory*. He is working on a monograph on the theology of Julian of Norwich, is editing (with Philip McCosker) the *Cambridge Companion to the Summa Theologiae of Thomas Aquinas* and, in the longer term, is working on a monograph drawing together issues in Christian spirituality with the political commitments of Christians. He has served as a member of the Executive Committee and as chair 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 founder of the Yale Center for Faith and Culture. Professor Volf's books include *The End of Memory: Remembering Rightly in a Violent World* (2006) and *Free of Charge: Giving and Forgiving in a Culture Stripped of Grace* (2006), *Archbishop of Canterbury Lenten book for 2006*; *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), 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)

Tisa J. Wenger Assistant Professor of American Religious History. Professor Wenger's research and teaching interests include the history of "religion" as a cultural category, the politics of religious freedom, religion in the American west, and the intersections between ideologies of race and religion as they impact Native Americans and other racial/religious minorities in U.S. history. Her book *We Have a Religion: The 1920s Pueblo Indian Dance Controversy and American Religious Freedom* shows how dominant conceptions of religion

and religious freedom affected the Pueblo Indians of New Mexico as they sought to protect their religious ceremonies from government suppression, and how that struggle helped reshape mainstream views of religion and the politics of Indian affairs. Among her current writing projects is a new book that will examine the limitations and sometimes unintended consequences of religious freedom as a foundational American ideal. Like *We Have a Religion*, this research asks how culturally specific formations of religion and religious freedom shape the dynamics of religious encounter and pluralism in America. Other publications include articles in the *History of Religions*, the *Journal of the Southwest*, and the *Journal of Feminist Studies in Religion*, along with chapters in several edited volumes. B.A. Eastern Mennonite University; M.A. Claremont Graduate University; M.A., Ph.D. Princeton University.

Andre C. Willis Assistant Professor of the Philosophy of Religion. His main intellectual focus is modern liberal philosophy of religion and theological thought in the West. His current project, "Hume and Hope: A Study in David Hume's Philosophy of Religion," argues that a nontraditional concept of hope suffuses Hume's work. This type of hope, he contends, can be a new, pluralistic source for the philosophy of religion. In addition to his investment in enlightenment thought, Professor Willis is also interested in American Pragmatism and religion, religion and culture, African American thought and history, and jazz music. He is beginning an exploration of the religious and spiritual dimensions of the work of Thornton Wilder, Elizabeth Catlett, Art Blakey, and Hannah Arendt. Recent courses taught include Hegel's Philosophy of Religion; Process Thought; African American Religious Strategies; and American Religious Thought and the Democratic Ideal. B.A. Yale University; M.T.S. Harvard Divinity School; M.A., Ph.D. Harvard University. (Baptist)

Robert R. Wilson Hooper Professor of Religious Studies and Professor of Old Testament. 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.

Only 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. Exceptions may be made for students in M.A.R. concentrations for which study of certain other languages is essential. Approval from the academic dean is required. 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; see Interdisciplinary Study, in chapter on Other Curricular Considerations.

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, six of which must include REL 700a and REL 700b. Only three hours of Denominational History courses may be counted toward the Area III requirement.

Area IV Twelve credit hours, including REL 912a.

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

Supervised Ministries Three credit hours.

ASSESSMENT REQUIREMENT

The M.Div. is a professional degree program, and students are expected to grow in their understanding of their own place in the community of faith, to understand the cultural realities and social settings within which religious communities live and carry out their missions, to grow in emotional maturity, personal faith, moral integrity, and social concern, and to gain capacities for growth in the practice of ministry. It is expected that students engaged in such learning will, during the course of the degree program, gain clarity about their own place in professional ministry – ordained or unordained – within the church or in the broader society.

In order to measure progress toward these goals, M.Div. students – beginning with the class that entered in 2007 – are required to participate in a program assessing their progress. Each student builds a portfolio of work that includes significant academic projects, creative projects, and brief essays reflecting on the goals outlined above. This portfolio is developed with the support of faculty advisers and the assistant dean for ministerial studies and assessment. In addition to regular conferences with an assigned academic adviser, students are also required to participate in a midterm evaluation, based on the M.Div. portfolio. That evaluation will normally include the faculty adviser, the assistant dean for ministerial studies and assessment or the director of ministry at Berkeley, and several other professionals acquainted with the student’s work and focus. A written review of that evaluation will be included in the portfolio.

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. This seminar is a prerequisite for both the Part-Time Internship with Practicum and Leadership in Public Ministry.

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, in chapter on Other Curricular Considerations. 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.

Only 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. Exceptions may be made for students in M.A.R. concentrations for which study of certain other languages is essential. Approval from the academic dean is required. 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; see Interdisciplinary Study, in chapter on Other Curricular Considerations.

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 who is supervising 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 Asian Religions; Bible or Judaic Studies; Black Religion in the African Diaspora; Ethics; the History of Christianity; Liturgical Studies; Philosophical Theology and Philosophy of Religion; Religion and the Arts; Theology; Women's, Gender, and Sexuality Studies; and World Christianity/Missions.

Concentration in *Asian Religions* requires twelve hours of language study and twelve hours of study in Asian religions. The biblical courses, Old Testament and New Testament Interpretation, are required of all candidates as are three hours of ethics, three hours of history, and three hours of philosophy of religion. There are nine hours of electives. At least half of a candidate's course work must be Yale Divinity School courses.

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 concentration in *Black Religion in the African Diaspora* is an interdisciplinary program based in the Divinity School curriculum and encourages students to take courses pertinent to African American religious studies in other departments of the University. At least eighteen credit hours must be taken in courses focusing on Black religion, with one course in at least four areas of the curriculum. In addition, six credit hours of foundational study are required in Bible and twelve in history and theology. Although not required, up to six hours of credit may be given for a major paper or project.

Individual programs are planned for each of the students concentrating in *Ethics*. Ordinarily six credit hours of Bible and twelve in history and theology are required. 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.

The program in the *History of Christianity* permits concentration in Historical studies with a sequence of courses totaling eighteen credit hours selected for this purpose. Three of these credit hours will be a core course in sources and methods taken by all students, normally in their first semester. An individual program is formulated for each candidate, within these guidelines.

Concentration in *Liturgical Studies* requires eighteen credit hours of study in the major area, including the introductory core course of the program, REL 782, Foundations of Christian Worship. Students must take nine credit hours of limited electives in liturgical studies, three with an historical focus, three with a theological focus, and three with a strong methodological or practical component. The remaining six credits may be taken as electives, but students are strongly encouraged to seek out a course in their own denominational worship tradition. The remaining thirty credits required for the M.A.R. with a concentration in liturgical studies will be taken in the various areas of study of the Divinity School and Institute of Sacred Music (ISM) curricula, according to a student's academic interests and professional goals and in consultation with faculty in the area of concentration.

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.

Students in the *Religion and the Arts* concentration elect one of three tracks: Literature, Visual Arts, or Music. The emphasis in each track is on history, criticism, and analysis of past and present practice. Each requires twenty-one credits in the area of concentration: in visual arts or music, twelve of these credits must be taken with ISM faculty; in literature, six must be taken with ISM faculty. In addition, at least fifteen credits shall be devoted to general theological studies: six credits in Area I, six credits in Area II, and three credits in Area III. Twelve credits of electives may be taken from anywhere in the University, though the number of electives allowed in studio art, creative writing, or musical performance is at the discretion of the adviser and requires the permission of the instructor. In total, one-half of the student's course load must be Divinity School credits. An undergraduate major in the field of concentration or its equivalent is required.

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.

An interdisciplinary program in the context of the Divinity School curriculum is planned for students concentrating in *Women's, Gender, and Sexuality Studies*. At least eighteen credit hours must be taken in feminist studies, with one course in at least four areas of the curriculum. In addition, six credit hours of foundation study are required in Bible and twelve in history and theology. 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.

The concentration in *World Christianity/Missions* is designed for students who are interested in the historical expansion of Christianity and/or who wish to spend a period of time working with churches and organizations in other countries or who wish to pursue graduate studies in a relevant field. Students are required to take a range of courses dealing with Christianity in its historical, biblical, and theological dimensions as well as Christianity's interface with culture and with other religions. Students may opt either for *Missions* or for *World Christianity* as their emphasis within the concentration. Twelve credits hours are required in the core curriculum of each emphasis. For either emphasis, six credit hours in foundational courses in Biblical Studies are required as are six credit hours of work in theology and/or ethics and six credit hours in the history of Christianity. There are six credit hours of electives. If a student opts for the Missions emphasis, he/she will take a minimum of six credit hours in one of four geographic area studies programs of the University (Latin American, African, East Asian, or Southeast Asian Studies) as well as six credit hours in World Christianity. Relevant courses in the other departments of the University may also be included after consultation with the adviser. For those emphasizing World Christianity within the concentration, six credit hours in Missions are required as well as six credit hours in World Religions. Students may also opt for a major research writing project as part of their course requirement in consultation with their adviser.

EXTENDED DEGREE PROGRAM

An extended degree program is offered for selected students in the concentrated M.A.R. programs. This allows students to take additional 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 study. 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. In conceptual fields a one-term thesis or project report will normally be 50–60 pages long; a two-term thesis or project report, 100–120 pages. In text-based fields shorter theses may be more appropriate. 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 10, 2010, 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*; 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 Nondegree Programs, in chapter on Admission). 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, an interdisciplinary graduate center, educates leaders who foster, explore, and study engagement with the sacred through music, worship, and the arts in Christian communities, diverse religious traditions, and public life. Partnering with the Yale School of Music and Yale Divinity School, as well as other academic and professional units at Yale, the Institute prepares its students for careers in church music and other sacred music, pastoral ministry, performance, and scholarship. The Institute's curriculum integrates the study and practice of religion with that of music and the arts. With a core focus on Christian sacred music, the ISM builds bridges among disciplines and vocations and makes creative space for scholarship, performance, and practice.

The Institute was established in 1973 by a gift from the Irwin-Sweeney-Miller Foundation of Columbus, Indiana. The chairman of the board of the foundation, Mrs. Robert S. Tangeman, described the Institute as a place where "the function of music and the arts in Christianity will receive new strength through the preparation and training of individual musicians, ministers, and teachers who understand their calling in broad Christian terms and not exclusively within the limits of their disciplines."

The Institute of Sacred Music is a vibrant community of 100 students, faculty, and staff. Students admitted to the Institute are also admitted to either the Yale School of Music or Yale Divinity School (or both), from which they receive their degrees. Students pursuing music degrees receive rigorous conservatory training in choral conducting, organ, or voice, and will typically go on to careers in church music, public performance, or teaching. Students who pursue degrees in divinity with an emphasis in liturgy or religion and the arts may join the ordained ministry or pursue careers in the academy, in the arts, or in public service.

The ISM certificate that students receive at graduation signifies that the core curriculum of the chosen degree path has been enriched and deepened through study with the renowned interdisciplinary Institute faculty. For example, music students will learn about the theological and liturgical roots of the sacred music they perform. They study the historical context and meanings of the texts used, and they learn about the modern contexts in which this repertoire appears, whether in liturgies or on the concert stage.

Likewise, divinity students learn to make connections between theological concepts and artistic expression. They look at the historical roots and aesthetic constructions of the art and liturgies they study. Institute graduates who enter the pastoral ministry do so having gained a broad concept of music, worship, and the arts, and having experienced the lively worship life in many of Yale's chapel programs, including Marquand, Berkeley, and Battell.

At the heart of the Institute's program is the weekly Colloquium, a lively interdisciplinary course attended by all ISM faculty and students. Faculty and guest speakers lecture in the fall on topics pertinent to the primary fields represented in the ISM: worship, music, and the arts. In their final year, students present a project which is the culmination of work done with another ISM student outside their own discipline. 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 worshippers in a variety of faith traditions. The Institute sponsors biannual study tours abroad with the goal of obtaining a wealth of experiences in seeing, hearing, and learning firsthand in that particular culture. In 2004 the destination was Scandinavia; in 2006 the Institute traveled to Mexico. In 2008 the ISM traveled to the Balkans and in 2010 it goes to Germany.

Institute students receive a full-tuition scholarship and have the opportunity to compete for additional grants and merit awards. As a major arts presenter in New Haven, the Institute sponsors over eighty events attended by more than 15,000 people throughout the year, including recitals, concerts, liturgies, poetry readings, films, art exhibits, symposia, and conferences.

The Institute of Sacred Music proudly builds upon the heritage of its parent organization, the Union School of Sacred Music in New York City. Now, uniquely situated in one of the world's great research universities, the ISM is a global center for the liturgical and religious arts.

Applicants must complete a separate ISM Application for Admission to apply to the Institute of Sacred Music. If a student wishes to be considered also for admission to the Divinity School alone, he or she needs to complete that application as well. Institute students are chosen from a highly competitive pool so that there is a balance within the Institute of those pursuing studies in liturgics, religion and the arts, and ministry (approximately one-third in each area).

More information regarding the Institute may be found on the Web site at www.yale.edu/ism; or the Bulletin may be obtained by writing directly to the Institute of Sacred Music, 409 Prospect Street, New Haven CT 06511-2167; by phone to 203.432.9753; or by sending an e-mail to ism.admissions@yale.edu.

Studies in Religion and the Arts

The Institute's curriculum in *Religion and the Arts* consists of courses in literature (poetry, prose, drama, and creative writing), in the history of art and architecture, and in the history and theology of music. These courses 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 elect to pursue a concentrated Master of Arts degree in Religion and the

Arts, choosing as a major focus either the visual arts or literature or music. 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, art exhibitions, special symposia, and other events open to the University community are sponsored by the Religion and the Arts program.

Liturgical Studies

The Institute places a strong emphasis on liturgical studies. The appointment of four 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 in Religion concentration in liturgy, providing that their academic background has prepared them for this rigorous course.

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 vocal performance (early music, oratorio, and chamber ensemble). Their degree programs are the Master of Music, Master of Musical Arts, and Doctor of Musical Arts, as well as the Artist Diploma. Many also elect to undertake secondary study in harpsichord, voice, piano, and other areas.

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 whereby a candidate can earn both the Master of Arts in Religion and the Master of Music in three years. Normally, it is necessary for students to make application to one or the other degree program, and then, if accepted, to apply to the other program in their first year at Yale.

Students enrolled in the Divinity School, whether or not they are ISM students, may study a musical instrument by signing up for an audition at the School of Music at the start of the fall term. The cost of lessons is adjusted yearly.

Areas and Courses of Study

The courses listed on the following pages are expected to be offered in 2009–2010. 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 Reading Courses, in chapter on Other Curricular Considerations). 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, in chapter on Other Curricular Considerations.) 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 600a, Old Testament Interpretation An introduction to the contents of the Old Testament (Pentateuch and historical books first term; Prophets and writings second term) and to the methods of its interpretation. The course focuses on the development of Israelite biblical literature and religion in its historical and cultural context as well as on the theological appropriation of the Old Testament for contemporary communities of faith. Robert Wilson

REL 600b, Old Testament Interpretation Continuation of REL 600a. John J. Collins

REL 601a, New Testament Interpretation The first term of a two-term lecture course that 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 a study of the Gospels and the Acts of the Apostles. The course is recommended for those without previous training in New Testament studies. Adela Collins

REL 601b, New Testament Interpretation Continuation of REL 601a. Diana Swancutt

Biblical Languages

REL 604, Elementary Biblical Hebrew A rigorous two-term course designed to familiarize students with the basic principles of Biblical Hebrew grammar, syntax, and vocabulary. The primary goals are to read biblical prose texts with confidence, use a standard academic dictionary, and develop a deep appreciation for the stylistic features unique to the Hebrew text. Robert Young

REL 605, Elementary New Testament Greek A two-term introduction to the language of the New Testament intended for those with little or no knowledge of Koiné Greek. Concentration in the first term is on elementary grammar and syntax, and a basic working vocabulary. The second term is devoted primarily to rapid reading of the Johannine literature and to developing a working knowledge of the critical apparatus and indexes of the Greek New Testament for use in exegesis and interpretation. L. Scott Brand

REL 618a, Intermediate New Testament Greek An intermediate New Testament Greek course emphasizing translation of extensive portions of the New Testament, study of the syntax, and use of reference tools for exegesis of the Greek New Testament. Judith Gundry

REL 674, Intermediate Biblical Hebrew I and II Intermediate Biblical Hebrew is a two-term course designed for students who want to develop strong language skills. In the first term students review rapidly, but in depth, basic Hebrew grammar 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. Victoria Hoffer

REL 677a, Advanced Biblical Hebrew: Poetry Reading and analysis of poetic Hebrew texts, some biblical, some from the Dead Sea Scrolls. John J. Collins

Exegesis of the English Bible

REL 635b, Gospel of John and Parting of Ways Since the time of Clement of Alexandria (second to third century C.E.), the Gospel of John has often been described as the “spiritual Gospel.” Nevertheless, scholars recognize that the Fourth Gospel is shaped by its historical, religious, and social context and, specifically, by the relationship between the so-called Johannine community and the Jews among whom they lived. In this seminar, students examine the Gospel from this perspective, and both consider and evaluate the range of theories that have been proposed to describe and account for this relationship. Adele Reinhartz

REL 645a English Exegesis: Philippians Diana Swancutt

REL 650b, Biblical Theology: Walter Brueggemann and His Critics This course explores key issues in biblical hermeneutics and biblical theology, using Walter Brueggemann’s work and the responses of his critics as a lens to focus discussions. The class addresses the aggressive challenge that Brueggemann has posed to the historical-critical paradigm and its foundational assumptions; the so-called “failure of the biblical theology movement” and Brueggemann’s contribution in reviving those debates; the strengths and weaknesses of rhetorical criticism as that has been construed and applied in Brueggemann’s work; to what degree Brueggemann has responded effectively to the postmodern turn in interpretation; and implications of Brueggemann’s popularity in the Church for our assessment of ways in which biblical studies may be perceived by ecclesial leaders as useful or peripheral to the life of the Church. Carolyn Sharp

REL 651a, Early Jewish Biblical Interpretation: An Introduction to the Classical Midrash The purpose of this course is to introduce students to the sources and methods for the study of early Jewish interpretation of the Hebrew Scriptures. The course traces the evolution of the Jewish exegetical mind from the Second Temple period through late antiquity with its primary focus on the classical rabbinic *midrash*. Joshua Burns

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. Harold Attridge

Exegesis Based on the Original Language

REL 617a, Hebrew Exegesis: Book of Judges Judges, a book filled with compelling narratives, has been receiving increasing attention within recent scholarship. In this course, students read, translate, analyze, and discuss various narrative texts drawn from Judges. Hebrew texts from Judges are accompanied by select secondary readings. Emphasis on the literary and theological character of Judges. Joel Kaminsky

REL 678b, Hebrew Exegesis: Korahite Psalms This exegetically focused course explores literary, traditio-historical, theological, and hermeneutical issues involved in interpreting

the Korahite psalms (Psalms 42, 44–49, 84, 85, 87, 88). Paying close attention to the Hebrew text, the class considers the diction, themes, literary artistry, and rhetorical power of these psalms, reading each psalm on its own merits and also considering the Korahite psalms together as a group with discernible literary and theological interests. A systematic review of Hebrew grammar is not the focus of this course; those seeking such work should take Intermediate Hebrew instead. The class subordinates consideration of grammar and syntax to the larger interpretive issues involved in appreciation of the complex poetic artistry and theological significance of the Korahite psalms. Carolyn Sharp

REL 685b, Greek Exegesis of Luke Students read and analyze the Greek text of Luke with attention to its relations to Mark and Matthew and its use of the Greek version of the Jewish scriptures. In addition, students use the methods of textual criticism, form criticism, the history of ancient religions, redaction criticism, and literary criticism. The class also considers the text in light of its cultural contexts. Adela Collins

REL 689a, Greek Exegesis: Romans Diana Swancutt

REL 694a, Readings in Hellenistic Judaism For students with an advanced knowledge of Greek, the course provides the opportunity to read extensively in Jewish literature composed between the third century B.C.E. and the second century C.E. Readings include selections from the Greek Bible (2 Maccabees, Wisdom of Solomon), Jewish Pseudepigrapha (Psalms of Solomon, Sentences of Pseudo-Phokylides, Sibylline Oracles), fragments of Jewish literature preserved in the Church Fathers (Artapanus, Eupolemus, Ezekiel the Tragedian, Philo Epicus), and passages from the works of Philo and Josephus. Harold Attridge

Graduate Seminars in Biblical and Cognate Studies

REL 634a, History of Biblical Interpretation This seminar explores the history of the reception, interpretation, and exegesis of the Bible from the New Testament period through the end of the Middle Ages. Examined texts include the Deutero-Pauline literature and extra-canonical Christian literature, as well as patristic and medieval commentaries and homilies. Topics include rival claims to Pauline authority, creative appropriations of Paul's letters in new syntheses, and rival claims to the identity of Israel. Adela Collins, Denys Turner

REL 654a, The Messiah: The Development of a Biblical Idea Review of the origin and ideology of kingship in ancient Israel and the development of messianic expectation in Second Temple Judaism, including the Dead Sea Scrolls. John J. Collins

REL 657b, Second Temple Seminar: Formation of Authoritative Literature A discussion of the problems of determining what literature was canonical or authoritative in the Second Temple period. John J. Collins

REL 691b, History and Methods of New Testament Studies This course is taught in seminar format. Students are expected to prepare a critical review of an article, several articles, a monograph, or part of a monograph for a number of the sessions and to engage in discussion of their own reviews and those presented by the other students. Adela Collins

REL 695b, Archaeology of the Early Christian World This course introduces students to the archaeology of important sites and artifacts that inform the study of early Christianity. It studies the usefulness of these materials but also highlights how their interpretation has led in some cases to fierce scholarly debates. Close attention is paid to the advantages and limitations of archaeological methodology and the role of archaeology in the larger enterprise of studying the early Christian period. This is an advanced seminar, so the reading and preparation require careful attention. David Eastman

RLST 801a, Hebrew Bible Seminar: Problems in the Book of Isaiah A close reading of selected chapters of the Hebrew text of Isaiah in order to test recent theories of the book's compositional history. Robert 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 716a, Introduction to Asian Christianity I: East Asia This course introduces students to some of the themes and key thinkers in twentieth-century theology in Japan, Taiwan, and Korea. It surveys different theological movements within these countries (such as “homeland theology” and Minjung theology) and encourages the development of a critical response to the challenges that these theologies raise for both non-Asians and Asians. The course considers contextualization and inculturation debates in each of these societies, as well as regional responses to Christianity. Chloë Starr

REL 720a, History of Christian Theology to 451 An introduction to Christian theology from the close of the New Testament to the Council of Chalcedon in 451. The course focuses on early Christian understandings of God, Christ, the Holy Spirit, the Trinity, and the Church, in connection with theological method, biblical interpretation,

theological anthropology, worship, spirituality, and ethics. A study of the major theologians, Church councils, and doctrinal developments of the patristic period, this course serves as a preparation for further study of early, medieval, and modern Christian theology. David Eastman

REL 721b, Medieval Theology This is a survey of some principal theological texts in the period from Augustine to the immediate pre-Reformation (approximately half of the total history of Christian thought), these falling into three broad categories: the monastic styles of biblical reading, the university styles of scholastic questioning, and the varieties of vernacular styles of theology of the late middle ages, including the visionary and poetic genres. The main figures covered include Augustine, the pseudo-Denys, Anselm, Bernard of Clairvaux, Bonaventure, Thomas Aquinas, Marguerite Porete, Meister Eckhart, Dante, Julian of Norwich, and the author of *The Cloud of Unknowing*. Denys Turner

REL 722b, Special Topics in Scholastic Latin: Christology This is an examination of the philosophical theology of Thomas Aquinas and Bonaventure as it relates to the topic of the person of Christ. Junius Johnson

REL 726a, Systematic Theology I This course explores the systematic interconnections between issues and doctrines that are central to Christian faith and life. Revelation, Creation, and God are the major topics covered during the fall term. Students first analyze the theological priorities that shape several approaches to these topics and then discuss their relative costs and benefits. Ultimately, the objective of the course is to help students formulate their own constructive theological positions. Edward Waggoner

REL 726b, Systematic Theology II Continuation of REL 726a. Christology, Christian life, ecclesiology, and eschatology are the major topics covered during the spring term. Edward Waggoner

REL 728a, Introduction to Medieval Latin This is an introduction to Latin syntax and grammar, with special emphasis on classical forms as the point of departure for later Latin syntax. The entire system of Latin grammar is covered during the term. No previous knowledge of Latin is necessary. Junius Johnson

REL 729b, Survey of Medieval Latin Literature Junius Johnson

REL 749b, Feminist/Womanist/Gendered Theologies Because God spoke to Hagar in the wilderness, and Ruth was a courageous immigrant, and Thecla was an early follower of Christ, gender is a pivotal analytic category not only for understanding the Bible and scriptural history but for beginning to formulate a robust theological understanding of today's theopolitical issues. This course is a survey of some of the pivotal gendered stories of the Bible as well as a theological interrogation of how to understand those stories using feminist, womanist, and ethnic gendered theologies. Toward that end, each week students read both a story from the Bible as well as contemporary gendered interpretations of them. The aim of the class is not to represent all varieties of women (although the material is diverse and inclusive) but for members of the class to work together to develop the analytic, theoretical, and theological skills necessary to develop their own gendered theologies for the stories and issues about which they care the most. Melissa Matthes

REL 756b, Trinity and World The purpose of this seminar is to explore Christian doctrines of the Trinity in their global, contemporary forms. Readings and discussions in the first part of the term focus on early trinitarian questions, and on key permutations of these questions in the modern West. With this provisional framework, students analyze influential doctrines of the Trinity from Africa, Asia, and Latin America. As the class does this, students ask further questions about the task of building and critiquing constructive trinitarian theologies today. What new issues in trinitarian theology are arising in regions outside Europe and North America? In what does a Christian doctrine of the Trinity consist? What are the functions of this doctrine? What is the relation between early theological decisions about the Trinity and subsequent, inter- and transcultural iterations? Seminar participants are encouraged to hone their own analytical and evaluative decisions about the Trinity. Edward Waggoner

REL 757a, Schleiermacher The purpose of this course is to understand and evaluate the theological work of Friedrich Schleiermacher (1768–1834), whose contributions to theology, hermeneutics, philosophical ethics, Plato studies, theories of the university, and religious studies continue to elicit both praise and trenchant criticism. What were the philosophical, political, and theological contexts of Schleiermacher’s thought? In what ways have his theological claims been influential? Why do his views on religion, Christianity, God, Jesus Christ, Christian community, and the Trinity remain so controversial? Course readings introduce students to Schleiermacher’s chief theological texts and to contemporary assessments of their value for feminist, postcolonial, process, and broadly Protestant theologies, as well as religious studies. Students are encouraged to develop their own analyses and evaluations of Schleiermacher’s work. Edward Waggoner

REL 760a, Music and Theology in the Sixteenth Century The Protestant Reformation in the sixteenth century was a “media event.” The invention of letterpress printing, the partisanship of famous artists like Dürer and Cranach, and not least the support by many musicians and composers were responsible for the spreading of the thoughts of Reformation. But while Luther gave an important place to music, Zwingli and Calvin were much more skeptical. Music, especially sacred music, was not only a chance for Reformation, it was also a problem, because it was tightly connected with Catholic liturgical and aesthetic traditions. Reformation had to think about the place music could have in worship and about the function of music in secular life. But first of all a theological authorization had to be found, because the authorization of music by any kind of tradition was no longer possible. Markus Rathey

REL 770b, Seminar: Theology of Paul Tillich David Kelsey

Christian Ethics

REL 715a, Introduction to Christian Ethics I This course is the first of two that together are intended to establish a foundation for the academic study of Christian ethics. It investigates classical Christian conceptions of the possibility, method, and purpose of Christian ethics. Authors include Plato, Kant, Kierkegaard, Adams, Barth, Butler, Yoder, Augustine, Thomas, Luther, Calvin, and Gustafson. Frederick Simmons

REL 715b, Introduction to Christian Ethics II This is the second of two courses that together are intended to establish a foundation for the academic study of Christian ethics. It explores prominent contemporary Christian approaches to society and human emancipation before examining three areas of notable creativity in current Christian ethics – virtue theory, evangelical ethics, and engagements with the modern life sciences. Authors include Rauschenbusch, Pope Leo XIII, Second Vatican Council, World Synod of Catholic Bishops, Reinhold Niebuhr, Hauerwas, Harrison, Guttierrez, Cone, Cannon, Kotva, Sider, and Pope. Frederick Simmons

REL 776a, Contemporary Cosmology and Christian Ethics This seminar examines changing conceptions of the place and purpose of human beings in the cosmos, and explores what these changes may mean for Christian ethics. Beginning with nineteenth-century German appraisals of the theological significance of the Copernican revolution, the class turns to twentieth-century American Reformed thinkers' retrievals, rejections, and revisions of Christian ethics in light of the new cosmology and biology. Students conclude by considering competing Christian ecofeminist treatments of these questions. Authors include Kant, Schleiermacher, Troeltsch, H. Richard Niebuhr, James Gustafson, Edward Farley, Rosemary Radford Ruether, Ivone Gebara, and Lisa Sideris. Frederick Simmons

REL 778b, Agape and Special Relations The course addresses a range of inquiries generated by a large question: How should we relate an understanding of the commandment to love one's neighbor as oneself as universal in scope (i.e., the "neighbor" is "anyone who bears the human countenance") and the urgencies of special relations (the four chosen were family members, friends, co-religionists, and compatriots)? Authors read may include Anders Nygren, Kierkegaard, Outka, Edward Vacek, Julia Jewish, Garth Hallett, Sondra Wheeler, Lisa Cahill, Aelred of Rievaulx, Gilbert Meilaender, David Novak, George Lindbeck, Bernd Wannewetsch, David Little, Martin Luther King, Jr., Malcolm X, Charles Taylor, Martha Nussbaum, Michael Walzer, and Samuel Huntington. Gene Outka

REL 830a, Metaphors of Evil An examination of the ways in which metaphors and symbols function at the intersections of various forms of oppression that coalesce into life styles of misery to produce social patterns of domination and subordination. Students consider how conversations between Christian ethics and theology as well as other disciplines help frame possible trajectories of justice and justice making. Emilie M. Townes

Liturgical Studies

REL 782a, Foundations of Christian Worship The core course in Liturgical Studies at Yale. It focuses on theological and historical approaches to the study of Christian worship, while also giving appropriate attention to pastoral, cultural, and contemporary issues. The first part of the course seeks to familiarize students with the basic elements of communal, public prayer in the Christian tradition (such as its roots in Hebrew Scripture, its Trinitarian basis and direction, its ways of figuring time and space, its use of language, scripture, music, the arts). The second part of the course provides an outline of historical developments from the biblical roots to the present. Teresa Berger

REL 785a, Chant and Liturgy in the Latin Middle Ages This interdisciplinary course is designed for scholars, performers, and liturgists. The focus is on manuscripts from the twelfth century, and from centers of major musical, liturgical, and exegetical importance: the Abbey of St. Victor in Paris; the liturgical use of Hirsau around Mainz; the Holy Sepulchre in Jerusalem; and liturgical change in the region around Winchester from the early eleventh through the late twelfth century. Margot Fassler

REL 786b, Liturgy and Gender A multi-faith, multi-racial, and multi-theological seminar examining the ways in which liturgy and gender intersect, using contemporary resources. Siobhán Garrigan

REL 780b, The Churches of the East This course introduces students to the various greater and lesser churches of Eastern Christianity. It looks particularly at the Christological divisions that separated Eastern Orthodox from Syrian and Coptic Orthodox, Church of the East and Maronite, including the Christology of Cyril of Alexandria and Nestorius, the Chalcedonian Definition, the Christological writings of Severus of Antioch, the monothelitic controversy, and the creedal documents of the Church of the East. It also looks at the recent Agreed Statements on Christology signed between the Roman Catholic Church and the Syrian and Coptic Orthodox Churches under the auspices of Pro Oriente, Vienna, and the relevant statements in the current dialogue between the various Syrian Churches. It considers the worship of these churches in relation to the eucharist, noting the history, family likenesses, development and theology, and any influence of Christological teaching. Bryan Spinks

REL 787a, The Evolution of the Anglican/Episcopal Prayer Books from the English Reformation to the Present The first part of the course considers the liturgical reforms in England and the traditions they gave rise to (from the Reformation to 1789). The second part focuses on the American Prayer Book from 1789 onward. The present Book of Common Prayer (1979) is compared with that of another province of the Anglican Communion. Jeffery Rowthorn

REL 788a, Worship and War How does war shape worship, and how does worship shape war? How do the things we do in and say about worship affect or inform or influence the things that we do in wars, and vice versa? Siobhán Garrigan

REL 789a, Gender and Liturgical History Does gender shape liturgy? Is gender inscribed into the liturgical tradition? How did gendered identities mark worship practices in seating arrangements, in participation in or exclusion from certain rituals, or in visual representations in sacred space? And does gender still matter in the formation of liturgical practices in the twenty-first century? These are just some of the questions this course proposes for intellectual inquiry. Fundamentally, the category “gender” is understood to attend to all gendered identities and sexualities. Gender, in other words, goes beyond binary femininity and masculinity and includes all gendered particularities (e.g., eunuchs in Byzantium or inter-sexed people in America, as well as men and women). This course investigates how the liturgical tradition was profoundly shaped by, and itself shaped and continues to shape, gendered lives and symbolic meanings associated with gendered identities. Teresa Berger

REL 796b, Christian Marriage Bryan Spinks

Denominational Courses

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: Baptist, Lutheran, Presbyterian, United Church of Christ, and United Methodist. (Sections on A.M.E. Zion, Roman Catholic, and Unitarian Universalist polities are offered in alternate years.) Donald Kirkham, coordinator

REL 792, Colloquium on Ministry Formation/Anglican This yearlong colloquium series focuses on the theme of leadership formation. In the fall term, juniors examine the complex array of skills and intelligences required to develop “the pastoral imagination,” and seniors engage in a workshop on liturgical celebration (middlers do not take a colloquium in the fall). In the spring term all three classes meet together for a revolving series on the theory and practice of leadership; organizational behavior; and leading change. The colloquium is required of all Berkeley Divinity School students wishing to qualify for the Diploma in Anglican Studies. Joseph Britton

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 that have culminated in United Methodism. Donald Kirkham

REL 794b, Colloquium on Ministry Formation/Lutheran Edward Schroeder

REL 795b, Anglican Theology and History I: Great Britain This course examines the major developments in classical Anglican theology, church history, and ecclesiology from the sixteenth to the twentieth century in Great Britain. The aim is to make an historical study and a constructive theological assessment of Anglican tradition and identity as it emerged in the British sphere. The course assumes that students have already completed patristic and medieval theology, and church history through the Reformation (REL 700a, 700b, 720, 721 or their equivalents). It is the first of a two-part study of Anglican theology and history.

REL 798a, Anglican Theology and History II: ECUSA and the Anglican Communion This is a course focused on the theology, history, and polity of the Episcopal Church (TEC) in the United States and the development of the worldwide Anglican Communion. Particular attention is paid to recent developments in the Communion and their theological implications for Anglican ecclesiology. A continuation of REL 795b, this course is designed for third-year students and is required of all Berkeley Divinity School students intending to qualify for the Anglican Studies Diploma. Joseph Britton

REL 799b, Roman Catholic Ecclesiology Paul Lakeland

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 700a, Transitional Moments in Western Christian History I: Early Church to the Reformation This course introduces students to the historical study of Christianity by focusing on key moments from the emergence of the first churches to the Reformation of the sixteenth century. Themes include the formation of the canon, martyrdom, early Christian society, monasticism, the crusades, heresy, Luther's protest, religious wars, and Catholic renewal. In lectures and sections students examine a range of written and visual materials to discern patterns and diversities of religious experience. Bruce Gordon

REL 700b, Transitional Moments in Western Christian History II: American Religious History Following REL 700a, this course charts the shift from post-Reformation Europe to the New World. Focusing on particular themes, students examine significant moments in the religious history of the United States from the eighteenth century to the present day. Themes include Jonathan Edwards, the Great Awakenings, slavery, the Civil War and reconstruction, liberal Protestantism, Fundamentalism, and the Civil Rights Movement. Tisa Wenger

REL 702b, Death and the Dead This course examines the centrality of the cult of the dead in late medieval Europe and the vehemence with which it was attacked in the Reformation. Themes considered include purgatory, intercession for the dead, attitudes toward the body and its treatment, and the formation of a Protestant death culture. Students make use of primary sources and visual material, and the course considers both beliefs and practices. Bruce Gordon

REL 703a, Methods and Sources of Religious History Bruce Gordon, Kenneth Minkema

REL 705a, Race and Religion in American History What is the relationship between race and religion in American history? How have religions, and cultural notions about religious difference, played a role in structuring conceptions of race and practices of racism? Conversely, what difference does race make for understanding the development of American religious traditions, institutions, and practices? This course identifies race as a central problem in American religious history, exploring the changing and intersecting formations of racial and religious identities throughout that history. Tisa Wenger

REL 707a, Chinese Protestant Christianity: 1800–2010 This course surveys thematically the history of Protestant Christianity in China through a series of primary and secondary readings. The first half of the course is set in the nineteenth century and examines Protestant mission in China: its history, ideologies, successes, and failures. The second half traces resultant debates from within the Chinese church in the twentieth century. Major themes covered include the Protestant emphasis on the Word of God as it encounters Chinese textual traditions; mission policy, sectarianism, and cultural clash; liberal

understandings of mission as social care; the demise and resurgence of Christianity in the PRC; ideological justifications for a state church under communism: the emergence of Sino-Christian theology. Chloë Starr

REL 710b, The Rise of Christianity: East and West This course focuses on the development of Christianity across the Mediterranean basin from the time of Paul to the conquest of Constantinople in 1204 by Crusaders from Western Europe. It studies not only the important centers of Christianity but also major themes such as the sources of division between East and West, the development of the papacy, and the role of church-state relations in the Carolingian and Byzantine empires. The final meeting addresses the relevance of the East-West split for current events, including attempts at ecumenical dialogue and the political situation in the former Yugoslavia. David Eastman

REL 732a, Calvin and Calvinism This course begins with the life and thought of John Calvin considered within the historical context of the sixteenth century. Particular emphasis is placed on Calvin's role in the wider Reformation and his interaction with allies and opponents. The course then shifts to study the phenomenon of Calvinism as it spread through Europe and, later, New England. Students should have some background in Reformation history. Bruce Gordon, Carlos Eire

REL 735a, Introduction to Post-Reformation Studies This history course is an introduction to the period of the church of ca. 1565–1750, including the Roman Catholic (Counter) Reformation and post-Protestant Reformation period. Particular focus is on the relationship of New England or early American history and its underlying post-Reformation sources. Further, students consider the role of the post-Reformation Reformed thought for the life of the church today. Adriaan Neele

REL 738b, The Life and Thought of Jonathan Edwards This reading course is designed to offer students an opportunity for intensive reading in and reflections upon some of the writings by early America's premier philosophical theologian. The course is also meant, through secondary literature, to familiarize students with the life and times of Edwards and to encourage extensive reading and discussion about Edwards's background, historical and intellectual contexts, and legacy. Harry Stout, Kenneth Minkema

AREA IV: MINISTERIAL STUDIES

The biblical and theological heritage of Christianity finds focus in engagement with persons and structures of the church and culture. The revelations of the Bible and theology, by their very nature, require ever-renewed lodging and expression in the ongoing life of the both the church and the world. The church and the world, by their natures, require ever-renewed rooting and direction in the Christian heritage. It is a lifetime vocation to learn to discern and guide the processes of this reciprocal engagement. Area IV aspires to find guidelines and impetus for this vocation. All courses in Area IV presuppose some personal experience with the occasions of ministry. The Part-Time Internship with Practicum explicitly provides for this experience, and for demonstrating the relation of theory and practice.

Although some Area IV courses have no prerequisites and are appropriate for entering students, students normally will wait until their second year to begin their preaching courses.

Principles of 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 Stuehrenberg, Suzanne Estelle-Holmer

REL 928b, Musical Skills and Vocal Development for Parish Ministry The two-term course is designed to equip students preparing for ministry with the vocal and musical skills necessary for planning and leading Christian worship in a wide variety of liturgical traditions. Students engage practical matters in congregational song, ways in which singing forms community, and strategies for helping the members of the assembly claim their own voices in a culture that privileges performance-quality individualism over the communal musicianship of the assembly. Students learn a diversity of musical and liturgical styles, including chant, psalm-singing, Sacred Harp, and African American and global song traditions in which the role of the enlivener is essential. The course requires fieldwork in local congregations and uses the daily ecumenical worship in Marquand Chapel as a point of discussion. Patrick Evans

Counseling Ministry

REL 907a and b, Introduction to Pastoral Care This course explores introductory pastoral care and counseling issues related to normal and crisis life events. Students survey a 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 are emphasized throughout the course. The class pays particular attention to cultural and communal contexts and consequent strategies of care. Kristen Leslie

REL 977a, Narrative Therapy: Resources for Pastoral Care The focus of this course is the study of narrative theory and the practice of narrative therapy, a therapeutic modality that takes story as its dominant and definitional metaphor and attends to the prominence of language, discourse, and communication in human meaning making. Studying the pioneering work of Australian Michael White and New Zealander David Epston, the class learns (1) how to engage in generative conversations with people/couples/families who are caught in problem-saturated or oppressive stories; and (2) how to support them in “writing” more hopeful, liberating, and preferred accounts of their lives. Students examine narrative approaches to therapy through the lenses of narrative theology, biblical narratives, and the theological concepts of hope and liberation. The class explores the benefits of a narrative approach for (1) a variety of settings: familial, medical, and congregational; and (2) those whose stories have been marginalized, or silenced in/by the dominant culture: LGBT, the traumatized, those who are dealing with illnesses. Alice Perry

REL 989b, Pastoral Care and Counseling with Young Adults A significant developmental task for young adults, the “twenty-somethings,” is the birth of critical awareness and the dissolution and re-composition of the meaning of self, others, world, and God. This meaning-making plays out for young adults as they attend to questions about Who, With Whom, and Whose they are. Providing healing and transformative pastoral relationships with young adults requires moving beyond a definition of young adults as the transitional “not-yet” generation to an understanding of them as yearning to belong to communities and having something important to contribute. This course examines developmental, socio-cultural, and theological issues of young adulthood for the purpose of providing effective and appropriate pastoral care. Kirsten Leslie

Preaching Ministry

REL 912a, Principles and Practice of Preaching This is the required introductory course in the theology, history, and practice of preaching. It is the prerequisite for all other courses in preaching. Special attention is given to biblical exposition, the congregational context, the appropriate use of experience, the development of a homiletical imagination, and engaging all the preacher’s gifts for communication. Leonora Tisdale, Thomas Troeger

REL 961a, Prophetic Preaching Leonora Tisdale

REL 963a, Congregational Song as Resource for Preaching This course begins with an examination of some of the primary historical periods of hymn writing in the Western church that are represented in mainstream hymnals, then moves on to consider contemporary and global congregational song. Students get to design a service and create and deliver a sermon based on these perspectives. Students also learn how to write a hymn text or write a hymn setting. Patrick Evans, Thomas Troeger

REL 967b, Theologies of Preaching Thomas Troeger

REL 968, Women’s Ways of Preaching Leonora Tisdale

REL 969b, The Round Table Pulpit: Developing Services through Group Bible Study Leonora Tisdale, Thomas Troeger

Educational Ministry

REL 910a, ISM Colloquium Martin Jean

REL 921a, The Congregation as Educator This seminar engages participants in extensive study of the contexts, purposes, events, content, processes, and approaches for carrying out the congregation’s corporate and holistic vocation of Christian education. Particular attention is given to the educational vocation carried out in communal worship and public mission; seasonal and other events; church symbols, art, and architecture; and Web and other communications. Participants discuss the role of church leaders and responses to culture, class, denomination, age/stage, and gender in fulfilling these aspects of the congregation’s role as educator. Anne E. Streaty Wimberly

REL 922b, Just Hospitality: A Theology of Educational Ministry This course looks at the works of Paulo Freire and Letty Russell to gain an understanding of how one might create transformational educational ministry in church and society. Students consider basic practices of conscientization and how they might be used in ministry and the workplace. The class examines the issue of authority in feminist theology, and explores what a church in the round might look like. Together participants work to understand how to be agents of a just hospitality in a postcolonial world. Shannon Clarkson

REL 924b, Ministry and the Disinherited There is a serious and vigorous public debate about the role of religion's influence on society's understanding of its social responsibilities, particularly to those who are most vulnerable and in need of support. This course has as its focus the effort to discern who are the disinherited. It explores aspects of the Christian religious dimensions in social and political reform movements, the role of faith-based social services and the influence of religious values on individual behavior, and ideas about the role of government in meeting human needs, as well as the contribution of religion to the formation of social welfare policy. Frederick J. Streets

REL 927a, Practices of Story in Christian Education This course engages students in exploring, practicing, and reflecting critically on narrative pedagogical designs and approaches in Christian education. Emphasis is placed on Christian education as narrative theological practice and participatory events that involve personal, canonical, and communal heritage stories directed toward people's wisdom formation and lived Christian faith. A range of cross-generational, cross-cultural biographical materials, and biblical tools are presented. Students are also invited into memoir-making for their own practical insight and preparation for guiding others' uses of this approach to story. Anne E. Streaty Wimberly

REL 974b, Body and Soul: Ministry for Sexuality and Justice The course provides a solid foundation in sexuality-related issues and ministry skills for clergy and religious professionals. The course begins with an assessment of personal sexual history and values as a baseline for addressing a broad range of sexuality issues as they arise in the context of ministry including understandings of sexuality and scripture, church history, and denominational policies that serve as sources for Christian sexual ethics and teachings. The pedagogy of the course offers opportunities for the development of skills to provide sexuality-related education, counseling, preaching, and witnessing on justice issues in one's faith community. Kate Ott

REL 980a, Travel Seminar: Interfaith Dialogue Kristen Leslie, Sharon Kugler

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 of 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. 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

REL 810a, Indigenous Religions and Ecology This course explores how particular indigenous peoples relate to local bioregions and biodiversity. Opening with an examination of such terms as “indigenous,” “religion,” and “ecology,” the course proceeds to investigate religious studies and ethnography related to small-scale societies and the many ways in which they relate to local bioregions and biodiversity. The course examines indigenous ethnic diversity and cultural relationships to place, and the ways that values, associated with physical places, are articulated in symbols, myths, rituals, and other embodied practices. The emphasis on place and religious ecology in this course illustrates what indigenous peoples could bring to studies in environmental culture. Finally, this course on indigenous religions and ecology necessarily involves questions of environmental justice, namely, the imposition of environmentally damaging projects on a people whose voice in decision making is diminished or totally eliminated. John Grim

REL 814a, Christian-Muslim Dialogue This is an introductory survey of Islam: its origin, history, law, theology, and religious tradition. The course explores interfaith issues in terms of convergence as well as contrast. Lamin Sanneh

REL 816b, World Christianity Lamin Sanneh

REL 817b, Religions and Ecology: Asian Religions This course examines the various ways in which religious ideas and practices have contributed to cultural attitudes and human interactions with nature in Asia. Examples are selected from Hinduism, Buddhism, Confucianism, and Daoism. The course examines such topics as: symbols, images, and metaphors of nature in canonical texts, views of the divine as transcendent to the world, the indwelling of the sacred in the Earth, the ethics of using and valuing nature, ritual practices that link humans to the natural world, and cosmology as orienting humans to the world and embedding them in place. John Grim, Mary Evelyn Tucker

REL 819b, African Religions: Theological Inquiry Lamin Sanneh

Philosophy of Religion

REL 820b, The Philosophy of Religion The course examines some of the key issues in the philosophy of religion, such as the relationship between religion and morality, the problem of evil, the traditional proofs for the existence of God, the relationship between faith and reason, miracles, immortality, the relationship between religion and science, and religious pluralism. John Hare

REL 824a, Theological Aesthetics This course examines the relationship between our ideas of beauty and our ideas of God. We proceed historically, looking at philosophers and theologians who have written about this relationship, but ending with writers who are still alive. John Hare

REL 831a, Kant's Philosophy of Religion This course examines Kant's views about God throughout his work, but focusing on *Lectures on Ethics*, *First Critique*, *Second Critique*, *Religion within the Bounds of Mere Reason*, *Third Critique*, and *Conflict of the Faculties*. John Hare

REL 832b, Kierkegaard's Philosophy of Religion This course examines some of Kierkegaard's central writings about the life of faith and the other stages of life, especially *Either/Or* (volumes I and II), *Fear and Trembling*, *Philosophical Fragments*, *Concluding Unscientific Postscript*, and *Works of Love*. John Hare

Religion and the Arts

REL 836b, Witnessing, Remembrance, Commemoration Memory and its expressions structure and inform many aspects of contemporary visual culture. This seminar pursues readings about memory and witnessing chosen from the works of such writers as Sigmund Freud, Albert Camus, Frances Yates, Maurice Halbwachs, Michel de Certeau, and the authors of the Book of Genesis, as well as writings about commemoration by James Young and Pierre Nora, among others. Discussions apply these readings to the study of witnessing and memorializing as artistic practices, and examine visual realizations of such works, including some monuments and memorials near campus and videos in the Fortunoff archive. Student projects center on theory or on special cases of commemoration, ritual, memorial practice, and monuments, whether built, written, aural, electronic, or played out on the streets. Margaret Olin

REL 839b, Psalms in Literature and Music A study of selected psalms (e.g. 23, 130, 150) as literary and theological works that have had a long history in Jewish and Christian worship. From this beginning, students then look at these scriptural texts as inspiration for a wide variety of literary and musical compositions. Peter Hawkins, Markus Rathey

REL 842a, Creative and Dramatic Writing In *Christ Is the Question* Wayne Meeks writes, regarding the advent of Christianity: "It is, of course, difficult for academic historians to believe that poetry can make history – but that, I submit, is what happened." This course asks the following two questions: Are there signs of this poetry in current dramatic writing and fiction? And where do we find this poetry in our own writing? Students read dramatic work by Anton Chekhov, Harold Pinter, Horton Foote, August Wilson, Lynn Nottage, short fiction by Alice Munro and Jhumpa Lahiri, as well as look at the films *Paradise Now* (Palestine), *Walk On Water* (Israel), and *The Band's Visit* (Israel). Concurrent with this, the students work on their own dramatic scenes, monologues, plays, or stories. As the term proceeds, students present and discuss this writing. The weekly two-hour class meeting is supplemented with office-hour appointments with each individual student. Russell Davis

REL 851b, Religious Themes in Contemporary Fiction: Short Story Readings in contemporary American short fiction with a particular interest in scriptural resonance and religious (Jewish as well as Christian) significance. Authors to be considered: Flannery O'Connor, John Updike, Allegra Goodman, Tobias Wolff, Andre Dubus, John Clayton, Mary Gordon. Peter Hawkins

REL 857a, Religious Lyric in Britain Survey of the religious lyric in Britain from the Anglo-Saxon Caedmon to the contemporary poet Michael Symmons Roberts. Others include *Dream of the Rood* poet, Donne, Herbert, Rossetti, Hopkins, Hardy, Eliot, Larkin, R.S. Thomas. Peter Hawkins

Study of Society

REL 828b, What's in a Text: Huntington This course provides a detailed examination of one formative text for moral discourse to explore a thinker's ideas and how he or she states a theme, develops an argument, and is able to argue his or her case in a persuasive manner. Attention to consistency, reasoning, style, and rhetoric are also a part of the course. Finally, we consider the book in relation to the renewal of the church, its implication for ministry, and its place in enriching scholarly debate and thought. Students may repeat the course as different texts are studied. The text we consider this time is the classic by the late Samuel Huntington, *The Clash of Civilizations*. Emilie Townes

REL 864b, Leadership Ministry in Schools and Colleges This course seeks to help prepare students for leadership positions in schools and for college chaplaincy. It begins with an analysis of "where young people are today," and in particular the existential/spiritual questions they are often asking, even without realizing they are asking. Then the course turns its attention to schools with some sort of religious orientation. F. Washington Jarvis

REL 875a, Seminar on Faith and Globalization Religion will slowly wither away or lodge itself quietly into the privacy of worshippers' hearts, many leading thinkers of the nineteenth and twentieth centuries predicted. Instead, at the beginning of the twenty-first century, we find that religion has re-emerged as an important factor on the national and international scenes, in such disparate spheres as politics, business, and medicine. Moreover, the number of religious adherents is growing in the world today, both in absolute and relative terms. Religion's influence promises therefore to continue undiminished. That influence is likely to prove ambivalent, contributing significantly to human flourishing, and yet at the same time serving as a source of extremism and violence. This course explores a set of interrelated issues about the resurgence of religion on the public scene in the context of globalization. Students examine (1) the extent and the precise nature of the resurgence of religion globally, and reasons for it; (2) cases in which religion fosters extremism and serves as an oppressive and violence-generating force; (3) cases from various spheres of life in which religion is a factor contributing to human flourishing at the communal, organizational, and global levels; and (4) ways in which and the conditions under which robust religious allegiances of people can be employed constructively in a pluralistic environment of an increasingly interconnected world. Tony Blair, Miroslav Volf

REL 877a, Religion and Feminization of Poverty The seminar reflects on the challenges of postmodernity and globalization facing women in the world in view of what Diane Pearce describes as the phenomena of "feminization of poverty." The course addresses gender studies as an effective tool to map out and analyze alternative readings of Islam

since gender seems to be the nexus of Islamic normative and legal principles and practices. Sallama Shaker

REL 881a, Religious Dimensions of the Middle East Peace Process The objective of this seminar is to engage students in critical thinking and to raise their awareness regarding many controversial issues that must be addressed in exploring the complex interactions among religion, identity, culture, and peace building in the Middle East by employing a range of analytical and methodological tools. Sallama Shaker

REL 883a, Introduction to Religion and Politics Long before President Ronald Reagan used the Book of Revelation to justify military triumphalism or Senator Barack Obama articulated a political theology of hope, there has been a complicated relationship between politics and religion. For some thinkers, religion and politics are autonomous realms, the former concerned with religious experience and the semiprivate associations of believers while the latter concerns public authority. For other thinkers, religion is a critical reflection on the political, exposing, for example, inequalities of race, class, and gender. And, for still others, religion and politics are similar activities: both are understood as products of metaphysical imaginations through which communities are organized. This introductory survey course explores thematically the various ways that the intersections, juxtapositions, and collisions of politics and religion have been negotiated, contested, and rearranged. Melissa Matthes

ADDITIONAL COURSES OFFERED

Area I

Character and Community in the Biblical Short Story: Jonah, Ruth, and Esther

Feminist Interpretation: A Narratological Approach to 1 & 2 Samuel

English Exegesis of Matthew

English Exegesis: Amos and Hosea

Gender, Sex, and Power in the Books of Ruth and Esther

Corinthian Correspondence

Hebrew Exegesis: The Book of Micah

Hebrew Exegesis: Jeremiah

Advanced Hebrew Poetry: Job

Greek Exegesis of Galatians

Greek Exegesis of Luke

Greek Exegesis: Acts of the Apostles

The Book of Daniel and Related Literature

Judaism in the Persian Period

Paul and the Spirit

History of First-Century Palestine

Historical Jesus

Jesus's Death as a Saving Event

Apocalyptic Imagination in Judaism, Christianity, and Islam

Martyrs and Martyrdom

Crafting Early Christian Identities
The Rise of Monotheism in Ancient Israel
Irony and Meaning in the Hebrew Bible
The Sectarian Movement in the Dead Sea Scrolls
Hebrew Bible Seminar: Problems in the Book of Deuteronomy
New Testament Apocrypha

Area II

The Theology of Plato and Aristotle
History of Christian Thought 500–1600
Augustine of Hippo
Practicing Jesus: Christology and the Christian Life
Christian Theology of “Other Religions”
Theology of Athanasius
Warrior Chants and Unquiet Spirits
Process Theology Seminar
God in Modern Thought
Patristic Trinitarian Doctrine
Lutheran Ethics in a Comparative Context
Love and Justice
African American Religious Strategies
Desire and the Formation of Faith
Theological Ethics
Black Religion in the Public Square
Bonhoeffer and King
Music in Medieval Britain
Ritual Theory and Sacramental Theology
The Worship Mall
Contemporary German Theology
Environmental Theologies
Liturgical Theology
The Conversational Theology of Rowan Williams
Readings in Schleiermacher
Religious Ethics and Modern Moral Issues
Music and Theology in the Sixteenth Century: Luther, Zwingli, Calvin, and the
Council of Trent
The English Reformation Liturgical Traditions and the Evolution of the Anglican
Books of Common Prayer
Praying What We Believe: Theology and Worship
Anglican Theology and History II: ECUSA and the Anglican Communion

Area III

Religion in American Society, 1550–1870
History of Western Christianity, 300–1300

History of Western Christianity, 1300–1700
 Sacred Music in the Western Christian Tradition
 Buxtehude
 Late Beethoven
 Music, Liturgy, and Historiography in Medieval England
 Pietism and the Origins of Evangelicalism
 The Life and Thought of Martin Luther
 Sin, Penance, and Forgiveness in Early Modern Europe
 Christian Spirituality in the Age of Reform

Area IV

Church Administration
 Family Systems and Pastoral Care
 Pastoral Care with Young Adults
 Pastoral Care in Loss: Dying, Death, and Bereavement
 Pastoral Care in Small Groups
 Text, Memory, and Performance
 The New Homiletic: Innovative Methods of Proclamation
 Spirituality of Presence in the Pulpit
 Introduction to Christian Religious Education
 Creativity and the Congregation
 Prophetic Preaching
 Principles and Practice of Preaching
 Teaching the Bible in the Congregation
 Christian Education in the African American Experience
 Spirituality and Religious Education
 Youth, Culture, and Christian Education

Area V

Gender, Religion, and Globalization: Practices, Texts, and Contexts
 Apocalyptic Religion in Cross-Cultural Perspective
 What's In a Text?: Charles Long's *Significations*
 The Political Economy of Misery
 American Indian Religions and Ecology
 African Religions: A Theological Inquiry
 Wittgenstein's Philosophy of Religion
 Ethics and the Economy
 Christian Social Ethics
 Global Ethics and Sustainable Development
 Environmental Ethics in Theory and Practice
 Covenant, Federalism, and Public Ethics
 Communicative Ethics in a Multicultural Democracy
 Spiritual Autobiography
 Elegy, Memory, and the Poetics of Grief

Milton

Late-Medieval English Drama

Ritual, Hermeneutics, and Performance Art

Modern Christian Art and Architecture

The Afterlife: The Apocalypse in Art and Architecture

The Art and Architecture of Conversion and Evangelism

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 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 and letters of recommendation should be submitted electronically. All official transcripts should be mailed to the Admissions Office, Yale Divinity School, 409 Prospect Street, New Haven CT 06511-2167.

Yale Divinity School is a graduate and professional school that works in partnership with the Yale Institute of Sacred Music and Berkeley Divinity School at Yale.

Berkeley is an Episcopal seminary affiliated with Yale Divinity School; the Institute of Sacred Music is an interdisciplinary graduate center dedicated to the study and practice of sacred music, worship, and the arts. Students who want to enroll in Berkeley must apply to Yale Divinity School. Students who want to apply to both the Divinity School and

the Institute of Sacred Music must complete separate applications to both the Divinity School and the Institute. The Institute application and supporting documents should be sent directly to the ISM Admissions Office. Consult the Institute's bulletin for detailed information on admission procedures and curricular requirements for the Institute of Sacred Music. 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. Applications submitted by the priority deadline, January 15, will include a nonrefundable fee of \$75 (U.S.), payable by credit card. This fee cannot be waived; applications submitted without the fee will not be processed. Applications submitted after the priority deadline require a nonrefundable fee of \$100 (U.S.).
- 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.
- 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 are required. Recommendation letters must be current and address the applicant's potential for the degree program to which he or she is applying. Letters from Career Service dossiers will not be accepted.
- f. IELTS scores (minimum 7.0), required for applicants from countries where English is not the primary language of instruction. Applicants who have a degree from an institution where English is the language of instruction are exempt.
- 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. Students applying for financial aid (need-based scholarships and loans) should download the financial aid application at www.yale.edu/divinity/. The application deadline is March 1. Applications received late will be considered on a funds-available basis.

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 priority application deadline is January 15. All online applications submitted on or before the priority filing deadline must include a \$75 application fee payable online by credit card at the time of submission. All applications completed (including transcripts, letters of recommendation, essays, and IELTS scores, if applicable) by January 15 will be forwarded to the Admissions Committee for immediate review.

The non-priority application deadline is February 1. Non-priority applications must be accompanied by a \$100 application fee. 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 posted online and 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. A matriculation deposit of \$200 must accompany the acceptance of admission form. 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. Deferral of admission may, in rare cases, be granted by the associate dean of admissions. The request should be made in writing and, if approved, accompanied by a \$500 nonrefundable tuition deposit in addition to the \$200 matriculation deposit.

Unsuccessful applicants are welcome to reapply but only after a full academic year has elapsed between the initial attempt and a subsequent application. 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 about IELTS test dates and locations, contact IELTS Inc. at 100 East Corson Street, Suite 200, Pasadena CA 91103, USA; telephone 626.564.2954; fax 626.564.2981; e-mail ielts@ieltsintl.org; Web site, www.ielts.org.

In addition to the IELTS test, all non-native speakers of English will be required to take an examination in oral and written English in August and may be required to register for a supplemental English class that will be provided and paid for by the School. This year-long course will focus on English speaking, writing, and comprehension and will be incorporated into the student's program.

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), which will generate 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 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 is located at 421 Temple Street, New Haven CT 06520; telephone 203.432.2305; e-mail oiss@yale.edu.

Transfer Students

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 the regulations under Transfer of Credit, in the chapter on Standards and Requirements.)

NONDEGREE PROGRAMS

Traditional

Yale Divinity School offers a limited number of students the opportunity to enroll as nondegree students (see Nondegree Students, in chapter on Programs of Study). Non-degree 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 associate 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. A separate application is available for this program. The fee is \$1,500 per term.

Exchange

Semester and yearlong exchange programs have been initiated between Yale Divinity School and Cambridge University in England and with German universities in Heidelberg, Freiburg, and Tübingen. There are also semester and yearlong exchanges with Singapore's Trinity Theological College and the Divinity School of Chung Chi College (Chinese University of Hong Kong). 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).

The exchange programs are limited to M.Div. and M.A.R. students only.

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.

VISITING FELLOWS

Each year the Divinity School appoints as visiting fellows 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. Visiting fellows 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. Visiting fellows 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 Visiting Fellows Program, Yale Divinity School, 409 Prospect Street, New Haven CT 06511-2167.

SPOUSES

Spouses and same-sex domestic partners 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 2009–2010 academic year is \$19,600 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 \$2,450 per course. Nondegree students are charged \$2,450 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. Students who transfer credit toward a degree and students who are on the expanded plan will be charged according to the number of credits taken during each term. Students will be charged for all work taken in the Divinity School or the University that is used toward fulfilling the requirements for a degree.

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 \$1,338 for a single student plus approximately \$514 for additional YHP Prescription Plus Coverage (see Health Services for Divinity School Students, in chapter on Yale University Resources). Students with adequate outside coverage may waive Yale Health Plan Hospitalization/Specialty Coverage.

In addition to the health fee, each student is assessed a \$115 activities fee. M.A.R. and M.Div. students are charged a board fee of \$880 to use as a declining balance 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 \$230 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 \$155 orientation fee. The fee is assessed only to those S.T.M. and nondegree students who attend orientation. Spouses and partners attending orientation pay a \$30 fee.

CHANGE OF DEGREE FEE

There will be a \$75 fee imposed on students who change their degree program.

GRADUATION FEE

Graduating students are assessed a \$165 graduation fee whether or not they attend graduation.

Tuition Rebate and Refund Policy

On the basis of the federal regulations governing the return of federal student aid (Title IV) funds for withdrawn students, the rebate and refund of tuition is subject to the following policy.

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% of the term will be subject to a pro rata schedule which will be used to determine the amount of Title IV funds a student has earned at the time of withdrawal. A student who withdraws after the 60% point has earned 100% of the Title IV funds. In 2009–2010, the last days for refunding federal student aid funds will be November 5, 2009 in the fall term and March 28, 2010 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% of tuition will be rebated for withdrawals which occur on or before the end of the first 10% of the term (September 12, 2009 in the fall term and January 20, 2010 in the spring term).
 - b. A rebate of one-half (50%) of tuition will be granted for withdrawals which occur after the first 10% but on or before the last day of the first quarter of the term (September 28, 2009 in the fall term and February 4, 2010 in the spring term).
 - c. A rebate of one-quarter (25%) of tuition will be granted for withdrawals which occur after the first quarter of a term but on or before the day of midterm (October 25, 2009 in the fall term and March 2, 2010 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, 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, 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 for entering students and April 1 for continuing students.

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 2009–2010 with supporting documentation.

HOUSING EXPENSES

The Divinity School operates three on-campus apartment buildings containing eighty-four units total, consisting of one-bedroom, junior one-bedroom, and two-bedroom apartments. Two-bedroom units may be shared or assigned to residents with dependent children. While most rooms are unfurnished, there are a limited number of furnished apartments.

Each apartment has a living room, kitchenette (refrigerator and stove included), and bathroom. Furnished apartments generally come with a double/full size bed, bureau, end tables with lamps, area rugs, a love seat and chair, coffee table, and kitchen table with chairs. All students are expected to supply their own linens, flatware, dishes, cooking utensils, pillows, blankets, and other housekeeping equipment. Each building has coin-operated laundry facilities in the basement. There are a limited number of single beds that are lent out on a first-come, first-served basis to students renting unfurnished

apartments. These beds must be assembled by the student, then disassembled and returned to storage upon move-out.

Rental fees are charged monthly to students' accounts and include heat, hot water, electricity, and wireless Ethernet. Parking is also provided to students possessing proof of vehicle ownership. In the 2009–2010 academic year, the monthly rates for unfurnished apartments are: \$830 for a junior one-bedroom, \$960 for a one-bedroom, \$1,090 for a two-bedroom, and \$545 per person for a shared two-bedroom apartment. The furnished rates are: \$960 for a junior one-bedroom, \$1,090 for a one-bedroom, \$1,190 for a two-bedroom, and \$595 per person for a shared two-bedroom apartment. Housing leases for incoming students run from August 15 to May 31. Contracts for renewing students are twelve months, beginning June 1 and expiring May 31, though not all returning students are permitted to renew due to space constraints. Rental fees for summer housing are not covered in students' financial aid packages for the academic year.

Housing applications for apartments must be submitted at the same time as acceptance of admission to the Divinity School. Upon receipt these forms are date-stamped and rooms are filled on a first-come, first-served basis. A security deposit equal to one month's rent is billed to the student's account when a housing license is signed. The deposit is held until the student leaves Divinity housing and refunded after the apartment has been inspected, minus any deductions for damages.

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. More information can be found at www.yale.edu/gradhousing/.

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 \$880 per year for food to be purchased in the refectory on a "declining balance" basis. Part-time students are billed \$460 per year for declining balance food purchases. S.T.M. students, nondegree students, and visiting fellows wishing to participate in the declining balance program may do so by contacting the registrar.

TOTAL EXPENSES

For a single student living on campus during the 2008–2009 academic year, the total expenses are estimated to be:

| | |
|-------------------------------|-----------------|
| Tuition | \$19,600 |
| Health, Student Activity Fees | 3,002* |
| Rent & Food | 10,328 |
| Books & Supplies | 1,100 |
| Living expenses | 5,026 |
| Total expenses | <u>\$39,056</u> |

*Includes \$880 declining balance for refectory purchases for full-time students.

SOURCES OF SUPPORT

Merit Scholarships

The Admissions Committee designates several merit scholarships each year. There is no separate application for merit 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. In the 2009–2010 academic year, the Marquand will be offered to five Master of Divinity and five M.A.R. students. They will receive full tuition and a \$5,000 living allowance.

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 living allowance of \$2,500, and the awards are renewable.

The William Sloane Coffin Scholars, recommended by the Admissions Committee, are selected among incoming applicants who demonstrate some of the attributes of William Coffin's prophetic leadership, his passion for social justice, and his critical theological interpretations of the contemporary social and political scene. William Sloane Coffin Scholars receive a full-tuition scholarship and a living allowance of \$2,500; the award is renewable.

Recipients of the Forman scholarship, the William and Marian Sengel scholarship, and the Ping Teh Sie scholarship are all selected by the associate dean of admissions and financial aid. Recipients are designated as incoming students and receive full tuition and, in the case of the Sengel and Ping Teh Sie scholarships, a living allowance of \$2,500. Recipients of the Forman scholarship are given a \$2,000 living allowance. The Forman scholarship is established for an overseas student with financial need. The Sengel scholarship is awarded to a student from a developing country who plans to return to that country. The Ping Teh scholarship is designated for a Chinese-American student or one from China, Taiwan, Hong Kong, or Singapore. Finally, the Tweedy scholarship goes to four incoming M.Div. students with exceptional academic achievements and unusual promise for outstanding pastoral leadership. It covers full tuition and comes with a living allowance of \$1,500.

Need-Based Scholarships

All YDS scholarship awards are administered through the Financial Aid Office. 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.*

Veterans Benefits

For information about eligibility and application for educational benefits for veterans, visit the United States Department of Veterans Affairs Web site at www.gibill.va.gov. To have your enrollment certified to the Veterans Administration, contact the Divinity School registrar.

Loans

YDS utilizes the federal Stafford Loan program (subsidized and unsubsidized) and the federal Perkins loan program. 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 \$4,000 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.

Students in the Divinity School occasionally have the opportunity to serve as a Teaching Fellow in courses in Yale College. Such opportunities normally arise only when the student has an unusually strong background in the subject of the course. The associate dean of academic affairs must approve all plans to serve as a Teaching Fellow before negotiations are concluded with the department offering the course and before the course actually begins to meet.

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.

Bills

Yale University's official means of communicating monthly financial account statements is electronically through the University's Internet-based system for electronic billing and payment, Yale University eBill-ePay.

Student account statements are prepared and made available twelve times a year at the beginning of each month. Payment is due in full by 4 p.m. Eastern Standard Time on the first business day of the following month. E-mail notifications that the account

statement is available on the University eBill-ePay Web site (www.yale.edu/sis/ebep) are sent to all students who have activated their official Yale e-mail accounts and to all student-designated authorized payers. It is imperative that all students activate and monitor their Yale e-mail accounts on an ongoing basis.

Bills for tuition, room, and board are available 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 | \$220 |
| by October 1 | \$330 |
| <i>If spring-term payment in full is not received</i> | <i>Late charge</i> |
| by December 1 | \$110 |
| by January 2 | \$220 |
| by February 1 | \$330 |

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.

The University may withhold registration and certain University privileges from students who have not paid their term bills or made satisfactory payment arrangements by the day of registration. To avoid delay at registration, students must ensure that payments reach Student Financial Services by the due dates.

Charge for Rejected Payments

A processing charge of \$25 will be assessed for payments rejected for any reason by the bank on which they were drawn. In addition, the following penalties may apply if a payment is rejected:

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

Yale University eBill-ePay

There are a variety of options offered for making payments. Yale University eBill-ePay is the preferred means for payment of bills. It can be found at www.yale.edu/sis/ebep/. Electronic payments are easy and convenient—no checks to write, no stamps, no

envelopes, no hassle. Payments are immediately posted to the student's account. There is no charge to use this service. Bank information is password protected and secure, and there is a printable confirmation receipt. Payments can be made twenty-four hours a day, seven days a week, up to 4 p.m. Eastern Standard Time on the due date to avoid late fees. (The eBill-ePay system will not be available when the system is undergoing upgrade, maintenance, or repair.) Students can authorize up to three authorized payers to make payments electronically from their own computers to the student's account using Yale's system.

Use of the student's own bank payment service is not authorized by the University because it has no direct link to the student's Yale account. Payments made through such services arrive without proper account identification and always require manual processing that results in delayed crediting of the student's account, late fees, and anxiety. Students should use Yale eBill-ePay to pay online. For those who choose to pay by check, remittance advice with mailing instructions is available on the Web site.

Yale Payment Plan

The Yale Payment Plan (YPP) is a payment service that allows students and their families to pay tuition, room, and board in ten equal monthly installments throughout the year based on individual family budget requirements. It is administered by the University's Office of Student Financial Services. The cost to enroll in the YPP is \$100 per contract. The deadline for enrollment is June 19. For additional information, please contact Student Financial Services at 203.432.2700 and select "Press 3" from the Main Menu. The enrollment form can be found online in the Yale Payment Plan section of the Student Accounts Web site: www.yale.edu/sfas/financial/accounts.html#payment.

Other Curricular Considerations

SUPERVISED MINISTRIES

The programs in supervised ministries teach students how to gain professional competence, build frameworks for raising practical theological issues, acquire comprehensive and realistic views of the Church and its ministries, and develop ministerial identities. While supervised ministry is a requirement of the M.Div. program, it is open to all YDS students in degree programs. The sixteen-hour seminar on preventing ministerial misconduct, required of all M.Div. students, is a prerequisite for both the Part-Time Internship with Practicum and Leadership in Public Ministry. For more information about requirements and policies regarding supervised ministries, please consult Office of Supervised Ministries (OSM) literature.

Students may participate in one or more of the following programs. Completion of one is required for the M.Div. degree. These programs carry elective credits and do not apply toward Area IV.

Programs Offered by Yale Divinity School

PART-TIME INTERNSHIP WITH PRACTICUM (3 CREDITS PER TERM)

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 three credits each term. Both terms must be completed for any credit to be received.

LEADERSHIP IN PUBLIC MINISTRY (SUMMER: 3 CREDITS; ACADEMIC YEAR: 3 CREDITS PER TERM)

This internship program teaches students how to create change in community. Students learn how to practice justice and use power in ways that are biblically based and theologically grounded.

The Summer term program is full-time. It begins with two weeks of training and then continues with nine weeks of internship under the supervision of an experienced practitioner. Interns gather for four afternoons during the summer for further training. The program concludes with an immersion trip to study one of the sites related to the program.

The Academic Year program is part-time. It is taken for two consecutive terms starting in September. It begins with seven weekly class sessions in September and October, followed by biweekly class sessions throughout the fall and spring terms. It then continues with an internship of twelve hours per week throughout the academic year. The program includes two immersion trips to sites related to the program. Both terms must be completed for any credit to be received.

Programs Offered by Other Educational Institutions—Transfer Credit

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

Examples of qualified programs include:

Clinical Pastoral Education (3 credits) 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. Eligible students may receive a stipend through the Office of Finance and Administration.

Seminary Consortium for Urban Pastoral Education Summer Program (3 credits) 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 (3 credits) Seminary Summer is a ten-week summer internship program sponsored by the Interfaith Worker Justice and the AFL-CIO. Interns attend a weeklong training period on religion and labor organizing and then work directly with labor unions and other labor organizations to engage the religious community in workplace issues. Interns receive stipends to help with costs, and a mentor for theological reflection.

INTERN YEAR

The Divinity School does not offer Supervised Ministries credit or academic credit for an intern year unless that year of study is formally supervised and credited by another seminary. However, students who wish to maintain their student status at Yale while participating in an intern year may do so by making an application to the Professional Studies Committee, explaining how the intern year fits into their educational goals. If the committee approves the intern year, then students will be allowed to complete a technical registration that will allow the student to continue his or her current student status at Yale and to continue to use Yale e-mail. Because the student status continues, the individual

will not need to start repaying student loans, and will not have to reapply for admission to the Divinity School at the end of the intern year. Upon completion of the intern year, students are expected to supply the Professional Studies Committee with a brief written evaluation of the intern year.

MINISTRY STUDIES SUPPORT

The Divinity School enables women and men to prepare for the lay or ordained ministries of Christian churches. As part of that preparation, YDS offers a ministry studies support program to each Master of Divinity degree student. The program accommodates the student's needs and expectations for the degree, and Yale's requirements. Support for ministry studies within the context of the degree includes the help of academic advisers, the assistant dean for ministerial studies, and the Berkeley Divinity School director of studies.

The M.Div. is a professional degree, required by many Christian denominations for ordained ministry. Utilizing the Divinity School faculty and student body as well as the gifts of the broader Yale University academic community, M.Div. students engage in a three-year program of intellectual discovery and personal formation. The M.Div. degree, when a part of an intentional plan for study, prepares students for their denominational ordination process, in a program that is theologically informed, professionally competent, academically rigorous, and oriented to the life of the church. Yale offers the context and support for this journey of the mind and spirit, providing all of the course work required for most denominational ordination requirements, as well as a broad system of support in the midst of this process. The degree also prepares students who are not ordination-bound for a wide range of careers in professional ministry and church service. Assessment of progress is offered throughout the academic program so that students in the M.Div. program can move forward, with broad institutional support, into the ministries that are most appropriate for their interests, their gifts, their hopes.

In addition to academic work, ministry studies include possibilities for regular worship with the YDS community at Marquand Chapel, at Berkeley Center, and in a wide range of denominational and other settings. The Annand Program for Spiritual Formation, sponsored by Berkeley Divinity School and open to all students, encourages learning the fundamentals of prayer and Christian discipleship from seasoned clergy and lay teachers. The Supervised Ministries programs offer rich opportunities for professional growth within congregational ministry and non-parish settings.

In all aspects of ministry studies, consideration of issues of race, class, gender, and sexuality, and the broad scope of social justice concerns are of central importance.

THE ANNAND PROGRAM FOR SPIRITUAL FORMATION

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 and group spiritual direction, retreats, small group programs, special worship services, and a provocative speaker series highlighting our faculty and other campus leaders. 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.

EDUCATIONAL LEADERSHIP AND MINISTRY PROGRAM

This program seeks to prepare students of all denominations for leadership and ministry in schools and colleges.

ELM focuses on preparing leaders to serve as ordained and lay chaplains, administrators, and teachers of religion in a variety of schools. It addresses some of the factors involved in the spiritual and moral formation of primary and secondary school students. It provides insight into the roles and responsibilities of those who hold other leadership positions in schools. The program also seeks to help future leaders understand and prepare for various types of chaplaincy at universities and colleges.

Sponsored by Berkeley Divinity School, ELM is still in the process of final formulation. Its core course is REL 864, Leadership Ministry in Schools and Colleges. The program includes field trips, presentations by visiting practitioners, and help with placements in schools and colleges. As ELM develops, the intention is that it will lead to the granting of a Diploma in Educational Leadership and Ministry in addition to the M.A.R. or M.Div. degree.

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, 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 internships 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.

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, 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

As a seminary of the Episcopal Church, 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 students 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 its 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 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 leadership, 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 either the Yale Divinity School or the Institute of Sacred Music. Applicants interested in pursuing the program at Berkeley Divinity School should use one of these applications 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, or visit the Web site at www.yale.edu/berkeleydivinity.

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 has two components: activities supporting formation for ministry and a course of studies adopted by the Oversight Committee. Those participating in the formation for ministry component qualify for a Certificate in Lutheran Studies. Those participating in both components qualify for the Diploma in Lutheran Studies. For information about the program, contact the director of the Lutheran Studies Program, Paul Stuehnenberg.

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 include in their graduate theological studies the areas of Old Testament, New Testament, theology, church history, mission of the church in the world, evangelism, worship/liturgy, and United Methodist doctrine, polity, and history. The specific requirement for United Methodist history, doctrine, and polity is the equivalent of two credit hours in each of the fields. This requirement 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 those specified in *The Book of Discipline of the United Methodist Church*. 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 process as described in *The Book of Discipline*. It is advisable to begin this process early in the seminary experience. Courtesy mentoring for candidates is sometimes possible through the Connecticut District of the New York Annual Conference.

An informal group of students and faculty known as the Methodist Society meets from time to time for worship, for lunch and discussion of United Methodist issues, and gathers for fellowship several times each term. Chapel services with a Methodist emphasis are conducted several times a year.

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. Presbyterian Polity should be taken before scheduling the ordination exams in Polity and Worship and Sacraments. At least one course in Reformed theology should be taken before scheduling the ordination examination in Theology.

Reformed Studies Certificate

Beginning in the academic year 2009–2010 it will be possible for students to complete a Certificate in Reformed Studies at the Divinity School. Drawing on the considerable resources of those faculty members who identify themselves with the tradition, and the students from the PCUSA, UCC, RCA, PCA, CRC, and Disciples of Christ, YDS has formed a broad-based community of people committed to exploring the historical and contemporary issues facing the Reformed churches. The purpose of the certificate is to demonstrate to presbyteries and other denominational bodies that while at YDS students in the Reformed tradition are offered the courses and formation needed for ministerial preparation; to answer students' request for a greater knowledge and awareness of what it is to be a part of that Reformed tradition; and to build community among those on campus who identify with the Reformed tradition. In addition to the courses required for completion of the certificate, students need to be aware of the specific requirements of their denominations, including, for instance, the requirements in biblical languages of the PCUSA. Students interested in enrolling in the certificate should contact Professor Bruce Gordon.

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 preparing to hold lay ministry and lay leadership positions in the Catholic Church.

In order to provide a formative experience for these students, the Yale Divinity School Catholic community has been established as an informal body of students, staff, and faculty who gather throughout the academic year for worship, meals, and lectures. Mass is celebrated weekly 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. Opportunities for supervised ministry and formation experience are also available through the St. Thomas More Catholic Chaplaincy at Yale. 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 and Yeshiva University. 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, Epidemiology and Public Health, 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.

Students admitted through this program may transfer up to half of their M.Div. requirements (thirty-six hours) from Hartford Seminary.

Applicants must be endorsed by the Hartford Seminary faculty and admitted to the Divinity School through the YDS Admissions Committee. Once admitted and enrolled, students must coordinate their Yale course schedules under the guidance of the associate dean of academic affairs.

Interested Hartford students should contact Kelton Cobb at Hartford Seminary.

Joint Master of Social Work Degree

Yale Divinity School students may apply for a joint M.S.W. degree through the University of Connecticut's School of Social Work or the Wurzweiler School of Social Work at Yeshiva University. Candidates for the joint-degree program may be eligible to count up to twelve credit hours at the other school to satisfy course 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 may be coordinated between the two programs. Students interested in pursuing a joint M.Div./M.S.W. are encouraged to apply to both programs at the start of the application period in the fall. For more information on the joint program, please contact the YDS Admissions Office and visit our partners' Web sites at <http://web.uconn.edu/ssw/> or www.yu.edu/wurzweiler.

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 and with the instructor's express permission. 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 (see Transfer of Credit, in chapter on Standards and Requirements).

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, but exceptions may be made for M.A.R. students who have done exceptional work in their first semester. 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 associate academic dean for review prior to course registration. No reading course may be approved for any course 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.

STUDENTS WITH DISABILITIES

The faculty and staff of the Divinity School make every reasonable effort to facilitate the learning of students capable of graduate-level seminary work. Any student who has a condition that may prevent full demonstration of her or his abilities should contact the Resource Office on Disabilities to request disability-related accommodation or service. Students should also contact their teachers to discuss learning needs and accommodations to ensure the students' full participation and evaluation in their courses.

Community Life and Services

WORSHIP

Daily worship is central to the life and purpose of the Divinity School. 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 share one another's company in the socializing that follows worship. In these ways, the community is reminded of the central purpose of theological education, as well as receiving training for practical ministry, and invited into 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 diverse and dynamic, and the ecumenical nature of the Divinity School is expressed in the constantly changing 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, three student-organized vocal groups, 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, dance, and visual and other liturgical arts.

The chapel program is under the direction of two faculty members – the dean of chapel and the director of chapel music – and is supported by a team that includes a liturgical coordinator, three student chapel ministers, a work-study worker, an administrator, two student organists/pianists, two student choir directors, and a professional gospel choir director.

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 Nouwen Chapel (in the library building), 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 in the Henri Nouwen prayer chapel in the library. Roman Catholic students provide weekly Mass in Marquand Chapel.

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, and occasional revival services organized by the Black Seminarians.

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. Yale University's chaplain, Sharon Kugler, directs the staff of the Chaplain's Office, which offers programs of worship and spiritual reflection 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 St. 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 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 12 million 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 Deans Charles R. Brown and Richard J. Wood, 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 more than 500,000 volumes, 250,000 microforms, and 3,700 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.

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.

CAREER SERVICES

The Office of Career Services sponsors a variety of programs designed to help students clarify their vocational calls, learn job search skills and strategies, and develop the documents necessary to find appropriate employment after graduation. Programs are planned to meet the interests and needs of students planning ministries and careers in a wide variety of arenas.

Specific programs and services include, but are not limited to, unlimited individual career counseling, individual career assessment testing, corporate workshops on résumé and CV development with follow-up appointments to craft these documents individually, list-serves where vacancies are announced, access to a credential file system for storage of reference letters and transcripts, practice interviews, access to the career network as sponsored by the Association of Yale Alumni/ae, and production of sermon CDs for future pastors. Other programs are added when possible. The Career Services Office is a counseling office, not a placement office. Vacancies are advertised when known, but we do not sponsor on-campus recruiting.

All services are available to current students, and many to alumni/ae. For appointments or questions, students may contact divinity.careers@yale.edu or call 203.432.9485.

STUDENT BOOK SUPPLY

The Student Book Supply (SBS) has been serving the needs of Yale Divinity School for more than seventy years. It is committed to providing YDS, Yale, and the greater New Haven 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, professional service, and personal devotion. The bookstore also offers student supplies and insignia merchandise, and sponsors periodic book signings and author lectures.

Now professionally staffed, the SBS maintains the tradition of its earlier life as a student cooperative through its members' discount program. 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.

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 coffee hour, 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, Berkeley Divinity School representative, and Institute of Sacred Music representative, and filling committee representations for the Ministerial Formation 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 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/Asian Association, the Committee on Social Justice, the Coalition (of Gay, Lesbian, Straight, Bisexual, and Transgendered persons), the Latina/o Association, the Evangelical Fellowship, the Outings Club, the Earth Care Committee, FADS (Fans and Athletes at Divinity School), two a cappella singing groups ("The Sacramental Winers" and "The Bible Belters"), the Catholic Students, the Lutheran Students, the Methodist Society, the Presbyterian/Reformed Students, the Baptist Student Fellowship, and the United Church of Christ/Disciples 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). The CLC also sponsors a series of community dinners during the academic year to provide an opportunity for socializing and the sharing of community concerns.

The Before the Fall Orientation for new students, the daily schedule of chapel and coffee hour and lunch, and student-run events throughout the academic year, all make community life at the Divinity School 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).

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. The lectureship serves 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 at Berkeley Divinity School, alternately with the Louis Wetherbee Pitt Lectureship.

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. This visitorship is given every second year, alternating with the Luccock Visitorship.

The *Kavanagh Lecture*, presented by the Yale Institute of Sacred Music, is named for the late Professor Emeritus of Liturgics Aidan J. Kavanagh O.S.B., and given in conjunction with Convocation Week at Yale Divinity School.

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, usually a parish minister, is invited to spend several days at the School. This visitorship is given every second year, alternating with the Hoskins Visitorship.

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 Seminararians. 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, alternating 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. This series is given every second year, alternating with the Nathaniel W. Taylor lecture series.

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, alternating with the Shaffer Lecture series.

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." It is administered by the Yale Office of the Secretary.

Research and Outreach

The Yale Divinity School is part of a research university committed to transmitting and producing knowledge in ways that serve both students and alumni. At the Divinity School, with its emphasis on having an impact on the larger world, these functions continue to expand and deepen.

YALE CENTER FOR FAITH AND CULTURE

The mission of the Yale Center for Faith and Culture is to critically examine and promote, by means of theological research and leadership development, practices of faith which advance authentic human flourishing and the global common good. The center aims to understand the integral link between faith and human flourishing and then to nurture leaders in all spheres of life who draw on the resources of faith in their vision and promotion of human flourishing and the global common good.

Founded in 2003 by its present director, Miroslav Volf, the Henry B. Wright Professor of Theology at Yale Divinity School, the center seeks to engage major cultural issues from the perspective of faith, with groundbreaking research and leadership programs. Information on current activities and research can be found at the center's Web site, www.yale.edu/faith.

The center's mission is currently pursued in three major areas.

God and Human Flourishing, headed by Professor Volf, is the center's cornerstone project, framing and informing the research and engagements of the other programs while at the same time drawing on their research results. Its goal is to explore human flourishing with an aim to expose the inadequacy of experiential satisfaction as the defining characteristic of human flourishing and to propose an alternative and deeper definition of flourishing rooted in convictions about God.

Faith, Ethics, and the Global Economy aims to encourage business leaders to increasingly recognize the contribution of faith-based virtues in the life of healthy economic institutions and to support leaders as they incorporate these virtues into their moral business vision.

The Reconciliation Program, led by Joseph Cumming, is concerned with overcoming the current crisis in relations with the Muslim world, seeking to promote reconciliation between Muslims and Christians, and between Muslim nations and the West, drawing on the resources of the three Abrahamic faiths and the teachings and person of Jesus.

THE JONATHAN EDWARDS CENTER AND ONLINE ARCHIVE

Jonathan Edwards (1703–1758), Yale graduate, pastor, revivalist, philosopher, missionary, and college president, is the subject of intense interest because of his significance as an historical figure and the profound legacy he left on America's religious and intellectual landscapes. The mission of the Jonathan Edwards Online Archive is to produce a comprehensive database of Edwards's writings (www.edwards.yale.edu) that will serve the needs of researchers and readers. The Online Archive also serves to support inquiry

into his life, writings, and legacy by providing resources and assistance, and to encourage critical appraisal of the religious importance and contemporary relevance of America's premier religious thinker. Simply put, no comparable digitized archive for an American historical figure has yet been envisioned.

The Edwards Online Archive is housed within the larger site of the Jonathan Edwards Center at Yale Divinity School, the most prestigious center for scholarship on Jonathan Edwards and related topics. Staff members assist numerous scholars of Edwards and American religion every year, offering them a half-century of expertise in working with the Edwards manuscripts, as well as guidance through the vast secondary literature. The center's staff provides adaptable, authoritative resources and reference works to the many scholars, secondary school and college-level teachers, seminarians, pastors, churches, and interested members of the general public who approach Edwards from any number of different perspectives. Complementing the archive of primary texts are reference works, secondary works, chronologies, teaching tools, and audio, video, and visual sources. The center also encourages research and dialogue through publications, fellowships, lectures, workshops, and conferences.

The staff of the Jonathan Edwards Center consists of Harry S. Stout, Kenneth P. Minkema, and Adriaan C. Neele, assisted by a team of student editorial assistants. The office can be contacted by telephone, 203.432.5340, or e-mail, worksje@yale.edu. The center also maintains a weekly blog: www.jonathanedwardscenter.blogspot.com.

THE INITIATIVE ON RELIGION AND POLITICS AT YALE

The initiative seeks to foster thoughtful activism, enrich scholarly discourse, and deepen public conversation on the place of religion in public life, nationally and internationally. It is guided by a coordinating committee of faculty and students from a variety of disciplines and religious affiliations, and draws on the talents of local religious and community leaders, scholars from across the University, and their counterparts near and far.

The initiative aims to enliven students' "social imagination" – their appreciation of the political dynamics of religious life and the religious dynamics of public life – and to equip them for a lifetime of service as progressive religious leaders rooted in a prophetic tradition. The initiative is also committed to creating an intellectual space in which scholars can pay sustained attention to the complex interaction of religion and politics in contemporary societies and can articulate the ways in which theological discourses are relevant to contemporary social and political concerns. A third aim is to speak forcefully in the public sphere about the social and political issues of the day.

The initiative is not partisan, in the sense of being aligned with any political party, organization, or platform. It does, however, recognize the profound power of politics – broadly conceived as the processes by which societies govern themselves, allocate goods and services, formulate public policies, and pursue the common good – to both help and harm. Thus the initiative aims to be a prophetic voice in the public square, directly addressing concerns of inequality and injustice in the many areas of common life where religion and politics meet.

The initiative can be found online at www.yale.edu/religionandpolitics.

INITIATIVE IN RELIGION, SCIENCE, AND TECHNOLOGY

The mission of the Divinity School's Initiative in Religion, Science, and Technology (IRST) is to engage the Yale community in interdisciplinary consideration of the ways religion and spirituality encounter and interact with science and technology, with special emphasis on the theological, spiritual, philosophical, ethical, and scientific implications of those encounters. IRST reaches beyond the Divinity School, inviting participation from students, faculty, and staff across the University and surrounding community. Participants come from Yale's cognitive sciences, natural sciences, medicine and related health sciences, forestry and environmental studies, history of science, astronomy and physics, anthropology, applied technology, religious studies, philosophy, the arts, and the undergraduate colleges.

IRST identifies and facilitates access to existing University science-religion resources, and sponsors or co-sponsors a broad range of programming including weekly working groups, public lectures, course offerings, conferences and symposia, Web-based resources, and connections with external centers of science-religion studies. Its programming is coordinated by James Clement van Pelt. IRST is an initiative of the Divinity School co-funded by the Metanexus Institute, with material support from the Institute of Sacred Music. For event schedules and more information, see www.yale.edu/religionandscience.

MIDDLE PASSAGE CONVERSATIONS INITIATIVE ON BLACK RELIGION IN THE AFRICAN DIASPORA

The initiative develops resources for local Black religious communities seeking to engage the public issues of the day such as education, military conflicts, racism, sexism, classism, and the environment through the moral and social resources found within these communities to help create a more just and pluralistic society and world through conversation and building networks that enhance public ministry. In addition, the initiative will explore issues of pedagogy in relation to the academic study of Black religion in university-based programs from an interdisciplinary methodology. Using the successful interdisciplinary conference that launched the initiative in April 2008, over time the initiative will coordinate conferences and consultations that are national and international focusing on the academy, religious communities and practitioners, and the interrelationship between the academy and religious communities to explore the ways in which Black religious communities have served as conduits for meaningful social change and the ways in which these communities can continue to serve as networks of advocacy in the public realm. In addition, the initiative will develop a robust interreligious dialogue, network, and encourage international, interreligious relationships among African American scholars, clergy, and laity that focus on African-based religions, Christianity, Islam, and Judaism.

WORLD CHRISTIANITY INITIATIVE AT YALE

World Christianity has confounded the Western establishment with explosive growth. It stands as the foremost ambicultural religion, the faith of multiple language users stretching across national and social boundaries. Economic and political pressures have required urgent and flexible responses to global issues, and that has strengthened Christianity's appeal. The social agency role of religious organizations has grown in the midst of political upheaval and economic challenges, with Christianity offering hope and assurance in the face of mass disenchantment.

In light of these realities, what is happening today in the story of Christianity represents a fundamental historical shift in the fortune and character of the religion. Cooperation is now needed between the strong institutions with which the West is richly endowed and the Third World communities infused with energy and purpose. The West must assume commensurate responsibility. Under the leadership of Lamin Sanneh, the D. Willis James Professor of Missions and World Christianity and Professor of History, and Executive Director James Ehrman, the World Christianity Initiative at Yale seeks to contribute to that responsibility, recognizing needs in three areas.

Research is necessary to both understand the implications of World Christianity for the coming era and to increase awareness of the effects of World Christianity on the economic, political, social, and academic spheres of the world's societies. The World Christianity Initiative is *stewarding a conversation* between the institutions of the West and those of emerging faith communities abroad. The initiative's facilitation efforts are aimed at helping both Western and non-Western churches recognize and develop an appropriate interdependence. Finally, the World Christianity Initiative is *promoting collaboration* between surging post-Western Christianity and certain Western counterparts. The initiative collaborates with international Christian scholars and institutions and connects Western scholars, researchers, and students with developments in the burgeoning field of World Christianity.

Yale University Resources

A GLOBAL UNIVERSITY

In a speech entitled “The Global University,” Yale President Richard C. Levin declared that as Yale enters its fourth century, its goal is to become a truly global university—educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world:

“The globalization of the University is in part an evolutionary development. Yale has drawn students from outside the United States for nearly two centuries, and international issues have been represented in its curriculum for the past hundred years and more. But creating the global university is also a revolutionary development—signaling distinct changes in the substance of teaching and research, the demographic characteristics of students, the scope and breadth of external collaborations, and the engagement of the University with new audiences.”

Yale University’s goals and strategies for internationalization are described in a report entitled “The Internationalization of Yale: The Emerging Framework,” which is available online at www.world.yale.edu/pdf/Internationalization_of_Yale.pdf.

International activity is coordinated by several University-wide organizations in addition to the efforts within the individual schools and programs.

Launched in 2003–2004, the Office of International Affairs supports the international activities of all schools, departments, offices, centers, and organizations at Yale; promotes Yale and its faculty to international audiences; and works to increase the visibility of Yale’s international activities around the globe. (www.yale.edu/oia)

The Office of International Students and Scholars is a resource on immigration matters and hosts orientation programs and social activities for the University’s international community. See description in this bulletin and www.oiss.yale.edu.

The Whitney and Betty MacMillan Center for International and Area Studies is the University’s principal agency for encouraging and coordinating teaching and research on international affairs, societies, and cultures. See description in this bulletin and www.yale.edu/macmillan.

The Yale Center for the Study of Globalization draws on the 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, and to enrich debate through workshops, conferences, and public programs. See description in this bulletin and www.ycsg.yale.edu.

The Yale World Fellows Program hosts eighteen emerging leaders from outside the United States each year for an intensive semester of individualized research, weekly seminars, leadership training, and regular interactions with the Yale community. (www.yale.edu/worldfellows)

For additional information, the “Yale and the World” Web site offers a compilation of resources for international students, scholars, and other Yale affiliates interested in the University’s global initiatives. (www.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 seventeen-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/yhp.

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 Health & Counseling. 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*, which is available online at www.yale.edu/yhp/pdf/studenthb.pdf.

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 August 1 through July 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 July 31.

Waiving the YHP Hospitalization/Specialty Coverage Students are permitted to waive YHP Hospitalization/Specialty Coverage by completing an online waiver form at www.yhpstudentwaiver.yale.edu that demonstrates proof of alternate coverage. 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-gender 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/yhp) 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, students paying less than half tuition, or students enrolled in the Eli Whitney Program prior to September 2007 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/yhp) 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 online waiver (www.yhpstudentwaiver.yale.edu) 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 a leave 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. Premiums paid for YHP Hospitalization/Specialty Coverage will be applied toward the cost of Affiliate 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/yhp). Premiums will not be prorated or refunded.

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/yhp). 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 (rubella) 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 thirty 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, 2009. 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 unfurnished 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 2009–2010 are available as of April 1 online and can be submitted directly from the Web site (www.yale.edu/gradhousing). 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 grad.dorms@yale.edu, tel. 203.432.2167, fax 203.432.4578. For more apartment information, contact grad.apts@yale.edu, tel. 203.432.8270, fax 203.432.4578.

The University's Off-Campus Housing service, limited to current or incoming members of the Yale community, is located at Helen Hadley Hall, 420 Temple Street, and is

open from 9 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.

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 5. Special requests for University housing need to be made in the housing application. 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 at 35 Broadway (rear entrance), Room 222. 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 for 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, issues the visa documents needed to request entry into the U.S. under Yale's immigration sponsorship, and processes requests for extensions of authorized periods of stay, 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 international coffee hours, Community Friends hosting program, daily English conversation groups and conversation partners program, U.S. culture workshops, 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 welcomes volunteers from the Yale community to serve as hosts and as English conversation partners. Interested individuals should contact OISS at 203.432.2305.

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 3,000 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 get involved with the organization called International Spouses and Partners at Yale (ISPY), which organizes a variety of programs for the spouse and partner community. 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.

Housed in the International Center for Yale Students and Scholars at 421 Temple Street, the Office of International Students and Scholars 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.; tel. 203.432.2305.

INTERNATIONAL CENTER FOR YALE STUDENTS AND SCHOLARS

The International Center for Yale Students and Scholars, located at 421 Temple Street, across the street from Helen Hadley Hall, offers a central location for programs that both support the international community and promote cross-cultural understanding on campus. The center, home to OISS, provides a welcoming venue for students and scholars who want to peruse resource materials, check their e-mail, and meet up with a friend or colleague. Open until 9 p.m. on weekdays during the academic year, the center also provides office and meeting space for student groups, and a space for events organized by both student groups and University departments. In addition, the center has nine library carrels that can be reserved by academic departments for short-term international visitors. For more information about the International Center, call 432.2305 or visit the center at 421 Temple Street.

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 <http://opa.yale.edu/bulletin>.

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

The Yale University Art Gallery, America's oldest and one of its most important university art museums, was founded in 1832 when patriot-artist John Trumbull donated more than 100 of his paintings to Yale College. Since then, the gallery's collections have grown to number more than 185,000 objects, selected from around the world and ranging in date from ancient times to the present day. In addition to its celebrated collections of American paintings and decorative arts, the gallery is noted for its important holdings of Greek and Roman art, early Italian paintings, later European art, Asian art, African art, art of the ancient Americas, and impressionist, modern, and contemporary works. In 2006, as part of a renovation and expansion project, the gallery completed the restoration of its iconic Louis I. Kahn 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 Yale Philharmonia, the Chamber Music Society at Yale, the Duke Ellington Series, the Horowitz Piano Series, New Music New Haven, Yale Opera performances and public master classes, the Faculty Artist Series, and concerts at the Yale Collection of Musical Instruments. The Institute of Sacred Music sponsors Great Organ Music at Yale, the Yale Camerata, the Yale Schola Cantorum, the Yale Voxtet, and numerous special events.

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; the David Paterson Golf Technology Center; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance (ballet, jazz, modern, and ballroom), martial arts, yoga and pilates, aerobic exercise, and sport skills are offered throughout the year. Yale undergraduates and graduate and professional school students may use the gym at no

charge throughout the year. Academic term and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, alumni, and student spouses.

During the year various recreational opportunities are available at the David S. Ingalls Rink, the McNay Family Sailing Center in Branford, the Yale Outdoor Education Center in East Lyme, the Yale Tennis Complex, the Yale Polo and Equestrian Center, and the Golf Course at Yale. Students, faculty, employees, students' spouses, and guests of the University may participate at each of these venues for a modest fee. Up-to-date information on hours and specific costs at all these recreational facilities can be obtained from the Sport and Recreation Office (203.432.1431). Please check the Yale Athletics Web site (www.yalebulldogs.com) for more information concerning any of these recreational facilities and programs.

Approximately fifty club sports come under the jurisdiction of the Office of Outdoor Education and Club Sports. Most of the teams are for undergraduates, but a few are available to graduate and professional school students. Yale undergraduates, graduate and professional school students, faculty, staff, and alumni/ae may use the Yale Outdoor Education Center (OEC), which consists of 1,500 acres surrounding a mile-long lake in East Lyme, Connecticut. The facility includes overnight cabins and campsites, a pavilion and dining hall available for group rental, and a waterfront area with supervised swimming, rowboats, canoes, and kayaks. Adjacent to the lake, a shaded picnic grove and gazebo are available to visitors. In another area of the property, hiking trails surround a wildlife marsh. The OEC runs seven days a week from the third weekend in June through Labor Day and then on September weekends. For more information, telephone 203.432.2492 or visit the Web page at www.yalebulldogs.com (click on Recreational Choices, then on Outdoor Education Center).

Throughout the year, Yale 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 www.yalebulldogs.com.

Standards and Requirements

REGISTRATION

All students register online, using the Online Course Scheduling system, during the period stated in the academic calendar. Failure to submit the electronic schedule worksheet to the faculty adviser by the due date will result in a \$50 late registration fee. 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 faculty adviser 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 if the student enrolls.

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 Admissions.) 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 graduate 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.
8. Courses taken online cannot be transferred for Divinity School credit.
9. Intensive courses lasting one week or less cannot be transferred for Divinity School credit.
10. The minimum grade accepted for transfer credit is B- (HP-) or its equivalent.

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. Cases of plagiarism, together with full documentation of the offense, may be referred to the Professional Studies Committee, which will conduct an investigation of the charges. As part of this investigation, the accused student will be invited to appear before the committee.
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 Governing Board (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 except for student members of the Standing Committee on Admissions and Financial Aid, who are chosen by the associate dean of admissions and financial aid.

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 Termination, below.)

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 antithetical to academic values and to a work environment free from the fact or appearance of coercion, and it is a violation of University policy. Sexual harassment consists of nonconsensual sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature on or off campus when (1) submission to such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing; or (2) submission to or rejection of such conduct is used as the basis for employment decisions or for academic evaluation, grades, or advancement; or (3) such conduct has the purpose or effect of unreasonably interfering

with an individual's work or academic performance or creating an intimidating or hostile academic or work environment. Sexual harassment may be found in a single episode, as well as in persistent behavior.

Sexual harassment is a matter of particular concern to an academic community in which students, faculty, and staff are related by strong bonds of intellectual dependence and trust. If members of the faculty, visiting faculty, adjunct faculty, teaching fellows and assistants, administrators, staff, or other Yale employees administratively housed at the Yale Divinity School (YDS) introduce sex into a professional relationship with a student or a subordinate, they abuse their position of authority.

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, possibly even unintentional, with a coercive aspect that is unstated. Individuals may find themselves feeling pressure or unwanted attention in a variety of perplexing situations. Harassment by peers is as unacceptable as harassment by faculty or staff of the University.

Harassment can include unwanted touching or fondling; display of obscene objects, photographs, posters, or cartoons in the workplace; implied or overt threats, or punitive employment actions as the result of rejection of sexual advances; repeated taunts or taunting jokes directed at a person or persons by reason of their sex or sexual orientation; sexual assault or attempted sexual assault; or a sexual encounter when one of the persons was not able to give consent. In addition, harassment can include unwanted conversations, or obscene telephone calls or messages. Individuals may be unsure whether an experience is appropriately considered sexual harassment. In such a case, individuals are encouraged to discuss their concerns with a member of the Sexual Harassment Committee, the YDS Title IX Coordinator, or the University's Office for Equal Opportunity Programs.

In addition to these YDS Sexual Harassment Committee Procedures, other University procedures may be available to a person who believes that he or she has been a victim of sexual harassment. These can be found at www.yale.edu/hronline/forms. Click the "Sexual Harassment—Guide for Faculty, Students and Staff" link under Publications.

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) all incomplete work from previous semesters must be completed;
- (c) 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 student 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.

LEAVE OF ABSENCE

A student who wishes or needs to interrupt his or her study temporarily may request a leave of absence. There are three types of leave: personal, medical, and parental, all of which are described below. The general policies that apply to all types of leave are:

1. Leave of absence application forms may be obtained by contacting the registrar's office at the Divinity School.
2. All leaves of absence must be approved by the associate dean of academic affairs. Medical leaves also require the recommendation of a physician on the staff of the University Health Services.

3. A student may be granted a leave of absence for one, two, or three terms. A student is not normally granted a leave of absence to take on a professional commitment.
4. A student on leave of absence may complete outstanding work in courses for which he or she has been granted extensions. He or she may not, however, fulfill any other degree requirements during the time on leave.
5. A student on leave of absence does not have to file a formal application for readmission. However, he or she must obtain the approval of the academic dean to return and must notify the registrar in writing of his or her intention to return at least eight weeks prior to the end of the approved leave. In addition, if the returning student wishes to be considered for financial aid, the student must submit appropriate financial aid applications to the Divinity School's financial aid office to determine eligibility. For returns from medical leaves of absence, see the Medical Leave of Absence section.
6. A student on a leave of absence is not eligible for financial aid, including loans, or for the use of any University facilities normally available to registered students. A student is not eligible for coverage by Yale Health Plan (YHP) Basic or YHP Hospitalization/Specialty Coverage. Coverage terminates the day the leave is granted. In order to secure continuous coverage through YHP, a student must request enrollment in the YHP Affiliate Coverage and pay the premium prior to the beginning of the term for which the leave is taken. If a leave of absence is granted during the term, the student must request YHP Affiliate Coverage enrollment within thirty days of the date the leave is granted. Applications are available from the YHP Member Services Department, 17 Hillhouse Ave. (203.432.0246), or can be downloaded from the YUHS Web site (www.yale.edu/uhs).
7. A student on leave of absence who does not return at the end of an approved leave, and does not request and receive an extension, is automatically dismissed from the Divinity School.

Personal Leave of Absence

A student who wishes to interrupt study temporarily because of personal exigencies may request a personal leave of absence with the approval of the associate dean of academic affairs. A student who is current with his or her degree requirements is eligible for a personal leave after satisfactory completion of at least one term of study.

Personal leaves cannot be granted retroactively, and normally are not approved after the tenth day of a term. To request a personal leave of absence, a student must complete the form available in the registrar's office before the beginning of the term for which the leave is requested, explaining the reasons for the proposed leave and stating both the proposed start and end dates of the leave, and the address (both physical and electronic) at which the student can be reached during the period of the leave.

If the academic dean approves, the leave is granted. In any case, the student is informed in writing of the action taken. A student who does not apply for a personal leave of absence, or who applies for a leave but is not granted one, and who does not register for any term, is considered to have withdrawn from the Divinity School. The general policies governing all leaves are described above, including health coverage.

Medical Leave of Absence

A student who must interrupt study temporarily because of illness or injury may be granted a medical leave of absence with the approval of the associate dean of academic affairs on the written recommendation of a physician on the staff of the University Health Services. A student who is making satisfactory progress toward his or her degree requirements is eligible for a medical leave any time after matriculation. To request a medical leave of absence, a student should complete the form available in the registrar's office, explaining the reasons for the proposed leave and stating both the proposed start and end dates of the leave, and the address (both physical and electronic) at which the student can be reached during the period of the leave. The final decision concerning a request for a medical leave of absence is communicated in writing from the academic dean.

The Divinity School reserves the right to place a student on a medical leave of absence when, on the recommendation of the director of the University Health Services or the chief of the Division of Mental Hygiene, the dean of the Divinity School determines that the student is a danger to self or others because of a serious medical problem.

A student who is placed on medical leave during any term has his or her tuition adjusted according to the same schedule used for withdrawals. (See Tuition Rebate and Refund Policy.) Before re-registering, a student on medical leave must secure written permission to return from a physician at the University Health Services and must have submitted any and all documentation required by the University Health Services.

The general policies governing all leaves are described above, including health coverage.

Leave of Absence for Parental Responsibilities

A student who wishes or needs to interrupt his or her study temporarily for reasons of pregnancy, maternity, or paternity care may be granted a leave of absence for parental responsibilities. A student who is making satisfactory progress toward his or her degree requirements is eligible for parental leave of absence any time after matriculation.

To request a leave of absence for parental responsibilities, a student must complete the form available in the registrar's office before the beginning of the term for which the leave is requested, explaining the reasons for the proposed leave and stating both the proposed start and end dates of the leave, and the address (both physical and electronic) at which the student can be reached during the period of the leave. If the academic dean approves, the leave is granted. In any case, the student is informed in writing of the action taken.

The general policies governing all leaves are described above, including health coverage.

Students living in University housing units are encouraged to review their housing contract and the related policies of the Graduate Housing Office before applying to the Divinity School for a parental leave of absence. Students granted a parental leave may continue to reside in University housing to the end of the academic term for which the leave was first granted, but no longer.

WITHDRAWAL AND READMISSION

A student who wishes to terminate his or her program of study should confer with the associate dean of academic affairs regarding withdrawal. The associate dean will determine the effective date of the withdrawal. The University identification card must be submitted with the approved withdrawal form in order for withdrawal in good standing to be recorded. Withdrawal forms are available in the registrar's office. Students who do not register for any fall or spring term, and for whom a leave of absence has not been approved by the associate dean, or who do not return from or ask for and receive an extension of an approved leave, are considered to have withdrawn from the Divinity School.

A student who discontinues his or her program of study during the academic year without submitting an approved withdrawal form and the University identification card will be liable for the tuition charge for the term in which the withdrawal occurs. Tuition charges for students who withdraw in good standing will be adjusted as described in the Tuition Rebate and Refund Policy.

A student who has withdrawn from the Divinity School in good standing and who wishes to resume study at a later date must apply for readmission. Neither readmission nor financial aid is guaranteed to students who withdraw. The deadline for making application for readmission is February 1 of the year in which the student wishes to return to the Divinity School. The student's application will be considered by the Admissions Office.

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.
5. Possession or use of explosives or weapons on University property.

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

Honors for the degrees of Master of Divinity (M.Div.) and Master of Arts in Religion (M.A.R.) are determined by the faculty and 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.

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.

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 Fermor 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 *Bradford E. Ableson Prize* for Ecclesiastical Leadership honors two decades of distinguished leadership in ministry by Bradford E. Ableson, M.Div. 1985, an Episcopal priest and captain in the U.S. Navy Chaplain Corps. The prize, with a preference for Episcopal or Anglican students, is awarded annually to the student who possesses the most outstanding qualities of judgment and character for the future exercise of ecclesiastical leadership.

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 Professor Emeritus of Old Testament 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 Stephen Merrell Clement Professor Emeritus of Christian Methods 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 *Harry and Jan Attridge Scholarship* is awarded annually to students at YDS from any denomination or religious background who display exceptional promise of serving the church either in pastoral ministry or in the academic study of the theological disciplines.

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 by Wilbur D. Canaday, Jr., Yale Divinity

School Class of 1945, to commemorate the fiftieth anniversary of his graduation from the School. Its purpose is 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 *J. Fuller and Pansy B. Carroll Scholarship Fund* was established in 2009. The scholarship is awarded with a preference for Episcopalians.

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 1952 International Student Scholarship* was established in 2002 on the occasion of the fiftieth anniversary of the Class of 1952 to attract and prepare the best and brightest international students. Preference goes to students from Asia, South America, and Africa.

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 1957 Scholarship* was established as an endowed fund in 2007 on the occasion of the 50th Reunion of the Class of 1957 in thanksgiving for the education Yale Divinity School gave to the class members. The scholarship will be awarded annually to a student needing financial assistance to complete his or her Yale Divinity School education.

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 Ridge-wood, 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 *William Sloane Coffin, Jr. Scholarship* was founded in 2005 by former students who were deeply influenced by Coffin's ministry at Yale. During his tenure as University Chaplain from 1958 to 1975, Coffin emerged as an eloquent and forceful national leader on issues ranging from poverty in Africa to the civil rights movement and the Vietnam War. One of the Divinity School's merit scholarships, it will be awarded annually to outstanding students who show some of the attributes of the legendary pastor's prophetic leadership, passion for justice, and critical theological interpretations of the contemporary social and political scene.

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 *Arthur Vining Davis Foundations Scholarship*, established in 2006, benefits a student in need of financial aid. The Foundations were created by Arthur Vining Davis, a former president of Alcoa and the son of a Congregational minister.

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 Yale Divinity School, 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, Connecticut, 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. Gustafson Scholarship* was established in 2001 with an anonymous gift as an unrestricted scholarship.

The *Reverend Jacob Hemingway Scholarship* was established in 1936 by a bequest of Arthur F. Hemingway of New Haven as a memorial to the Rev. Jacob Hemingway, 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 *Nora McLean Jackson Scholarship* was established in 2007 with an anonymous gift. It honors the life and spirit of Mrs. Jackson and the Divinity School's commitment to a diverse student population. The scholarship is awarded with a preference for African American students.

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 *David Hugh Kelsey Scholarship* was established by his family and friends in 2008 and is awarded annually to an M.Div. student intending to embark on a career in Christian ministry. David Kelsey, who retired in 2005, is the Divinity School's Luther A. Weigle Professor Emeritus of Theology.

The *Bishop Benjamin Tibbetts Kemerer Scholarship* honors the former Episcopal bishop of Duluth, who worked with local Native American Episcopalians in the 1930s. Established in 2006, the scholarship is awarded with a preference for Berkeley Divinity School students who are Native Americans.

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 *Sam S. and Ima Lou Langley Scholarship* was established in 2005 by Sam S. Langley, B.D. 1948, to memorialize his wife, Ima Lou, and honor his own many years of ministry. This annual scholarship goes to Yale Divinity School students, preferably those preparing for ministry either in the Christian Church (Disciples of Christ) or in the United Church of Christ.

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 *Sidney Lovett Scholarship* was established in 2007 with an anonymous gift. It honors Rev. Lovett's service to YDS and to Yale University, where he served as Chaplain from 1932 to 1958.

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 Yale Divinity School 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 at the Berkeley Divinity School 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 *John ('55) and Lydia ('58) Morrow Scholarship* was created by Lydia Morrow in memory of her husband and in recognition of their many years of ministry together. The annual scholarship may be awarded to defray Divinity School tuition or the cost of taking part in the Supervised Ministry program in an urban ministry. Preference goes to Protestant students preparing for pastoral ministry.

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 and is one of the Divinity School's major merit scholarships. Awards are made to full-time students selected on the basis of merit and need. The Admissions Committee selects M.Div. candidates who plan to pursue an ordained ministry. Preference is given to those 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 *Offwell Scholarships* were given by Richard Copleston in thanksgiving for his family's service to the Anglican Communion. Two scholarships were established with the same name. One scholarship was given to Yale Divinity School for students preparing for service in the Episcopal Church. The other was a gift to Berkeley Divinity School for the same purpose. Members of the Copleston family served for one hundred and sixty-three years as vicars of the Church of England parish in the village of Offwell in the County of Devon.

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 Ralph W. Parks Jr. Scholarship* was established in 2004 by his children to honor the Reverend Ralph W. Parks Jr., M.Div. 1941 and S.T.M. 1994, for his commitment to education as a lifelong process.

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 *James Irving Raymond Scholarship* was established in 2005 in honor of James Irving Raymond, B.A. 1928, an architect known for designing classical houses using contemporary materials. The scholarship is awarded to Divinity School students in need of financial assistance.

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 *Jason Richardson Memorial Scholarship* was established in 2005 by friends to honor the life of Jason Richardson of the Class of 2003. Jason Richardson, a gifted preacher and church musician, served as a co-pastor of the Black Church at Yale and as a Marquand Chapel minister. The scholarship is awarded with a preference for African American students.

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 at the Berkeley Divinity School 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*, established in honor of Samuel Seabury and Arthur Walmsley (both former bishops of the Diocese of Connecticut), provides support at Berkeley Divinity School to an ordained Anglican student from Africa, other than a bishop, who is a diocesan leader.

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 *A. Knighton Stanley Scholarship* was established by Dr. Stanley '62 B.D., friends, and family on the occasion of his retirement from Peoples Congregational Church in Washington, D.C. The scholarship is awarded with a preference for students preparing to serve in minority communities, economically deprived areas, or the developing world.

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 *Brenda J. Stiers Scholarship*, with a preference for United Church of Christ students at YDS, was established by Brenda J. Stiers, 1983 M.Div. Ms. Stiers is a UCC pastor, former adjunct member of the YDS faculty, and current member of the YDS Board of Advisors.

The *Stryemonde Foundation Scholarship*, established in 2008, supports Yale Divinity School students in need of financial aid. It was funded with a gift from the family foundation of Paul E. Francis, who received his undergraduate degree from Yale in 1977.

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 *Samuel Arthur Todd Scholarship* was established in 2005 to honor the well-liked student who disappeared from a New York City street in 1984, the year he was due to graduate from the Divinity School. The annual scholarship is awarded to Divinity School students, especially those from Asia or Africa, who exemplify Todd's spirit by showing a deep interest in ministries committed to social justice, empowerment, and peace.

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 awarded with a preference 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.

2008–2009 Enrollment

INSTITUTIONS REPRESENTED

One student from each institution unless otherwise indicated.

Albany Law School
Abilene Christian University
Albertus Magnus College
Ambassador Baptist College [North Carolina]
Amherst College (3)
Anderson University
Arizona State University (4)
Auburn University
Azusa Pacific University
Bard College
Bates College
Baylor University
Belmont College
Bernard Baruch College – CUNY
Bethel College [Minnesota] (2)
Biola University (2)
Boston College (6)
Boston University (2)
Bowdoin College
Brandeis University
Brigham Young University (3)
Brooklyn College – CUNY
Brown University (3)
California, University of [Berkeley]
California, University of [Irvine] (2)
California Polytechnic State University [Pomona]
California State University [Fullerton]
California State University [San Diego]
California State University [Santa Barbara]
Calvin College (2)
Cape Town, University of
Carleton College [Minnesota]
Carnegie Mellon University
Case Western Reserve University
Catholic University of America
Central Arkansas, University of
Central Bible College
Central Connecticut State University
Centre College [Kentucky] (2)
Chicago, University of (3)
Chinese University of Hong Kong

Claremont School of Theology
Clark Atlantic University
Colby College
Colgate University
Colorado, University of [Boulder]
Colorado, University of [Denver]
Columbia College
Columbia University School of General Studies (2)
Columbia University (4)
Concordia College [New York]
Concordia University Irvine
Connecticut, University of [Hartford]
Connecticut, University of [Storrs] (2)
Connecticut College
Cornell University (2)
Dallas Theological Seminary
Dartmouth College (7)
Dartmouth Hitchcock Medical Center
Davenport College [Grand Rapids]
David Lipscomb College
DePaul University (2)
Douglass College – Rutgers
Drew University (3)
Earlham College
Eastern Connecticut State University
Eastman School of Music
Elmira College
Elon College
Emory University (4)
Evangel College
Evansville, University of
Ewha Woman's University [Republic of Korea]
Florida, University of (2)
Florida International University
Florida State University (2)
Fordham University (7)
Fresno Pacific University
General Theological Seminary
George Washington University
Georgetown College [Kentucky]
Georgetown University
Georgia State University
Ghana, University of
Gonzaga University (2)
Gordon College (3)
Gordon-Conwell Theological Seminary (2)

Greensboro College
Gustavus Adolphus College (4)
Hamline University (3)
Hampshire College
Hampton University
Hankuk University of Foreign Studies [Republic of Korea]
Harding University (2)
Harvard Extension School (2)
Harvard University (7)
Harvard – Radcliffe College (3)
Hastings College (2)
Haverford College (2)
Hillsdale College
Hiram College
Howard University
Huntington College [Alabama]
Illinois, University of [Champ/Urbn]
Illinois, University of [Chicago]
Illinois Wesleyan University
Indiana University [Bloomington]
Iowa, University of
Jacksonville University [Florida]
Johns Hopkins University (3)
Kenyon College
King’s College, University of [Nova Scotia]
Kyunghee University
Lee College [Tennessee] (2)
Lehigh University
Lewis & Clark College [Oregon]
Lithuanian Christian College
Lodz, University of
London, University of (2)
London School of Economics [UK]
Longy School of Music
Louisiana State University [Baton Rouge]
Lynchburg College
Malone College
Manhattan College
Manhattanville College
Marlboro College
Mary Baldwin College
Maryland, University of [College Park]
Massachusetts Institute of Technology
McMaster University
McMurry University
Mercer College

Messiah College (2)
 Michigan, University of [Ann Arbor] (4)
 Michigan State University (2)
 Millikin University
 Minnesota, University of [Twin Cities] (3)
 Mississippi University for Women
 Missouri, University of [Columbia]
 Missouri, University of [Kansas City]
 Missouri Baptist University
 Monmouth College [New Jersey]
 Morehouse College
 Mount Allison University
 Mount Holyoke College
 Mount St. Vincent, College of [New York]
 Nairobi University
 Nanjing Union Theological Seminary
 New Rochelle, College of (2)
 New York University (6)
 North Carolina, University of [Chapel Hill] (2)
 North Carolina, University of [Greensboro]
 North Carolina State University
 Notre Dame, Maryland College of
 Notre Dame, University of [Indiana] (4)
 Oberlin College (3)
 Oberlin Conservatory
 Ohio Wesleyan University
 Oklahoma State University
 Olin College of Engineering
 Olivet Nazarene University
 Oral Roberts University
 Oxford University [UK] (4)
 Pacific, University of [California]
 Pacific Christian College
 Pacific Lutheran University (2)
 Peking University
 Pennsylvania, University of (5)
 Pepperdine University (2)
 Piedmont College [Georgia]
 Pittsburgh, University of [Greensburgh]
 Pittsburgh, University of [Pittsburgh] (2)
 Portland State University
 Prairie View A&M University
 Pratt Institute (2)
 Princeton University (2)
 Queens College – CUNY (2)
 Randolph Macon Woman's College

Redlands, University of
Regis College [Massachusetts]
Rensselaer Polytechnic Institute
Rhode Island School of Design
Rhodes College
Rice University
Richmond, University of (2)
Sacred Heart University [Connecticut]
San Francisco Theological Seminary
Sarah Lawrence College (2)
Scripps College
Seattle University
Seoul Jangsin University
Smith College (6)
South Carolina, University of [Columbia]
Southern California, University of
Southern Connecticut State University
Southwest Missouri State University
Southwest Texas State University
Southwestern Assemblies of God (2)
Spelman College (2)
St. Anselm College
St. Louis University
St. Mary's College [Indiana]
St. Mary's University [Texas]
St. Olaf College (5)
St. Sava Serbian Orthodox School of Theology
St. Scholastica, College of
Stanford University (3)
State University of New York [Albany]
State University of New York [Buffalo] (2)
State University of New York [Cortland]
State University of New York [New Paltz]
State University of New York [Purchase] (2)
Temple University
Texas, University of [Austin] (3)
Texas, University of [School of Law]
Texas A&M University [College Station]
Toronto University of
Trinity University [Texas]
Union Biblical Seminary
Union Theological Seminary
Univerddidad del Valle
Université Saint-Paul
Utah, University of
Utah State University

Valparaiso University (2)
 Vanderbilt University (4)
 Vassar College (4)
 Vermont, University of (2)
 Virginia University of (4)
 Wabash College (2)
 Wake Forest University (4)
 Washington and Lee University
 Washington University [Missouri] (2)
 Waterloo, University of
 Wayne State University [Michigan]
 Wesleyan University [Connecticut] (3)
 West Texas State University
 Western Connecticut State University
 Western Kentucky University
 Western Ontario, University of (2)
 Westminster Theological Seminary (2)
 Westmont College
 Wheaton College [Illinois]
 Whitman College
 Whitworth College (2)
 Willamette University
 William and Mary, College of (2)
 William Jewell College
 Williams College
 Wisconsin, University of [La Crosse]
 Wisconsin, University of [Madison] (2)
 Xavier University [Louisiana]
 Yale University (22)
 Yonsei University [Republic of Korea] (7)
 York, University of
 Youngstown State University

Institutions represented, 257

DENOMINATIONAL DISTRIBUTION

One student from each denomination unless otherwise indicated.

A.M.E. (5)
 Anglican (10)
 Assemblies of God (4)
 Baptist (21)
 Baptist, American (3)
 Baptist, Southern (2)
 Buddhist (2)
 Christian (7)

Christian Reformed Church of North America (4)
 Church of God
 Church of the Nazarene
 Churches of Christ (5)
 Congregational (not UCC) (3)
 Disciples of Christ (4)
 Eastern Orthodox (2)
 Episcopal (82)
 Evangelical (7)
 Evangelical Lutheran Church in America (ELCA) (24)
 Greek Orthodox (2)
 Hindu
 Interdenominational (10)
 Jewish (2)
 Jewish, Reformed
 Latter Day Saints (7)
 Lutheran (6)
 Lutheran, Missouri Synod (2)
 Mennonite
 Methodist, United (30)
 Muslim
 Non-denominational (7)
 Other (14)
 Pentecostal (2)
 Presbyterian, PCA (6)
 Presbyterian, USA (15)
 Presbyterian (non-U.S.) (4)
 Protestant
 Quaker
 Roman Catholic (43)
 Unitarian (2)
 United Church of Christ (21)
 Unspecified (14)

Denominations represented, 39

GENERAL SUMMARY

| | |
|---|-----|
| M.A.R. Students | 154 |
| M.Div. Students | 188 |
| S.T.M. Students | 20 |
| Total number of degree students | 362 |
| Research Affiliates | 12 |
| Nondegree Students | 2 |
| Total number of institutions represented | 257 |
| Total number of denominations represented | 39 |

The Work of Yale University

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

Yale College Est. 1701. 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; tel., 203.432.9300; e-mail, student.questions@yale.edu; Web site, www.yale.edu/admit

Graduate School of Arts and Sciences Est. 1847. 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 visit www.yale.edu/graduateschool, write to graduate.admissions@yale.edu, or call the Office of Graduate Admissions at 203.432.2771. Postal correspondence should be directed to the Office of Graduate Admissions, Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323.

School of Medicine Est. 1813. 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.). Combined program with the Graduate School of Arts and Sciences leading to Doctor of Medicine and Master of Health Science (M.D./M.H.S.). 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 School of Medicine, 367 Cedar Street, New Haven CT 06510; tel., 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 School of Public Health (est. 1915), 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 Est. 1822. 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; tel., 203.432.5360; fax, 203.432.7475; e-mail, divinity.admissions@yale.edu; Web site, www.yale.edu/divinity. Online application, <https://apply.divinity.yale.edu/apply>

Law School Est. 1824. Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 208215, New Haven CT 06520-8215; tel., 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; tel., 203.432.1696; e-mail, gradpro.law@yale.edu; Web site, www.law.yale.edu

School of Art Est. 1869. 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 School of Art, PO Box 208339, New Haven CT 06520-8339; tel., 203.432.2600; e-mail, artschool.info@yale.edu; Web site, <http://art.yale.edu>

School of Music Est. 1894. 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; tel., 203.432.4155; fax, 203.432.7448; e-mail, gradmusic.admissions@yale.edu; Web site, www.music.yale.edu

School of Forestry & Environmental Studies Est. 1900. 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 Admissions, Yale School of Forestry & Environmental Studies, 195 Prospect Street, New Haven CT 06511; tel., 800.825.0330; e-mail, fesinfo@yale.edu; Web site, <http://environment.yale.edu>

School of Architecture Est. 1916. 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; tel., 203.432.2296; e-mail, gradarch.admissions@yale.edu; Web site, www.architecture.yale.edu

School of Nursing Est. 1923. Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Philosophy (Ph.D.).

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

School of Drama Est. 1955. 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 Admissions Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; tel., 203.432.1507; e-mail, ysd.admissions@yale.edu; Web site, www.drama.yale.edu

School of Management Est. 1976. Courses for college graduates. Master of Business Administration (M.B.A.).

For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, New Haven CT 06520-8200; tel., 203.432.5635; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, <http://mba.yale.edu>

TRAVEL DIRECTIONS TO THE DIVINITY SCHOOL

By Air

Tweed–New Haven Airport is served by US Airways and Pan Am. To reach the Divinity School from the airport, use Metro Cab (203.777.7777), or take Connecticut Transit's G1 bus (www.cttransit.com) to the intersection of Chapel and Church streets in downtown New Haven, then walk one block to Church and Center streets and make a free transfer to the O5 bus, which stops near the Divinity School.

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.

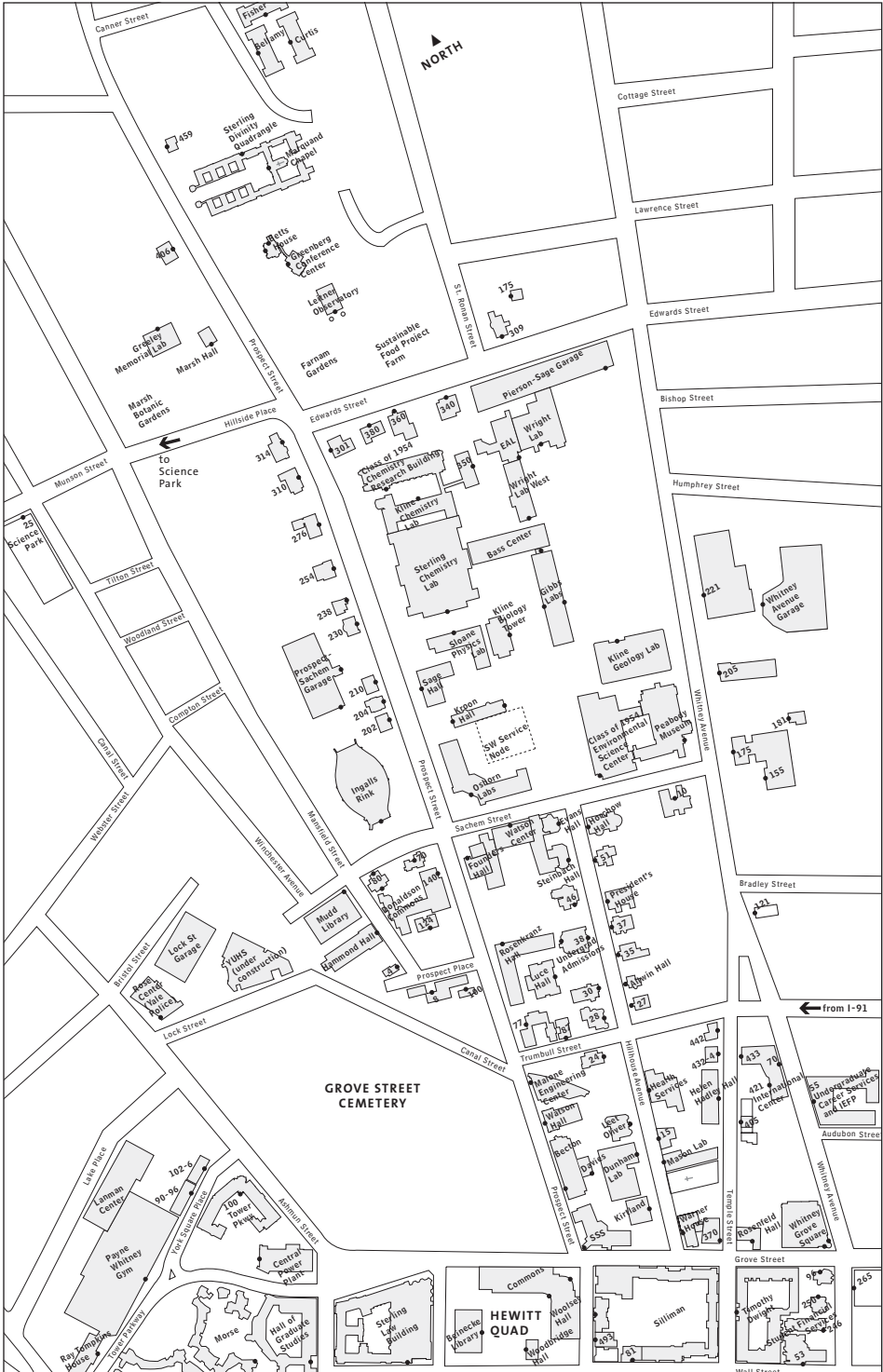
Interstate 91 (from north)

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

By Train

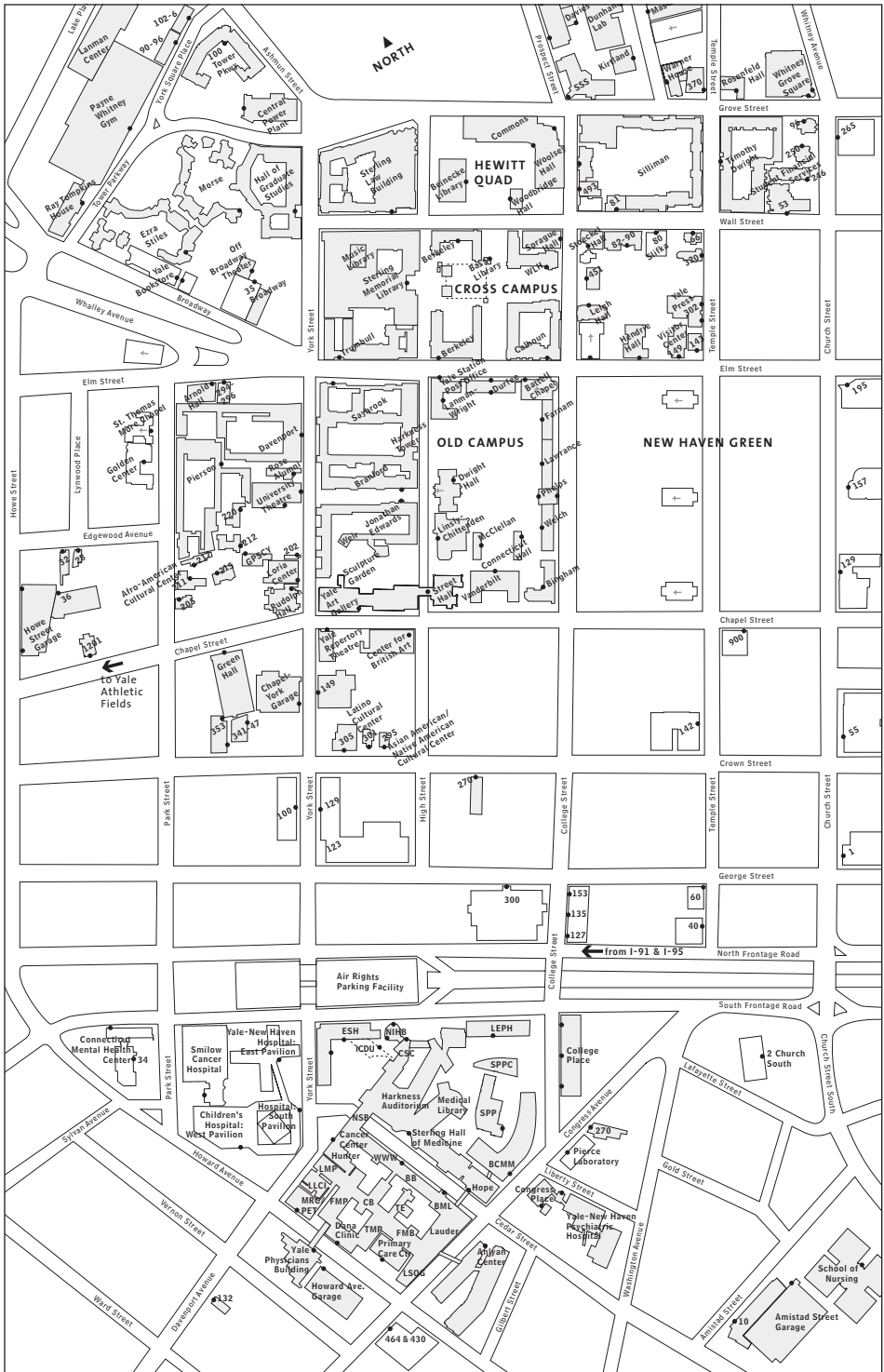
Take Amtrak or Metro–North to New Haven. From the New Haven train station take a taxi to 409 Prospect Street. Or you may take Connecticut Transit's J bus to the intersection of Church and Center streets. From there, make a free transfer to the O5 bus that stops near the Divinity School.

YALE UNIVERSITY CAMPUS NORTH



Continued on next page

YALE UNIVERSITY CAMPUS SOUTH & YALE MEDICAL CENTER



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 or gender identity or expression.

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 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. In addition, in accordance with federal law, the University maintains information concerning current fire safety practices and prepares an annual fire safety report concerning fires occurring in on-campus student housing facilities. 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.

BULLETIN OF YALE UNIVERSITY
New Haven CT 06520-8227

Periodicals postage paid
New Haven, Connecticut