

DOCTOR OF PHILOSOPHY

Program Handbook 2025-2027

CALVIN THEOLOGICAL SEMINARY



PhD Program Handbook 2025-2027

Calvin Theological Seminary

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Note: This PhD Program Handbook is also available on the Calvin Seminary website.

PhD Program Handbook 2025-2027

Calvin Theological Seminary

This handbook includes policies, procedures, and guidance pertinent to the PhD program at Calvin Theological Seminary. Students should consult it throughout their time in the PhD program. Students should also consult the current edition of the Calvin Theological Seminary Student Handbook (available on Calvin Seminary's website), which contains material pertinent to students in all programs at the seminary.

I. General Description of the PhD Program

The graduate program leading to the Doctor of Philosophy (PhD) degree offers students advanced training in independent inquiry, academic research, critical analysis, and scholarly writing as they define their own theological positions in dialogue with other points of view. It is aimed at equipping scholars from all parts of the world for teaching and research in colleges, theological seminaries, and universities and for general ecclesiastical leadership.

Although the faculty of Calvin Theological Seminary is committed to the confessional and theological standards of the Christian Reformed Church and the PhD program is designed to promote advanced scholarship from a Reformed perspective, students from other traditions are welcome to apply. Exposure to and dialogue with other points of view are necessary parts of the PhD program. The academic freedom to probe the foundations of Reformed theology and to explore the validity of other approaches is a fundamental assumption of the PhD program.

Concentrations are presently offered in the areas of New Testament, the History of Christianity, Systematic Theology, Philosophical Theology, and Moral Theology (Ethics), with plans to begin offering a concentration in Old Testament in 2026.

The PhD program requires at least two years of full-time study in residence, during which students complete course work and begin preparing for or taking comprehensive examinations and begin identifying a dissertation topic. Students are strongly encouraged to remain in residence until the dissertation is complete.

Students are permitted to enroll on a part-time basis, but part-time students ordinarily will not compose more than one-fourth of the PhD student body. Part-time students who have not fulfilled the course requirements must take three or four courses per academic year. Part-time students must remain in residence until completing course requirements (typically three or four years).

During or following residence, the student undertakes comprehensive examinations, successful completion of which is a condition for PhD candidacy. The program is concluded when the student writes, successfully defends, and submits final copies of the dissertation.

The Director of PhD Studies and the Assistant to the Director of PhD Studies take care of administrative matters specific to the PhD program. The PhD Studies Committee has

responsibility for overseeing the PhD program. The committee will call upon the expertise of other members of the seminary community as needed in the discharge of its responsibilities.

As part of the larger Calvin Theological Seminary community, PhD students and their families are welcome to participate in community activities. Student services, including counseling and spiritual direction, are available to PhD students. In addition to this PhD Program Handbook, PhD students should also be familiar with the Calvin Seminary Student Handbook, the Student Code of Conduct, the Safe and Healthy Community Policy (Title IX), Grievances and Rights of Appeal Procedures, and the Life Together Statement, all of which are available in Populi.

II. PhD Program Learning Outcomes

The PhD program serves the mission of CTS by emphasizing the following learning outcomes:

1. GOSPEL
 - 1.1. Students have general competence in several areas of theology and/or biblical studies and expertise in specific topics in one area.
 - 1.2. Students can engage in sound scholarship that exhibits independent inquiry, academic research, critical analysis, and scholarly writing.
2. PERSON
 - 2.1. Students exhibit the fruit of the Holy Spirit by providing thoughtful, fair, and respectful analyses and interpretations that recognize the strengths of positions with which they disagree and the weaknesses of positions with which they agree.
3. CONTEXT
 - 3.1. Students can articulate ways in which theological positions, including their own, grow out of and address various contexts.
4. CALLING
 - 4.1. Students are equipped for teaching, research, and formation in colleges, theological seminaries, and universities.
 - 4.2. Students engage in theology that advances biblical and theological understanding for the academy and the church.

III. Admission to the PhD Program

A. Qualifications for Admission

To qualify for admission to the Doctor of Philosophy degree program, an applicant must:

1. Provide transcripts showing that the applicant has graduated from an accredited college and possesses a Master of Theological Studies, Master of Divinity, or Master of Theology degree from an accredited school (or the equivalent of such degrees).
2. Have a previous record that shows outstanding academic performance, with a minimum cumulative GPA of 3.3.

3. Present evidence by way of transcript or otherwise of knowing Hebrew, Greek, and a modern foreign language—preferably German, French, or Dutch (with a waiver of part of this admission requirement possible under certain circumstances).
4. Submit scores of the Graduate Record Examination (GRE) as part of the application process.
5. Submit a twenty- to forty-page research paper that in the applicant's estimation exhibits his or her best ability to do biblical or theological research and analysis. The paper may be one submitted for academic credit in a previous degree program, or it may be the result of independent research.
6. In addition, an applicant whose first language is not English must submit one of the following:
 - a. IELTS (International English Language Testing System) minimum total score of 6.5, including a minimum score of 6.5 on the writing section, or
 - b. TOEFL (Test of English as a Foreign Language) scores that meet one of the following standards:
 - (1) a minimum total score of 90, including a minimum score of 23 on the writing section (internet-based test), or
 - (2) a minimum total score of 575, plus a minimum of 4 on the TWE (paper-based test).

Official test results of the GRE (and TOEFL or IELTS, if required) must be sent directly from the testing agency to Calvin Theological Seminary. Please use Calvin Seminary's institutional code 1096 in order to ensure that the Educational Testing Service sends scores directly to Calvin Seminary. Submitting results of the ETS Personal Potential Index is optional.

B. Forms for Admission

All applicants are required to submit the following:

1. A completed online application.
2. Official transcripts showing all of your college, seminary, and university degrees and credits.
3. Three letters of recommendation (two from professors with whom you have studied and one from a leader in your home church) using the forms available online with the application form.
4. An autobiography of 250-500 words, focusing on your personal history, academic and professional background, and church or ministry involvement. Include your sense of calling to academic study and service as well as an assessment of your personal qualifications and gifts.
5. A statement of purpose of approximately 500 words describing your academic interests and vocational goals in pursuing a PhD at Calvin Seminary.

6. An application fee of \$50.

Applications for admission in a given year must be complete by *January 15* of that year. PhD admissions decisions are communicated by the Calvin Seminary Admissions Office, ordinarily by mid-March.

IV. Visiting Students

The PhD program welcomes students at schools with a Memorandum of Understanding with Calvin Seminary and those enrolled in other PhD programs in the United States who wish to enroll in courses at Calvin Seminary. The following policies apply:

- A. PhD students at schools with a Memorandum of Understanding with Calvin Seminary should follow the procedure outlined in the MOU.
- B. PhD students in other programs in the United States who wish to enroll as visiting PhD students at Calvin Seminary should submit the following information in order to apply: A completed PhD application form, including a statement of purpose for study at Calvin Seminary; a transcript of the student's doctoral work in progress; and at least one letter of recommendation from the student's current faculty advisor and/or Director of PhD Studies. The application fee is the same as for regular applicants. Applicants for visiting PhD student status should indicate on the application the results of scores on standardized tests, but need not submit official copies of such tests.
- C. Visiting PhD students shall have full campus privileges, including access to Hekman Library, and permission to audit or take for credit any courses offered at Calvin Seminary.
- D. Visiting PhD students shall be charged a fee equal to one-sixth of the current annual PhD tuition charge for each course taken for credit. They shall be charged the current auditing fee for courses audited.
- E. The PhD Studies Committee has the right to grant a tuition scholarship of up to half of the tuition charge (excluding auditing fees) for visiting PhD students. Although visiting PhD students may apply to live in Seminary housing, they are not eligible for PhD living stipends or rental subsidies.
- F. Like all other students, visiting PhD students shall be responsible for maintaining health insurance for themselves and their dependents.

V. Tuition, Fees, and Financial Aid

- A. Tuition for PhD study in the year 2025-26 is as follows. Tuition rates, which are adjusted annually, are available in Populi:

Full-time first- and second-year students	\$21,800
Full-time third- and fourth-year students	10,900
Part-time students in years 1 through 6	10,900
- B. PhD students pay tuition based on their enrollment in the PhD program. They are not charged separately for each PhD course.

C. The following fees apply to students in the PhD program. These fees are adjusted annually:

Fee to accompany application for admission	\$75
Late registration fee	50
Fee for late payment of tuition	30
Graduation fee (adjusted annually)	150
PhD foreign-language retesting fee	50
PhD annual continuation fee for 2025-26*	455
Dissertation Printing, Binding & Shipping Fees**	As billed to Seminary**

**This fee is adjusted annually. It is effective the fifth year after beginning the program (the seventh year for half-time students).*

***This fee varies based on the length of the dissertation and how many copies are ordered.*

D. PhD fellowships, assistantships, tuition scholarships, and living stipends are available to students in the PhD program at Calvin Seminary whose work is of high quality, who show promise of scholarly contribution, and who have financial need. Recipients of financial awards, including PhD fellowships and assistantships, must pay tuition charges from the proceeds of the award. Part-time students are eligible for tuition scholarships, but not fellowships, assistantships, or living stipends. Awards are made by the PhD Studies Committee.

1. Receipt of a PhD fellowship, assistantship, or living stipend requires full-time study in residence in the PhD program. Recipients of PhD fellowships, assistantships, or living stipends should contact the Director of PhD Studies if they intend to work in addition to receiving their award.
2. PhD assistants serve for an average of up to 10 hours per week during the fall and spring semesters assisting a faculty member who teaches in the PhD program.
3. Calvin Seminary offers financial support to PhD students for a maximum of four years (six years in the case of part-time students).

E. For purposes of financial aid, scholarships, and immigration documentation, a PhD student maintains a full course load by doing one of the following:

1. Taking 9 PhD credit hours per semester for the coursework phase of the program (two years). (International PhD students must take at least 9 credit hours per semester to maintain their F-1 immigration status);
2. Paying full-time tuition during the comprehensive examination and dissertation phase of the program (two additional years), while completing comprehensive examinations, submitting a dissertation proposal, and making satisfactory progress on the dissertation;
3. Paying the annual continuation fee, taking the dissertation seminar, maintaining residence, and maintaining satisfactory progress toward the goal of completing the dissertation. If there is a question about whether the student is maintaining

satisfactory progress, the question will be resolved by the Director of PhD Studies.

- F. Calvin Seminary offers limited financial assistance to reimburse PhD students for reasonable travel expenses to present papers at significant academic conferences. Before attending a conference, a PhD student should get an “Application for CTS Travel Scholarships” from the Financial Aid Office, fill it out, and submit it to the Financial Aid Office. Ordinarily, funds for student travel may be granted (a) only to students who are at least in their second year of study, (b) only once per student per each CTS degree program in which the student is enrolled, (c) only for students who are presenting a paper, responding to a paper, or presenting as part of a panel at that conference, and (d) only for 50% of the cost of travel (airfare or car mileage, whichever is less costly), lodging, and registration (not meals), up to a maximum of \$500. Receipts for this travel should be turned into the Financial Aid Office.
- G. Calvin Seminary offers financial support for PhD students to participate in CTS-led biblical study tours to biblical lands:
 - 1. Each PhD student may receive a CTS travel scholarship for one CTS-led study tour to biblical lands during their time as a PhD student.
 - 2. The travel course may not be taken during a time when PhD students have other obligations (e.g., the J-term course on Teaching and Student Formation).
 - 3. PhD students will take this course in the same way as master’s-level students: as a 2-credit pass/fail course. This course will not count as one of the required courses in the PhD program.
 - 4. Since PhD students pay tuition by the program, not by the course, they will not be charged extra tuition for taking a CTS-led study tour to biblical lands.
 - 5. One of the key criteria for eligibility for a travel scholarship is that the student’s future ministry will involve a strong connection to preaching.
- H. Some foundations, organizations, and churches support students engaged in PhD studies. Some organizations that offer support are John Stott Ministries, The Fund for Theological Education, and Scholar Leaders International. In addition, some organizations support post-doctoral study (e.g., the Lilly Fellows Program in Humanities and the Arts at Valparaiso University). If you think you may be eligible for such support, please contact either the awarding agency or the Director of PhD Studies.

VI. Library Resources

The Hekman Library of Calvin University and Calvin Theological Seminary has extensive holdings in biblical studies, theology, philosophy, and history, and houses the H. Henry Meeter Center for Calvin Studies, one of the finest collections of resources for studies in Calvin and the Reformed tradition. As a doctoral student, you will have access to the entire library collection which includes more than 530,000 books and 580,000 ebooks, over 100,000 media items, 219 databases, 119,000 print and electronic periodicals, and 21,000 items in our archives, special collections, and institutional repository. The library’s 785,000-volume collection of books,

government documents, and bound periodicals, as well as 808,000 items of microform, arranged according to the Library of Congress classification, is housed on four floors of open stacks. The library subscribes to approximately 2,300 periodicals in print format, and makes over 300,000 books and periodicals available electronically. The theological section is located on the fourth floor of the library.

A. The Hekman Library has established the following policy for loaning books to PhD students:

1. The maximum number of books to be checked out at any one time is 100.
2. The loan period will be 26 weeks, with one renewal if requested.
3. Any book may be recalled, if requested by another patron, two weeks after the book has been checked out. Recalled books should be returned as soon as possible, but no later than the date specified in the recall notice.
4. The fine policy is listed on the Library website:
<https://library.calvin.edu/borrowing/fines>
5. When PhD students check out a book, the computer will make the correct (26 weeks) entry, but the Circulation person may need to be reminded to use the correct due date stamp.
6. The library asks that PhD students use this privilege responsibly. It is intended for research purposes, not for books for family and friends.

B. Study Carrels

Hekman Library has a number of semi-private study carrels designated for the use of doctoral students. The use of doctoral carrels at Hekman Library is a privilege that is provided to students at the discretion of the Theological Librarian and Dean of the Library. Doctoral students should speak to a theological librarian to be assigned a carrel and to obtain a key for access to the carrel.

Students are expected to follow library and university policies. Failure to follow these policies may result in carrel privileges being revoked. Students who use library carrels do so at their own risk. Hekman Library is not liable for injury, loss, or damage that arises from using a doctoral carrel.

The following policies apply to students' use of library carrels:

1. A carrel is not guaranteed during the entirety of a student's time at Calvin Seminary. If there are more PhD students than carrels, priority will go to students who are actively using the library to work on their dissertations. If a student is not actively using their carrel for doctoral work, priority will be given to another student.
2. Due to the number of students and changing student needs, the Theological Librarian and Dean of the Library may use their discretion to decide which students warrant the greatest need and priority. After a student has had a PhD

carrel for five years, the theological librarian and Dean of the Library have the discretion to decide that the student no longer merits the highest priority.

3. Students must receive express permission from the Theological Librarian or Dean of the Library to switch carrels.
4. The library will try to let students retain the same carrel throughout their tenure as a doctoral student. But, depending on wider student needs and carrel availability, students may be asked to switch carrels.
5. Students will be given a key to their carrel and are required to return the key when they complete their program or stop using a carrel. Failure to return a key will result in a \$25 fine which will be added to their seminary account.
6. Students should scan the QR code next to their name on the name plate near their door to check in each day that they use their carrel. Extended absences and lack of use may result in a carrel being assigned to another student. Students are responsible for notifying the library when they have completed their doctoral program and no longer need their carrel.
7. Students are responsible for emptying their carrel, including all personal furniture and belongings, when they are finished using the space.
8. Doctoral carrels are shared spaces with 2 carrels per room. Students are expected to respect their officemate and their items. Both students should have equal rights and access to the space.
9. Carrels are spaces designated for focused study during the doctoral program. They should not be used for personal storage at any point during a student's program. Failure to comply with this policy could result in the loss of use of the carrel.
10. Students agree to keep their space in a condition that allows for vacuuming by university maintenance staff. Failure to do so may result in a carrel not being vacuumed.
11. Students agree to use their carrel only during hours when the library is open. Updated hours can be found on the library's website. Failure to comply with the open hours policy can result in the loss of use of the carrel.
12. Students agree to check out any library items that are in their carrels. Failure to do so may result in library staff removing library items from the carrels and can result in the loss of carrel use and/or library borrowing privileges.
13. Refrigerators and microwaves are not permitted in doctoral carrels due to circuit overload and loss of power to carrels.
14. According to Calvin University policy, for the protection of all members of the campus community, windows and doors may not be covered.

VII. Foreign-Language Requirements

A. General Requirements

1. The PhD program requires successful completion of examinations in two modern foreign languages besides English (German and French for all areas of concentration; or Dutch for those concentrating in theology). Some students concentrating in theological areas may be required to pass a competency examination in Latin. Students concentrating in or planning to take a comprehensive exam in New Testament may be required to pass a competency examination in Greek, and (after 2026) those concentrating in or planning to take a comprehensive exam in Old Testament may be required to pass a competency examination in Hebrew.
2. Students who ask to be tested in a different modern foreign language must demonstrate that this alternative is essential for their course of study and that there is a significant body of relevant theological literature in this language. A student who requests approval of a different language should address a written request to the PhD Studies Committee by way of the Director of PhD Studies.
3. These examinations will be offered three times per year, once in the fall and again during the winter and spring. The dates for these examinations will be announced well in advance.
4. No fee is charged for the first administration of a competency examination in any language. Retesting is subject to a fee.
5. Students must contact the Assistant to the Director of PhD Studies to register for these examinations.
6. Students must take one of the language examinations at the beginning of the first year of course work.
7. Students who have not passed the first language examination may enroll in the second semester of PhD courses only if they are enrolled concurrently in college-level course work in that language.
8. Students who have not passed the second language examination may enroll in the second semester of second-year PhD courses only if they are enrolled concurrently in college-level course work in that language.
9. Students may not take comprehensive examinations until they have met all language requirements.

B. Examinations

1. Foreign-language tests will be offered in at least three languages (German, French, and Dutch). Students taking the German test will not be required to read Gothic (*Fraktur*) script.
2. Each test will consist of (a) a text of approximately 300 words to be translated by the student into English; and (b) a related passage of approximately 300 words

which will be the basis for three questions of comprehension to be answered in one sentence each.

3. The examination will be done on a computer provided by the seminary. Students will have a maximum of two hours to complete the examination. Students for whom English is a second language may have an extra hour to complete the examination.
4. The translation section will be weighted as 80% and the comprehension questions as 20% of the test.
5. A student must achieve an overall score of 70% to pass the test.
6. A student may provide a dictionary, but not a grammar text, to use during the examination.
7. Test results will be communicated by means of an email.

C. Resources in Preparing for Language Exams

Many resources are available to help you prepare for these language exams, including local courses (for audit or for credit), online courses (for audit or for credit), online learning tools, a student-initiated group to study and read in a language, and books designed to help learn languages. Some suggested books are listed below:

1. French

Becker, Shannon R. *French for Reading and Translation*. London and New York: Routledge, 2021.

Sandberg, Karl C. and Eddison C. Tatham. *French for Reading*. Pearson, 1968.

2. German

Jones, Christopher Ryan and Katharina Hirt. *Handbook of Reading Theological German*. Grand Rapids: Zondervan Academic, 2021.

Korb, Richard Alan. *German for Reading Knowledge*. 7th ed. Belmont, CA: Heinle Cengage, 2014.

Sandberg, Karl C. and John R. Wendel. *German for Reading: A Programmed Approach*. 2nd ed. Indianapolis: Hackett, 2015.

Thompson, Carolyn Roberts. *Reading German for Theological Studies: A Grammar and Reader*. Grand Rapids: Baker Academic, 2021.

Wilson, April. *German Quickly: A Grammar for Reading German*. American University Studies. 7th edition. Peter Lang, 2007.

3. Dutch:

Stern, Henry R. *Essential Dutch Grammar: All The Grammar Really Needed For Speech And Comprehension*. Dover Language Guides Essential Grammar. New York: Dover, 1984.

Van Baalen, Christine, Frans R.E. Blom, and Inez Hollander. *Dutch for Reading Knowledge*. John Benjamins Publishing, 2012.

VIII. Course Work

Courses focus on major topics in biblical and theological disciplines and on areas of current faculty interest and research. They are designed to introduce students to proper research methods and their application as well as to important theological issues and developments. In order to give students experience in teaching and in taking oral examinations (in preparation for the oral comprehensive and dissertation defense), some courses will include in-class practice “teaching” exercises and some will include oral exams.

A. Course Requirements for the PhD Degree

1. During the first year in residence, ordinarily in the Fall, all students must take course 9101, “Research Methodology,” which is a prerequisite to all other PhD-level courses (although typically two other PhD-level courses are taken concurrently with 9101).
2. Students are required to complete a total of twelve PhD courses for credit in biblical or theological content areas. Full-time students take six courses per year (typically three per semester) for two years. Part-time students take either four courses per year for three years or three courses per year for four years.
3. In addition to the twelve required PhD courses in biblical or theological content areas, students in the program must take 9103, “Teaching and Student Formation,” for credit during the first two years in the program.
4. At least three courses must be taken in the student’s discipline of specialization and at least two courses in each of the other three areas in which the student will take a comprehensive exam. Students specializing in New Testament must take at least two courses and a comprehensive exam in Old Testament. Students specializing in Old Testament (starting in 2026) must take at least two courses and a comprehensive exam in New Testament.
5. Students may choose to take more than the required number of courses for credit without paying additional tuition. Those needing additional work in an area may be advised to take more than the required number of courses.
6. Admission to degree candidacy depends in part on the achievement of a minimum 3.33 cumulative grade-point average for PhD course work.
7. No grade lower than a B will be accepted for credit.
8. Students whose GPA is significantly below 3.5 after one year of residence will be advised to terminate their graduate studies or apply for a more suitable graduate program.
9. After completing PhD comprehensives, students must take 9102, “Dissertation Seminar” (in person if they reside in the Grand Rapids area or by video conferencing if they are at a distance). The purpose of this seminar is to provide a

community of encouragement and advice to promote progress in writing a dissertation. The Dissertation Seminar is offered on a credit/no credit basis and does not count toward the thirteen required courses in the program. The Dissertation Seminar is offered in two sections:

- a. Dissertation Seminar A: Proposal Stage
Students who have completed comprehensive exams participate in this seminar until their dissertation proposal is approved. This seminar serves students in the process of formulating a dissertation topic or preparing a formal proposal. In consultation with their dissertation supervisor, each student will typically define and refine a research topic, review the current state of scholarship, articulate a central thesis or research question, outline methodological approaches, and compile a preliminary bibliography.
- b. Dissertation Seminar B: Writing Stage
Students whose dissertation proposal is approved participate in this seminar until they submit the defense copy of their dissertation. This seminar serves students who are developing and writing their dissertation. In consultation with their dissertation supervisor, each student will typically focus on structuring the overall argument, deepening data collection and analysis, refining central claims and supporting arguments, and formulating a conclusion.

B. Annual Course Plan

Students should discuss course selection with faculty members in their area of specialization. Each year, during the registration period for Fall courses, students who have not completed course work must submit an Annual Course Planning Form to the Director of PhD Studies, who is available to meet with students to discuss this plan. This document lists any courses the student has already taken in the PhD program and those planned for the upcoming year (see Appendix A).

C. PhD Courses and Seminars

Interdisciplinary

- 9101 Research Methodology
- 9102 Dissertation Seminar (offered in sections A and B)
- 9103 Teaching and Student Formation

Old Testament

- 9213 The Book of Isaiah and Its Reception in Early Judaism
- 9215 Tragedy or Success? The Garden of Eden Narrative in Historical and Biblical Theological Perspectives
- 9216 Creation Theology in the Old Testament
- 9293 PhD Seminar in Old Testament

New Testament

- 9330 Paul the Letter Writer
- 9334 The New Testament and Jewish Tradition
- 9341 1 Corinthians
- 9342 Gospels
- 9344 Luke-Acts
- 9345 1 & 2 Thessalonians
- 9351 Jesus and the Gospels in Modern Study
- 9352 New Testament Criticism
- 9393 Seminar on the Gospels
- 9394 PhD Seminar in New Testament

History of Christianity

- 9430 Documents and Issues in Reformation and Post-Reformation Thought
- 9432 Reformed Symbolics: Catechisms and Confessions in the Global Church
- 9434 The Theology of John Calvin
- 9435 Faith Formation in the Early Church
- 9438 Life and Thought of Augustine
- 9439 The Scottish Reformation
- 9441 Puritans and Colonialism
- 9443 Early Modern Calvinism in the Global South
- 9490 Gospel of Liberty: Salvation, Morality, and Politics in Early American Evangelicalism
- 9491 PhD Seminar in the History of Christianity
- 9493 PhD Seminar in the History of Christianity

Systematic Theology

- 9540 Theology of Revelation
- 9542 Theology of the Incarnation
- 9543 Theology of the Atonement
- 9544 The Theology of Karl Barth
- 9545 Theology of the Trinity
- 9549 Issues in Theological Anthropology
- 9550 Topics in Karl Barth and Herman Bavinck
- 9551 The Nature of Theology and Doctrine
- 9553 Abraham Kuyper and Herman Bavinck on Theology as Science and Liturgy: A Philosophical Appraisal
- 9595 PhD Seminar in Systematic Theology

Philosophical Theology

- 9611 Philosophical Issues in Christian Theology
- 9612 Philosophical Foundations of Modern Theology
- 9613 Post-Enlightenment Critique of Religion

- 9653 Abraham Kuyper and Herman Bavinck on Theology as Science and Liturgy: A Philosophical Appraisal
- 9696 PhD Seminar in Philosophical Theology

Moral Theology

- 9717 Political Theology
- 9732 The Theology of Vocation
- 9734 Puritans and Colonialism
- 9743 The Christian Moral Tradition
- 9744 Gospel of Liberty: Salvation, Morality, and Politics in Early American Evangelicalism
- 9797 PhD Seminar in Moral Theology

Brief descriptions of these courses and seminars can be found in the Academic Catalog, which is available on the Calvin Seminary website. PhD courses are open to qualified ThM students by permission of the Registrar.

PhD courses can be scheduled three hours per week (150 minutes plus a 15-minute break) for nine sessions per semester, or two hours per week (115 minutes plus a 10-minute break) for twelve sessions per semester. If a course meets nine sessions per semester, the syllabus will list which weeks during the semester the professor has decided that the class will meet. For example, a course might not meet for a week once or twice during the semester in order to enable students to work on paper proposals, research, writing, or preparing class presentations on their research. Or a course might allow one or more weeks at the end of the semester for students to focus on paper writing.

D. Other Seminars and Colloquia

Occasionally other non-credit seminars and colloquia are offered and may include sessions led by guest scholars. Because these PhD seminars and colloquia enhance each student's education and promote the program's learning community, students are strongly encouraged to attend.

E. Adding a Second Discipline of Specialization

A student who elects to add a second discipline of specialization must take at least three courses in each area of specialization, complete six instead of five written comprehensives (two each in the two disciplines of specialization), and write a dissertation that incorporates topics in both disciplines. Although the second comprehensive exam may be on a topic related to the first exam (or dissertation proposal), it should have its own distinct integrity, with a different topic and bibliography than the first exam or proposal. A student who intends to pursue a second discipline of specialization must inform the Director of PhD Studies as early as possible in the student's program.

F. PhD Credit for Courses Taken in a ThM Program

A student in the PhD program who has taken PhD-level courses at Calvin Seminary as part of a ThM program may petition the PhD Studies Committee (by way of the Director of PhD Studies) to have up to nine hours of those PhD-level courses applied to his or her PhD program. The PhD Studies Committee will make its decision on the basis of its evaluation of whether the work done in each course was at a PhD level.

G. PhD Transfer Credit for Courses Taken at Another Institution

A student who wants credit for course work done at another accredited institution must petition the PhD Studies Committee, preferably before enrolling in any course. The PSC will consider whether the course(s) are (1) taken at an ATS-approved research doctoral program or its equivalent (e.g., a PhD program outside the US and Canada) and (2) eligible for credit in that institution's research doctoral programs.

IX. Comprehensive Examinations

- A. Completion of the PhD program requires general competence in four areas of theology and/or biblical studies, mastery of a biblical or theological discipline, and expertise in specific topics. General competence is demonstrated by sustaining five written comprehensive disciplinary examinations (five hours each; six hours each for students for whom English is a second language):

1. One general exam in the student's area of concentration and one additional, specialized exam in that area that demonstrates mastery of the student's likely dissertation area.
2. Three additional general exams selected from Old Testament, New Testament, History of Christianity, Systematic Theology, Moral Theology (Ethics), and Philosophical Theology. (For students concentrating in New Testament, one of these exams must be in the area of Old Testament. Starting in 2026, for those concentrating in Old Testament, one of these exams must be in New Testament.)

In place of the second written examination in their discipline of specialization, the student may submit a draft dissertation proposal after consultation with their supervisor. The student will be questioned about the proposal at the oral comprehensive examination. The proposal must be submitted to the PhD office no later than the last regularly scheduled written examination time. A student who has elected a second discipline of specialization must still take a second written examination in that area.

- B. Before students begin their preparation for comprehensives, they should meet with faculty members (ordinarily, regular or adjunct faculty members in the disciplines in which the exams are taken) whom they would like to supervise the comprehensive examinations. Although one faculty member may supervise two comprehensive examinations for a student, ordinarily a student's comprehensive exam committee will be composed of no fewer than four faculty members. Either before or after the initial

meetings with faculty members, but no later than June 1 of the final semester of course work, a student must submit to the Director of PhD Studies a PhD Comprehensive Committee Form, which lists all courses taken (by discipline), the student's GPA for PhD course work, and the student's proposed committee and topics for PhD comprehensives (see Appendix C).

- C. Either before or after meeting with each faculty examiner, the student should begin preparing a bibliography for that examination. A student's bibliography should be based on the standard bibliography for the area (see bibliographies in the Appendices), but may be modified in ways acceptable to both the faculty examiner and the student. A student must submit a final bibliography to the faculty examiner for approval as early as possible, but no later than the registration deadline for the written examination.
- D. It is not necessary to prepare for these exams alone or without help. Students may work together, consult with others who have taken the exams, and share notes. The key to success is understanding the material and being able to discuss it meaningfully. Having a good memory, reproducing material perfectly, and writing excellent answers is not enough. Students should understand what they have written well enough to explain and discuss it intelligently in the oral exam.
- E. Students who are *handwriting* the written examinations will receive a copy of the exam and blank paper from the proctor and will write out their answers to the questions without the use of word processors. Students may not take any notes or cell phones into the examination room. Students may leave the examination room to use the restroom, but not to use a cell phone or to consult any sources or material. When leaving the examination room, students should leave the exam in the examination room as well as any answers that have already been written.

At the end of each handwritten examination, the Assistant to the Director of PhD Studies photocopies the written answers and gives a copy to the student. The student then uses the handwritten copy to make a typed copy to be submitted to the Assistant to the Director of PhD Studies by 3:00 p.m. on the next regular workday (preferably by e-mail attachment). If the student edits material for grammar or for clarification during typing, the edited material should be enclosed in brackets. Do not correct mistakes of content at this stage. In order to make it easier to find passages during oral comprehensives, be sure to number the pages of your typewritten exams.

- F. Students who are *typing* the written examinations will receive a copy of the exam from the proctor and shall use a Seminary-provided computer with nothing saved on the hard drive and no internet connection. Students shall type under the supervision of the proctor. Students may leave the examination room to use the restroom, but not to use a cell phone or to consult any sources or material, and must leave all exam materials in the room. In order to make it easier to find passages during oral comprehensives, be sure to number the pages of your typewritten exams.

At the end of each typewritten examination, the proctor shall save the exam to a USB drive and immediately email a copy to the student, or email all exams simultaneously when they are finished.

- G. Students may bring snacks and drinks into the testing room. All cell phones, tablets, computers, smart watches, and other materials must be left in a safe place outside the room.
- H. A student has two options for the sequencing of the written comprehensive exams:
 - 1. Take one exam at the beginning of the second year of course work, and the remaining exams in the Fall and/or Winter of the year after completing course work.
 - 2. Take all the written exams in either one period or two consecutive periods (Fall-Winter or Winter-Spring) of the year after completing course work.

Students are encouraged to complete these exams as soon as possible, preferably by the Winter of the year after completing course work.

- I. The latest date by which comprehensives may be completed without special permission from the PhD Studies Committee is May of the year following residency requirements. A request for an extension should be sent to the Director of PhD Studies, who will submit it to the PhD Studies Committee for a decision.
- J. In no case may comprehensive examinations be undertaken until all language requirements have been met.
- K. The comprehensive examination process is completed by a two-hour oral examination based on the five (or six) written examinations (one of which can be a draft dissertation proposal). Students must take an unmarked printed copy of their typewritten answers to the oral examination. The faculty member who is supervising the dissertation proposal or the specialized comprehensive exam serves as chair for the oral examination. At the conclusion of the oral exam, the committee completes both the “Comprehensive Exam Rubric” (Appendix D) and “PhD Comprehensive Exam Report” (Appendix E) and submits them to the PhD office.
- L. No examination, written or oral, may be attempted more than twice.

X. PhD Candidacy, Deadlines, Extensions, Leaves, and Discontinuations

- A. Admission to degree candidacy is granted when the following requirements are met:
 - 1. All course work is completed with a minimum cumulative GPA of 3.33.
 - 2. All language and comprehensive examinations have been sustained.
- B. In order to avoid delaying student progress, faculty members are expected to offer reasonable levels of supervision of comprehensives and dissertations during a sabbatical. Students should seek out faculty members before their sabbatical when possible. Faculty

members are expected to participate in necessary comprehensives and to respond to dissertation chapters during a sabbatical.

- C. A student must submit an acceptable dissertation proposal within one year after admission to degree candidacy. All requirements for the PhD degree ordinarily must be completed within five years of admission to candidacy for the degree.
- D. A student who cannot submit an acceptable dissertation proposal by the deadline (i.e., within one year of admission to degree candidacy) should, before the deadline arrives, send to the Director of PhD Studies a written request for an extension, addressed to the PhD Studies Committee, giving a brief statement of the reasons for needing an extension and a proposed new deadline for submitting an acceptable proposal.
- E. A student who cannot complete the requirements for the PhD degree by the deadline (i.e., within five years of admission to degree candidacy) should, at least one month before the deadline arrives, send to the Director of PhD Studies a written request for an extension, addressed to the PhD Studies Committee. The request should include (1) the original deadline and any extensions given to date, (2) a brief statement of the reasons for not being finished by the deadline, (3) a brief account of the progress on the dissertation to that point, (4) a proposed schedule for completing each chapter, submitting a defense copy, and defending the dissertation, (5) a proposed new deadline for submitting final copies and completing all program requirements, and (6) a statement that the student is current in paying the continuation fee. In deciding on a request for extending the deadline for completing program requirements, the PhD Studies Committee will take into account the supervisor's recommendation, including any recommendation on whether the dissertation proposal needs to be updated. In order to receive an extension, the student must be current in paying the continuation fee. The Director of PhD Studies will communicate the committee's decision to the student.
- F. A student may, for serious reasons, request a leave of absence from the PhD program for up to a year. A student requesting a leave of absence must inform the Director of PhD Studies and also submit a formal request using the process in the Calvin Seminary Student Handbook. A student on a leave of absence does not receive scholarships or stipends; does not receive faculty guidance on courses, comprehensives, or a dissertation; does not have access to the library or athletic facilities; and may not live in Calvin Seminary student housing. A student on a leave of absence is responsible for dropping any courses and must pay any outstanding account balance. A leave of absence may affect student loan deferrals and payments. Before taking a leave of absence, an international student should check how it will affect their visa status. Ordinarily, a PhD student taking a leave of absence for more than a year needs to reapply and be readmitted to the PhD program.
- G. A student who has not paid the continuation fee for two years or who is more than one year beyond the deadline for completing the program without requesting and receiving an extension will be considered to have discontinued study in the program.

- H. A student who discontinues the PhD program after completing PhD comprehensive examinations may request a ThM degree from Calvin Theological Seminary in the student's area of specialization. This request should go to the Director of PhD Studies and the Registrar.

XI. Dissertation Policies

A. Topic

Students should give thought to the choice of a dissertation topic early in their programs.

B. Proposal

1. The dissertation proposal (approximately 2,500 to 3,000 words, or eight to ten double-spaced pages, excluding the bibliography) states a thesis: What, exactly, does the dissertation propose to demonstrate? The proposal then identifies the question or problem the dissertation will resolve or the gap it will fill. The proposal also describes the method it will follow, provides a chapter outline for developing and defending the major thesis claim(s), includes a writing schedule, and lists a select bibliography of primary and secondary sources.
2. A dissertation proposal follows this format:

DISSERTATION PROPOSAL CALVIN THEOLOGICAL SEMINARY

TITLE

Student's Name

Month 20XX

TENTATIVE THESIS

What, exactly, does the dissertation propose to demonstrate? (Please limit yourself to stating the thesis, without providing much context or explanation, which come later.)

STATEMENT OF THE QUESTION

Briefly, what question will this dissertation solve, or what gap will it fill? (Briefly identify, in plain English, the question to which the thesis provides the answer.)

PRESENT STATUS OF THE QUESTION

Give a brief survey of the pertinent literature in the area and state why it does not solve the question or fill the gap you have identified. (Perhaps provide a brief typology of answers to the question and why they are insufficient.)

PROPOSED METHOD

Describe the means you intend to follow in order to resolve the problem you have identified and thereby demonstrate your thesis.

TENTATIVE OUTLINE OF DISSERTATION

Give an outline of the dissertation, by chapters, with a short statement about how each chapter will contribute to developing and defending the major thesis claim(s).

WRITING SCHEDULE

List the dates by which you will complete the first draft of each chapter, rework the chapter drafts into a complete dissertation draft based on the feedback from your supervisor, a date to submit a complete draft to your supervisor, and when you will submit a defense copy. For example:

WRITING SCHEDULE

Chapter 1 - <date>

Chapter 3 - <date>

Chapter 5 - <date>

Chapter 4 - <date>

Chapter 2 - <date>

Revisions to chapters - <dates>

Submit draft of complete dissertation to supervisor - <date>

Submit defense copy - <date>

(It may make sense to write chapters in a different order than they appear in the final copy. It also typically works better to save the supervisor's feedback on each chapter and revise the chapters only after you have completed a first draft of every chapter.)

BIBLIOGRAPHY

Provide a select bibliography of primary and secondary sources. The bibliography does not count toward the word or page limit on the proposal. The bibliography submitted as part of the proposal should be no longer than six to eight pages. The tentative thesis should be very brief (less than a page) and the statement of the problem should be brief (perhaps a page). Apart from the bibliography, the present status of the problem is typically the longest section of the proposal.

3. Proposal Submission and Approval

Under the guidance of a faculty dissertation supervisor, the PhD candidate prepares a dissertation proposal (including the writing schedule), and the two discuss a potential dissertation committee (two additional internal readers and at least two scholars who could serve as external reader). During this process, the candidate presents a draft of the proposal in the Dissertation Seminar for feedback. The supervisor may attend the seminar session in which the proposal is discussed, functioning primarily as an observer and listener.

When the supervisor is satisfied with the proposal, the supervisor submits it to the Director of PhD Studies and Assistant to the Director of PhD Studies along with suggested names for internal and external members of the dissertation committee.

The PhD office then arranges for the student to meet with the supervisor, the other two internal readers, and the Director of PhD Studies.

At the beginning of the meeting, the student responds briefly to these questions: (1) Why did you choose this topic for your dissertation? (2) What contribution do you hope this dissertation will make to scholarship? Then the readers ask further questions about the project and provide guidance to the student. The student should take notes on the guidance that is provided.

After the student is dismissed, the readers and Director of PhD Studies finalize a primary and alternate external reader. If revisions to the proposal are suggested or required, then after the supervisor is satisfied, the revised proposal is sent to the internal readers. Once the proposal is approved by the supervisor and readers, the program director submits the dissertation proposal, writing schedule, and names of the readers to the PhD Studies Committee for final approval.

C. External Readers of Dissertations

1. After the dissertation proposal has been approved by the PhD Studies Committee, the PhD office sends a letter of invitation to the external reader, outlining what is expected of the external reader and indicating the amount of the honorarium.
2. The dissertation supervisor is encouraged to contact the external reader early in the process of supervising the dissertation and may invite the external reader to offer comments on the dissertation proposal. The dissertation supervisor shall determine the extent to which the external reader is asked to participate in the dissertation process. During the writing process, the student should not send chapters to the external reader unless this has been approved by the dissertation supervisor.
3. The PhD office will send the defense copy of the dissertation and the Dissertation Report Form (Appendix F) to the external reader. The external reader will be asked to return the Dissertation Report Form to the PhD office within a month.
4. The PhD office will invite the external reader to participate in the defense by Zoom (although an external reader who resides locally will be invited to attend in person). If the external reader cannot participate in the defense, the reader's written comments will be used during the defense and the reader's judgment will count in the faculty's deliberations.
5. The external reader shall receive a suitable honorarium in recognition of services performed.

D. Progress Reports and Interim Evaluation

A student is encouraged to be in regular contact with the dissertation supervisor in order to discuss the progress of the dissertation.

When the student has submitted a substantial chapter or two, including at least one chapter that is neither introductory nor a survey of scholarship, the supervisor may give

the draft to the PhD office for distribution to the internal readers. The supervisor may ask the student to make revisions before this draft is submitted to the internal readers. After reading the draft, the internal readers may provide comments to the supervisor, who will then advise the student. The purpose of this evaluation is to provide feedback that will help the student in writing the remainder of the dissertation.

E. Standards of Evaluation

In making a scholarly contribution to some area of theology or biblical studies, the dissertation must show the candidate's ability to conduct independent research, to move a theological discussion forward, and to write clear, scholarly prose. The result ought to be of publishable quality.

F. Propositions

The student must draft a numbered set of theses or propositions to be distributed at the oral defense and included in the defense copies and the final bound copies of the dissertation. The propositions should be organized into three categories: five to seven propositions related to the dissertation, five to seven drawn from the student's graduate work in theology but not directly related to the dissertation, and two or three theses on topics of the student's choosing. Each thesis should be one concise sentence in length, stating a position clearly, but not providing the argument defending it.

G. Style

Dissertations in theological areas must conform to the format and bibliographic style requirements in the most recent edition of *A Manual for Writers of Research Papers, Theses, and Dissertations*, by Kate L. Turabian (currently 9th edition, 2018). Chapters 16 and 17 and the Appendix: *Paper Format and Submission* offer very helpful guidelines about many aspects of formatting a dissertation.

Dissertations in biblical studies must follow the guidelines in *The SBL Handbook of Style*, by Billie Jean Collins (currently 2nd edition, 2014). A handy short version of the SBL Handbook is available at the SBL website (www.sbl-site.org) by searching for "Student Supplement for *The SBL Handbook Style*, Second Edition." For questions not answered in this handbook, follow the guidelines in Turabian, and in particular, Turabian's Appendix: *Paper Format and Submission* guidelines.

In order to be sure that footnotes and bibliography conform to proper style, students may submit to the Theological Librarian a copy of the first substantial chapter they write along with the bibliography as it stands at that time. This will allow the Theological Librarian to give input and advice at an early stage in the writing of the dissertation. Students who fail to take advantage of this opportunity may need extra time to put the final copy of the dissertation into proper format. In particular, the following format is required:

1. Typeface: The same style of type should be used throughout the work. For all dissertations, Times New Roman, 12 point, regular type must be used, with line spacing set at 2.0. Footnotes may be in 10 or 11 point, and must be single-spaced

(except for double-spacing *between* footnotes). Kerning is acceptable but tracking is not. Either italics or underlining should be used in the work; no dissertation should include both underlining and italics. Boldface type may be used for chapter titles or part titles and for section headings, but not within the text.

2. Paper size: The standard page dimensions are 8 ½ by 11 inches.
3. Margins: Margins must be at least one inch on all sides. For dissertations and theses, the left margin must be 1½ inches in order to allow for binding. All material (including page numbers) must be within these margins. Right margins should be left ragged (not justified).
 - a. Indention: Paragraph indention must be consistent. Block quotations of prose should be indented the same distance from the left margin of text, and new paragraphs within them should have an additional indention.
 - b. Spacing: The entire work must be double-spaced except chapter headings, long quotations (single-spaced), and footnotes (single-spaced if more than one line in length; double-spacing between footnotes).
 - c. Pagination: For dissertations, every page of the work, including blank pages, must be assigned a page number, although the page number does not appear on pages that precede the table of contents. Pagination that appears on front matter must be lowercase Roman numerals, appearing in the bottom center of the page. The first page of text is page one. In the text and back matter, page numbers should appear as Arabic numerals, either centered or flush right above the text (except for pages with chapter headings). If the page number is included on pages with chapter headings, it should appear centered below the text.
4. Quotations
 - a. Direct quotations of prose should be incorporated into the text of the dissertation and enclosed in double quotation marks. A direct quotation that runs to five or more lines of text should be set off as a single-spaced indented block, with no quotation marks preceding or following it.
 - b. Periods and commas are placed inside quotation marks. Question marks, dashes, and exclamation points that are not part of the original quotation are placed outside the quotation marks. Semicolons and colons are placed outside quotation marks.
 - c. Any omission from a quotation must be indicated by ellipsis points. An omission within a sentence is indicated by three dots. Punctuation that occurs immediately before or after the omitted material should appear just before or after the ellipsis points. A brief quoted phrase or obviously incomplete sentence should not have ellipsis marks at its beginning or end because it is clear that it is an incomplete fragment. A block quotation should not have ellipsis points at the beginning and should have ellipsis

points at the end only if the quotation does not end with a complete sentence.

- d. If anything is added to a quotation, such as corrected spelling or a name or term that clarifies the quotation, it must be enclosed in square brackets.
 - e. If italics or underlining is added to part of a quotation for emphasis, the addition must be indicated by a comment such as “italics added” or “emphasis added” in a footnote, in parentheses after the quotation, or in square brackets immediately after the emphasized words.
5. Notes: Notes must appear as footnotes, not as endnotes. Do not use the parenthetical reference method of citation. Begin numbering footnotes in each chapter with footnote 1.

H. Advice for Writing the Dissertation

- 1. Clarify the thesis of each chapter and show how each chapter contributes to the overall thesis of the dissertation.
- 2. Keep refining the overall thesis of the dissertation as your research and writing help to clarify your thinking on your topic.
- 3. Just as each chapter should contribute to the overall thesis, so too each paragraph should advance the thesis of the chapter.
- 4. Each paragraph needs to stay on one topic, which is announced in the first (topic) sentence of the paragraph. Someone who reads the first sentence of each paragraph should be able to know the overall argument of the chapter.
- 5. Include a good balance of primary and secondary sources, with secondary sources providing context and primary sources serving as the focus of your analytical efforts.
- 6. Avoid providing a “data dump,” that is, putting quotations and summaries from other sources without showing how they contribute to the argument of your paper.
- 7. Your goal is not to impress readers with your knowledge, but to help readers understand the argument of your dissertation. Each paragraph, section, and chapter should contribute to that goal.

I. Defense Copies

One copy of the dissertation (including propositions) and one copy of an abstract of no more than 350 words must be submitted to the Assistant to the Director of PhD Studies by February 28 for graduation in May. Students should submit a defense copy by email attachment (pdf format, with everything in one file). The student should take to the dissertation defense a printed copy exactly like the defense copy that was submitted (including having the same pagination).

J. Scheduling the Defense

The supervisor has approximately two weeks (until March 15 in the case of a defense copy submitted by February 28) to inform the PhD office that the dissertation is ready for

a public defense. Once the supervisor informs the PhD office that the dissertation is ready for a defense, that office will distribute copies of the dissertation to the other members of the dissertation committee, who will have one month in which to read the dissertation and provide written comments, using the Dissertation Report Form (Appendix F). By the end of this period (which should be no later than April 20, for students who intend to graduate that May), the dissertation committee will decide whether the dissertation is ready for a defense, and if it is, set a time for the defense. By this date, readers also must communicate in writing to the dissertation supervisor any major changes that are required or recommended. For May graduation, a defense must be held no later than the last day of exams in the spring semester. A student who plans to travel by airplane in order to attend the defense should not purchase a ticket before getting the dissertation supervisor's approval that the dissertation is acceptable for defense.

K. Defense

1. The dissertation supervisor chairs the public defense. The entire dissertation committee must be present for the defense, except in cases in which an external reader cannot participate. If an external reader does not participate in the defense, the reader's comments, questions, and criticisms will be summarized during the defense and the reader's judgment on the merits of the dissertation will count in the faculty's deliberations. A dissertation defense will be successful as judged by a majority of the faculty members present and the external reader.
2. Defenses ordinarily will follow this format:
 - a. The dissertation supervisor opens the defense with prayer and welcomes any guests (including the external reader if participating by Zoom).
 - b. Copies of the student's dissertation abstract and theses are made available to those who attend the defense. The student must come prepared with a clean copy of the dissertation.
 - c. The dissertation supervisor invites the student to address the following questions (10 minutes):
 - (1) Why did you pick this topic for your dissertation?
 - (2) What did you learn from your work on this dissertation?
 - (3) What contribution does this dissertation make to scholarship?
 - (4) Why is this study important for Christian believers today?Students may not use notes or prepared text in responding to these questions.
 - d. The members of the dissertation committee ask questions about the dissertation (45 to 60 minutes). If the external reader is not available, the dissertation supervisor summarizes the external reader's comments or questions regarding the dissertation.

- e. The supervisor invites other faculty members, followed by any guests, to ask questions about the dissertation, including the theses or propositions (15 to 20 minutes).
- f. After the student and any guests leave the room (and the Zoom call), the external reader and the faculty members who are present discuss the dissertation (including the abstract) and the defense for the purpose of rendering a judgment. This judgment will include (a) whether the defense is successful, (b) an agreement about any changes that are required or recommended in preparing the final copy, and (c) an agreement about who, in addition to the supervisor, will examine the final copy before it is approved. Those who have read the dissertation will also be asked for advice on whether the dissertation contains publishable material. The supervisor, with guidance from faculty who are present, completes the “Dissertation Rubric” and submits it to the PhD office.
- g. The student is informed of the results of the deliberations.
- h. If the external reader is participating in the defense by Zoom, other students and guests may watch the defense over Zoom. Those on Zoom must mute their microphone and log on using their name. When the faculty begins deliberating about the defense, any guests will be logged off or put into a Zoom waiting room. Students may not set up electronic devices to transmit or record a dissertation defense.

L. Length

The dissertation should be approximately 250 to 300 pages; dissertations over 400 pages, including appendices and bibliography (but not counting front matter), will not be accepted.

M. Editing Assistance

For PhD students for whom English is a second language, the PhD program will either provide editing assistance through the Calvin Theological Seminary Rhetoric Center or, if that is not available, provide reimbursement for half the cost of professional assistance in dissertation editing, up to a maximum reimbursement of \$300. Before employing an editor, students must contact the PhD office. In order to be reimbursed, a student must use the services of an editor approved by the PhD office and must submit proper receipts.

M. Final Copies

1. After the readers report that the dissertation is ready for defense, the Assistant to the Director of PhD Studies will send the defense copy of the dissertation to the Rhetoric Center, where it will be proofread for spelling, grammar, and style, then sent to the Theological Librarian (copied to the Director of PhD Studies and the Assistant to the Director of PhD Studies).

2. After reviewing the footnotes, bibliography, and other corrections, the Theological Librarian sends all needed corrections to the student (copied to the Director of PhD Studies and the Assistant to the Director of PhD Studies). The Assistant to the Director of PhD Studies forwards these corrections to the dissertation supervisor.
3. When revising the dissertation after the defense, the student incorporates the editorial corrections and sends the corrected dissertation to the supervisor and any readers who want to review the corrections.
4. When the supervisor (and any readers who want to review the corrections) are satisfied, the student sends the corrected dissertation to the Director of PhD Studies, the Assistant to the Director of PhD Studies, and the Theological Librarian.
5. When the Theological Librarian is satisfied that proper form and procedure have been followed, the Theological Librarian notifies the Director of PhD Studies and the Assistant to the Director of PhD Studies.
6. The Director of PhD Studies reviews the dissertation to make sure that everything is in proper form and then authorizes the student to submit the final pdf version for printing, digital preservation, and distribution.
7. The Assistant to the Director of PhD Studies arranges for printing six copies of the final, approved dissertation (including abstract and propositions). All six final copies must be printed on acid-free 20-pound white bond paper with not less than 25% rag content. No holes are to be punched in the pages, and the dissertation should be submitted in a box or binder that protects the pages from damage. A student may request additional copies, which will be charged to the student's account.
8. The student also signs a form (a Non-Exclusive Distribution License) that grants to Calvin Theological Seminary the non-exclusive right to reproduce and distribute the student's dissertation to the public through appropriate means, including as a pdf file on the library-controlled server. This right goes into effect either immediately or after three years, if by then the student has not notified CTS of any publisher-required embargo. Either way, a hard copy of the dissertation is placed in the Hekman Library and on a shelf in the Seminary building.
9. A student who wishes to register a claim of U.S. copyright for the dissertation should consult the website of the United States Copyright Office (especially the sections "Copyright Basics" and "Frequently Asked Questions").
10. The Assistant to the Director of PhD Studies submits the pdf version, printed copies, signature pages, and Non-Exclusive Distribution License to the Theological Librarian, who submits the dissertation for digital preservation as well as for binding (three copies for the library, one for the student, one for the

dissertation supervisor, one for the Seminary collection, and any additional copies the student pays for).

11. If the final copies of the dissertation are not submitted in proper form by August 15 of the year in which the student graduates (or any subsequent year), the student will be charged the annual continuation fee for the next academic year.
12. If the final copies of the dissertation are not submitted in proper form by the end of the calendar year in which the student graduates, the date on the **title** page of the dissertation shall be the month and year that the final copies are submitted rather than the month and year in which the student's name appeared in the graduation program. The date on the **signature** page shall be the month, day, and year that the final copies are submitted.
13. The Registrar issues the diploma after (a) the student has graduated and (b) the PhD office notifies the Registrar that it has received the final approvals as noted above and has received either final copies or payment to make final copies. If before the diploma is issued, the student needs confirmation of having completed the program, the Registrar will send a letter to that effect.
14. The charges for printing, binding, and shipping the dissertation are posted to the student's account. The charges must be paid before the student's diploma can be released.

N. Surveys

1. Calvin Theological Seminary participates in the Survey of Earned Doctorates conducted by the National Opinion Research Center at the University of Chicago. The purpose of the survey is to gather information about those who earn research doctorates in any field. After submitting the defense copy of the dissertation, the student receives a link to the online survey from the Assistant to the Director of PhD Studies.
2. Calvin Theological Seminary also administers the Graduating Student Questionnaire offered by the Association of Theological Schools in the United States and Canada. Graduating students receive instructions for completing the questionnaire online.

XII. Required Sequence of Items in Dissertations

A. Front Matter

1. Title page: The title page should conform to the approved format (see Appendix H). Although the title page is page i, the number does not appear on it. The title should be in fourteen-point type, with all of the remaining items on the title page in twelve-point type.
2. Copyright page: You should protect your work by claiming the copyright, even if you do not register this with the copyright office. Although this is page ii, the number does not appear on it. Use the following format:

3. Dedication (optional): A dedication, if included, should be brief: “To John.” In order to avoid clutter at the beginning of the dissertation or thesis, it is often advisable to include any dedication in the preface or acknowledgments. Although this page counts in the page numbering, the number does not appear on it.
4. Epigraph (optional): An epigraph, if placed in the front matter, is a quotation adumbrating the theme of the work. An epigraph should be used only if the quotation is particularly appropriate to the work. Although this page counts in the page numbering, the number does not appear on it.
5. Table of Contents: Usually titled **Contents**, the table of contents lists each part of the dissertation except the title page, copyright page or blank page, dedication, and epigraph, which precede it. If there are subheads in the text, they do not need to be included in the table of contents. However, if they are included, the table of contents must identify all parts, chapters, and sections with exactly the same wording and capitalization as in the body of the work. The beginning page number for each chapter or section should be identified. Beginning with the first page of the table of contents, each subsequent page of the front matter should be numbered, in the bottom center, using lowercase Roman numerals.
6. Preface or Acknowledgments (optional): The preface explains the motivation or context for the study. It may also include acknowledgments. The preface should be no longer than two pages. If the author wishes only to acknowledge various sorts of assistance received, this item should be titled Acknowledgments.
7. Abbreviations (optional): If the author has devised a system of abbreviations of commonly used terms or works, abbreviations should be identified. Arrange the list alphabetically by the abbreviation, not by the full term or title.
8. Abstract: The abstract must be provided by the student and approved by the dissertation committee. An abstract of a PhD dissertation may be no longer than 350 words. The abstract must be included in both the defense copy and the final copy; it will be published in the *Calvin Theological Journal*.

The abstract should summarize the problem addressed as well as the thesis and contents of the work. It should be written with the goal of providing concise, clear information that will help another scholar decide whether this work will be useful in his or her research.

B. Main Text

1. Introduction: The introduction is often called Chapter 1. If the introduction is brief, it may be identified simply as Introduction, with the subsequent material identified as Chapter 1. The first page of the introduction is page 1 of the dissertation. The pagination of the main text and back matter should proceed from

this point, using Arabic numerals. If the page number is listed on the first page of the introduction and subsequent chapters, it should appear at the bottom of the page.

2. Parts (optional): The work may be divided into parts, each comprising one or more chapters. If the work is divided into parts, the introduction should precede the first part. Although part-title pages count in page numbering, the page number does not appear on the page.
3. Chapters: The body of the work is divided into chapters, which may be divided into sections and subsections.
4. Conclusion (optional): The last chapter may be identified as a conclusion, and may appear with or without a chapter number. If the final part of the text is very brief, it may be identified as an epilogue or afterword.

C. Back Matter

1. Appendix(es):
 - a. An appendix may be useful for making available material that is relevant to the text, but not suitable for inclusion in it. If there are two or more appendices, they should be numbered or designated by letters (Appendix 1, Appendix 2, etc., or Appendix A, Appendix B, etc.).
 - b. A PhD dissertation must include a numbered set of theses or propositions as an appendix to the work. If the dissertation contains more than one appendix, the theses must be the last appendix. The theses or propositions must be included both in the defense copies and in the final bound copies. The propositions may be revised in the light of the defense. The propositions should be organized into three categories: five to seven propositions related to the dissertation, five to seven drawn from the student's graduate work in theology but not directly related to the dissertation, and two or three theses on topics of the student's choosing.
2. Bibliography: The bibliography may be a single list, arranged alphabetically by author, or it may be divided into sections, either by subject or by category (e.g., primary and secondary works).
3. Certification Page: This sheet will be provided by the Academic Office and signed by the thesis committee. It will be bound with the final copies. This page is not numbered and does not appear in the table of contents.

XIII. Academic Regalia

- A. Gown: There are 3 options for students who wish to purchase a gown. Purchase prices, which are listed below, change annually. Rented gowns will be the first style listed:

1. Black Shenandoah Oefferson doctoral gown (polycrpe fabric) with black velvet front panels and sleeve bars, plus hood and 6-corner tam with gold metallic tassel (Tier 2: 2025 cost of \$650, plus shipping).
 2. Black Jefferson doctoral gown with black velvet front panels and sleeve bars (no gold piping), plus hood and 8-corner tam with gold metallic tassel. This gown offers better fabric and velvet than the gown in Tier 2 (Tier 3: 2025 cost of \$899, plus shipping).
 3. Madison doctoral gown in maroon color, with gold piping and black velvet front panels and sleeve bars, plus hood and 8-corner tam with gold metallic tassel. (Tier 4: 2025 cost of \$1,129.50, plus shipping).
- B. Hood: Blue velvet (PhD colors) with maroon and gold satin inside the hood. The outside material on the hood matches the fabric on the gown (black or maroon).
- C. Cap: Black tam with gold tassel.
- D. Calvin Seminary will provide a subsidy of \$350 for each PhD graduate toward the purchase of Seminary-approved PhD academic regalia.

XIV. Teaching Resources and Experience

Students who hope to teach should take advantage of seminars and other campus resources on teaching. In addition, there are often opportunities for students to gain limited teaching experience, either as a doctoral assistant or at a local college or seminary, typically after completion of most or all course work.

XV. Advice in Searching for a Teaching Position

Students who would like to obtain a teaching position should become aware of the kinds of available openings well before completing the PhD program. Teaching positions are often advertised in *The Chronicle of Higher Education*, *Christianity Today*, *The Christian Century*, online publications, and church periodicals. Teaching positions are also advertised in Employment Listings (a service of the American Academy of Religion and the Society of Biblical Literature).

A. Cover Letters

1. Make them (as well as your curriculum vitae) neat and clean, with laser quality print on white or ivory paper.
2. Check all spelling, including the name of the person to whom you address the letter.
3. Tailor the letter to the specific job and institution. Find something in the job, institution, or mission statement that you can use to say why you are interested or why they should be interested in you.
4. Be succinct and professional; do not write a “chatty” letter.

B. Format for Curriculum Vitae

CURRICULUM VITAE
Month 20XX

Personal Information

Name

Address, telephone, e-mail

Education

Years attended, degree earned, institution name and location (for all college and post-college education). Put parentheses around a degree you have not yet completed and indicate the date you expect to complete it.

Dissertation

Dissertation title and committee members (with supervisor indicated).

Scholarships and Awards

Year, name of scholarship or award, and institution giving the award (but not the monetary amount)

Professional Experience

List teaching positions you have held and relevant pastoral experience, with dates.

Areas of Professional Training and Teaching

List your general area of professional training and teaching (This should be broad enough to show your wide range of knowledge but specific enough to show that you know your limits.)

List your areas of special training or expertise within your general area. (These should correspond to specialized courses you would be prepared to teach.)

Professional Society Memberships

Year you became a member, name of each organization

Community Service

Dates you were involved, name and location of organization, your involvement

Papers Presented

If you presented a paper at a professional conference, list the paper title, conference, and date (month and year).

Publications

Books, articles, and book reviews, with a separate category for each. List year of publication, title, and full publication information. Indicate which articles are refereed. Indicate any publications that are "in press" (accepted for publication but not yet published).

References

Name, title, and institution for each person who is willing to serve as a reference for you. You should have at least three references.

C. Applying for a Position

When you apply for a teaching position, you should send (or have others send) only the items requested in the announcement. That may include:

1. Cover letter.
2. Curriculum vitae.
3. Transcripts of your college and post-college work.
4. Letters of reference from at least three people listed on your CV.
5. Sample syllabi of courses you have taught or would be prepared to teach.
6. Copies of teaching evaluations (preferably narrated by a responsible party, not just the raw data you may have received).
7. One or two brief samples of your writing, especially if you have published any articles or significant book reviews.

D. Interviewing

1. Be authentic. Do not try to present yourself as someone you are not. Be well-dressed, prompt, and as relaxed as possible. Have a clear sense of your own views, interests (in teaching and in scholarship), strengths, and weaknesses. Those who interview you will be assessing your potential as a teacher, scholar, and colleague.
2. Both before and during the interview process, take an honest look at the school, evaluating its strengths and weaknesses and its “fit” with your strengths and needs. Know why you want to work in that institution and department.
3. Have a sense of what would be expected from you (e.g., teaching, publishing, service) and what you want from the job.
4. Have a sense of courses you could offer, including topics covered, books used, and why. Know how these courses would fit into the school’s overall offerings.
5. Practice responding to typical interview questions:
 - What is your personal story, including your faith journey?
 - What is your theological perspective?
 - How would you respond to students who do not share your views?
 - What is your area of academic expertise?
 - What are your research interests?
 - What courses would you like to (or be able to) teach?
 - Pick one of those courses: what textbooks would you use and what would you want students to learn?

- What ministry experience have you had and how would that shape your teaching?
 - What is your philosophy of education?
6. Have available (even if you sent them ahead) copies of your C.V., syllabi, writing samples, and (if you have them) teaching evaluations.
 7. If you are asked to give a lecture or presentation, find out what you are expected to do, how long it should last, and the size and composition of the expected audience.
 8. Try to find out whether the school's library or other libraries in the area have holdings adequate for your research interests.
 9. Unless they are raised by others, certain matters should be addressed only to the dean or administrator with whom you will meet: salary, vacation, research time, insurance, sabbatical policy, moving expenses, spousal hiring opportunities.
 10. Keep discussions pertinent to the job at hand rather than discussing problems at your current institution.
 11. Save your receipts for reimbursement.

E. Tips and Ideas

1. Attend conferences and lectures in order to make contacts with people in your field.
2. If you can, present a paper at a professional conference or publish an article in a scholarly journal.
3. Create your own teaching evaluations if something is not provided for you when you teach a course. Ask the dean or supervisor where you teach to help you in this, since it will both improve your teaching and provide material for your dossier.
4. Before you apply, look over an institution's catalog, paying particular attention to the mission statement, courses currently offered in your area of interest, and the interests of faculty members in your field.
5. Ask your dissertation advisor, or someone else on your current faculty, to make a telephone call for you to the school of interest. This is especially helpful if the person calling knows someone at the other school.
6. Follow up campus interviews with a brief note of thanks.

XVI. Disclaimer

Calvin Theological Seminary reserves the right to change or correct any material in this Handbook. This Handbook is not a contract or an offer of a contract.

Appendix A: PHD PROGRAM ANNUAL COURSE PLANNING FORM

Student: _____ Academic Year: _____

Area of specialization (circle 1): Old Testament New Testament History of Xty
 Systematic Theol. Philosophical Theol. Moral Theol. (Ethics)

“Minor” concentrations (circle 3): Old Testament New Testament History of Xty
 Systematic Theol. Philosophical Theol. Moral Theol. (Ethics)

PhD courses already taken: _____ _____

Foreign-language exams passed: _____

Course plan: Fall semester

January term

Spring semester

Approved: _____ (Director of PhD Studies) Date: _____

Appendix B: TEACHING AND STUDENT FORMATION RUBRIC (revised 7/29/2025)

Name of presenter: _____

Teaching occasion: _____

Date: _____

5 = Exceptional
4 = Meets requirements
3 = Needs improvement
2 = Significant concerns
1 = Unsatisfactory

PROGRAM OUTCOMES	ASSESSMENT CRITERIA	SCORE
CALLING 4.1 Students are equipped for teaching, research, and formation in colleges, theological seminaries, and universities.	a. Was the teaching exercise* well-organized, developing a central idea with clear progression?	
	b. Did the teaching exercise* highlight an important question, explain its significance, and help students to engage and understand the main topic with adequate depth? Given the level of the students, was the analysis and development of the central idea superficial or too deep and technical?	
	c. Were appropriate sources used? Was the teaching supported by evidence (e.g., facts, examples, analysis)? Were the ideas of others (e.g., of the biblical text, of other scholars) correctly understood or superficially engaged? Were the ideas of others presented charitably, truthfully, and insightfully?	
	d. Did the teaching exercise* demonstrate an awareness of the audience? Did it hold the students' attention? Was the tone appropriate? Was it authentic and persuasive?	
	e. Was the teaching exercise* enhanced by alertness to various cultural and religious contexts?	
SUMMARY	In order to demonstrate sufficient pedagogical and formational ability to teach in a college, seminary, or university, a teaching exercise* should receive 15 or more points.	

*A teaching exercise can include leading a class of students or developing a course syllabus, assignment, lesson plan, or test.

Faculty signature: _____

Appendix C: PHD COMPREHENSIVE COMMITTEE FORM

Name: _____ Date: _____

COURSE WORK (GPA for PhD course work: _____)

Arrange courses taken in groups by discipline of specialization, in this order: Interdisciplinary, Old Testament, New Testament, History of Christianity, Systematic Theology, Philosophical Theology, Moral Theology (Ethics). See initial entries as examples.

Discipline	Course #	Course Title
Interdisciplinary	9101	Research Methodology
Interdisciplinary	9103	Teaching and Student Formation

FOREIGN-LANGUAGE EXAMINATIONS PASSED

Language: _____ Month, year: _____

Language: _____ Month, year: _____

PROPOSED COMPREHENSIVE EXAMINING COMMITTEE

Examiner: _____	Month/Year: _____	Area: _____
_____	_____	Old Testament
_____	_____	New Testament
_____	_____	History of Christianity (area: _____)
_____	_____	Systematic Theology
_____	_____	Philosophical Theology
_____	_____	Moral Theology
_____	_____	Specialization: _____
_____	_____	2 nd Specialization (optional): _____

Student's Signature: _____ Date: _____

After completing the form to this point, the student submits it to the Director of PhD Studies. It is due by June 1 of the summer before the student plans to write comprehensive exams.

Approved: _____ (Director of PhD Studies) Date: _____

Appendix D: COMPREHENSIVE EXAM RUBRIC (revised 7/29/2025)

Name of student: _____ **Date of oral exam:** _____

PROGRAM OUTCOMES	ASSESSMENT CRITERIA	EXCEEDS	MEETS	FAILS TO MEET
GOSPEL 1.1 Students have general competence in several areas of theology and/or biblical studies and expertise in specific topics in one of these areas	The <u>written</u> exams demonstrate general competence in several areas of theology and/or biblical studies: a—answers address the exam questions & are complete b—answers are factually accurate c—answers are well organized and clear d—answers show analytical depth			
	The <u>oral</u> exam demonstrates general competence in several areas of theology and/or biblical studies: a—answers fill in gaps in the written exams b—answers correct mistakes in the written exams c—answers provide greater depth to the written exams			
PERSON 2.1 Students exhibit the fruit of the Holy Spirit by providing thoughtful, fair, and respectful analyses and interpretations that recognize the strengths of positions with which they disagree and the weaknesses of positions with which they agree.	The written and oral exams provide fair analyses of ideas or interpretations with which the student does not agree and recognizes the weaknesses of his/her own position.			
CALLING 4.1 Students are equipped for teaching, research, and formation in colleges, seminaries, & universities.	The exams demonstrate that the student is equipped for teaching and research at the undergraduate or graduate level in various subject areas.			

Examiners: _____

Faculty signature: _____

Appendix E: PHD COMPREHENSIVE EXAM REPORT

Name of student: _____ Date of oral examination: _____

Examiners: _____

Results of the examination:

_____ The student successfully completed the oral and all written examinations and is therefore eligible for PhD candidacy.

_____ The student successfully completed the examinations in all areas except the following:

In order to complete the comprehensive examinations, the student must successfully complete the following (describe any papers, written examinations, and/or oral examinations that must be completed, and specify the deadlines for their completion):

Due _____

_____ The student did not pass the comprehensive examinations. In order to meet the requirements, the comprehensive examinations must be retaken.

Faculty signature: _____ Date: _____

Appendix F: DISSERTATION REPORT FORM

Calvin Theological Seminary PhD Program

Name of candidate: _____

Title of dissertation: _____

Name of reader: _____

Date of mailing: _____ Please return by: _____

Please send this report, within one month of its receipt, to Jennifer Knott, Assistant to the Director of PhD Studies, Calvin Theological Seminary, 3233 Burton St. SE, Grand Rapids, MI 49546. Fax: 616-957-6536 E-mail: jkno237@calvinseminary.edu

Please answer the following questions, making additional comments in the spaces provided or on separate sheets.

1. Does this dissertation show ability to conduct independent research? Does it show adequate (or perhaps even superior) knowledge of the field of study and of related literature?

2. Does this dissertation show evidence of advancing the state of a question or resolving a problem in its field?

YES/NO (Circle one)

If "Yes," in what respects? (E.g., examination of previously unexamined documents or issues, offering a new interpretation of documents or issues, developing new theological insights, or demonstrating the significance a neglected issue.)

If "No" briefly state why.

3. Does this dissertation state and defend a clear thesis? Does each chapter contribute to advancing that thesis?

4. Is this dissertation written in clear scholarly prose?

5. Does this dissertation contain material worthy of publication?
a. As a book YES/NO
b. As journal articles YES/NO

6. What is your overall evaluation of this dissertation? Is it ready for an oral defense?

_____ PASS: This dissertation is ready for an oral defense. The following changes are recommended but not required before the dissertation receives final approval:

_____ CONTINGENT PASS: This dissertation is ready for an oral defense. The following changes are required or strongly recommended before the dissertation receives final approval:

_____ RESUBMIT: This dissertation is not yet ready for an oral defense. The following changes need to be made to get it ready for an oral defense:

(Ordinarily, the rewritten and resubmitted dissertation is returned to the same readers for review.) Are you willing to read the revised dissertation? YES/NO

_____ FAIL, for the following reasons:

Reader's signature: _____ Date: _____

Date received by Calvin Theological Seminary: _____ (please leave blank)

Appendix G: DISSERTATION RUBRIC (revised 7/29/2025)

Name of student: _____ Defense date: _____

PROGRAM OUTCOMES	ASSESSMENT CRITERIA	EXCEEDS	MEETS	FAILS TO MEET
GOSPEL 1.1 Students have general competence in several areas of theology and/or biblical studies and expertise in specific topics in one of these areas	<u>Expertise</u> : The dissertation demonstrates expertise in specific topics in one area of theology or biblical studies.			
GOSPEL 1.2 Students can engage in sound scholarship that exhibits independent inquiry, academic research, critical analysis, and scholarly writing.	<u>Independent Inquiry</u> : The dissertation poses an original question and a defensible thesis. It contains material worthy of publication.			
	<u>Academic Research</u> : The dissertation appropriately employs both primary and secondary resources.			
	<u>Critical Analysis</u> : The dissertation advances the state of the question by analyzing previously unexamined documents or issues, offering a new interpretation of previously examined documents or issues, developing new theological insights, or demonstrating the significance of a neglected issue.			
	<u>Scholarly Writing</u> : The dissertation is written in clear scholarly prose. Each chapter contributes to advancing the thesis.			

PROGRAM OUTCOMES	ASSESSMENT CRITERIA	EXCEEDS	MEETS	FAILS TO MEET
PERSON 2.1 Students exhibit the fruit of the Holy Spirit by providing thoughtful, fair, and respectful analyses and interpretations that recognize the strengths of positions with which they disagree and the weaknesses of positions with which they agree.	The dissertation provides fair analyses of ideas or interpretations that it opposes and recognizes the weaknesses of its own position.			
CONTEXT 3.1 Students can articulate ways in which theological positions, including their own, grow out of and address various contexts	The dissertation demonstrates an awareness of contexts, both its own and those it is addressing.			
CALLING 4.1 Students are equipped for teaching, research, and formation in colleges, theological seminaries, and universities.	The dissertation demonstrates readiness for teaching and research at the college, university, or seminary level.			
CALLING 4.2 Students engage in theology that advances biblical and theological understanding for the academy and the church.	The dissertation shows an awareness of its value for the academy and the church.			

Dissertation committee: _____

Faculty signature _____

Appendix H: SAMPLE DISSERTATION TITLE PAGE

CALVIN THEOLOGICAL SEMINARY

A DEFINITIVE PROOF OF THE TRUTH OF REFORMED THEOLOGY

A DISSERTATION SUBMITTED TO
THE FACULTY OF CALVIN THEOLOGICAL SEMINARY
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

BY
JOHN CALVIN

GRAND RAPIDS, MICHIGAN
GRADUATION MONTH YEAR

Appendix I: CTS NON-EXCLUSIVE DISTRIBUTION LICENSE

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If this dissertation is based upon work that has been sponsored or supported by any agency or organization other than Calvin Theological Seminary, the author represents that he/she has fulfilled any right of review or other obligation required by contract or agreement with the supporting entity.

Calvin Theological Seminary and/or its library will make the dissertation available to the public accompanied by a copyright statement indicating the author’s continuing rights. Calvin Theological Seminary will take all reasonable steps to ensure that the author’s name remains clearly associated with the dissertation and that no alterations of the content are made.

PhD Dissertation Title:

Author:

Please check one of the following and sign below:

___ I permit Calvin Theological Seminary to make the electronic full text of my dissertation available immediately.

___ I request that Calvin Theological Seminary embargo (restrict) access to the electronic full text of my dissertation for three years. If, before the end of three years, I have an arrangement with a publisher that requires an embargo on access to the electronic full text of my dissertation, I will notify Calvin Theological Seminary that I desire to embargo (restrict) all such access for as long as legally possible. If, at the end of three years, I do not notify Calvin Theological Seminary that I have such an arrangement with a publisher, Calvin Theological Seminary will automatically have my permission to make the electronic full text of my dissertation available at that time.

I agree to the terms of the Non-exclusive Distribution License:

Author’s signature: _____ Date: _____

Appendix J: BIBLIOGRAPHIES FOR COMPREHENSIVE EXAMINATIONS

Background for Comprehensive Bibliographies and Examinations

The PhD program at Calvin Theological Seminary is designed to help students gain competence across a number of areas of biblical and theological studies; depth of knowledge in at least one area; ability to do research, critical analysis, and scholarly writing; Spirit-filled wisdom and respect for others, including those with whom one disagrees; awareness of contextual factors affecting biblical and theological interpretations; and ability to teach and engage in scholarship in areas in which comprehensive exams are taken. The following bibliographies, and the examinations based on them, are designed to ensure that

- students have general competence in the areas covered by the examinations and expertise in specific areas and topics within each area (PhD Learning Outcome 1.1) and
- students can engage in sound scholarship that exhibits independent inquiry, academic research, critical analysis, and scholarly writing (PhD Learning Outcome 1.2).

By including a wide variety of literature in each field, these bibliographies and examinations enable students

- to exhibit the fruit of the Holy Spirit by providing thoughtful, fair, and respectful analyses and interpretations that recognize the strengths of positions with which they disagree and the weaknesses of positions with which they agree (PhD Learning Outcome 2.1);
- to articulate ways in which biblical and theological interpretations and positions, including their own, grow out of and address various contexts (PhD Learning Outcome 3.1); and
- to be equipped for teaching, research, and scholarship that advance biblical and theological understanding for the academy and the church (PhD Learning Outcomes 4.1 and 4.2).

Advice to students in preparing for and taking comprehensive exams:

1. As you prepare to take comprehensive examinations, you should meet with the faculty members supervising your exams. Each one will offer you advice on how to approach the bibliography and the exam they are supervising.
2. Although the reading lists are challenging, do not let them overwhelm you. As you read through the items in each list, focus on the main argument and main points in each reading without getting lost in the details:
 - Be sure you understand the goals of each exam. As you prepare for the exam, stay focused on those goals without getting distracted by “rabbit trails.”
 - Develop a reading schedule for each exam and stick to it.
 - Read for the big ideas, not for details. Look for the main argument and the main points in each reading.
 - Some people find that reading the introduction and conclusion before reading the rest of a book helps them to identify and focus on the main ideas in the book.
 - Take notes as you read, then review your notes before the written exam.

- Try to take your exams in Fall and Winter rather than Winter and Spring. Get this done!
 - Don't draft or memorize answers to questions asked of previous students.
3. Begin preparing for comprehensive exams as early in your program as you can, either by using papers as a way to cover topics in comprehensive exams or by using the summer between your first and second year for exam preparation.
 4. Consider starting with the written exams on areas you know best and waiting to do your specialized exam or dissertation proposal as part of your last group of exams.
 5. Consider working with one or more fellow students to discuss the readings. Setting up your own "seminar" together not only provides a community of learning and a measure of accountability similar to what you have experienced in class, but also can help you stay focused on the main issues in the readings.
 6. Don't get bogged down. If a study group would help, work with others. If working alone suits your situation, work alone. If what you are doing isn't working, try a different approach.
 7. If you can submit your dissertation proposal for your specialized exam, that is a good way to move quickly through the program. But if you have not clarified your topic or cannot complete a proposal in time, then it is not worth slowing your progress in order to submit a proposal. It may be that doing your specialized exam as a written exam can help you finish your comprehensive exams more quickly.
 8. When you take your written exams,
 - Plan out your work as you begin writing. Allocate your time so that you can give an adequate answer to each question. Stick to your writing schedule.
 - Jot down key ideas for each question before you begin writing your full response.
 - Focus on the most important issues in response to each question, filling in as many details as you can within the allotted time.
 - Don't do a "data dump" or include extraneous material.
 9. As you prepare for your oral comprehensive exam,
 - Read your written answers, looking for gaps or weak spots.
 - Read through the notes you took on the readings.
 - Give yourself (or have a friend give you) a "mock" oral exam, so that you get practice answering potential questions out loud.
 10. Get a good night's sleep before each exam.

Bibliography for Comprehensives in Old Testament

1. Historical Background

Keel, Othmar. *The Symbolism of the Biblical World: Ancient Near Eastern Iconography and the Book of Psalms*. Winona Lake: Eisenbrauns, 1997.

Walton, John H. *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Hebrew Bible*. Grand Rapids: Baker Academic, 2006.

2. Biblical Theology

Kessler, John. *Old Testament Theology: Divine Call and Human Response*. Waco: Baylor University Press, 2013.

Reventlow, H. Graf. *Problems of Biblical Theology in the Twentieth Century*. SCM Press, 2012.

3. Methods of Interpretation

Alter, Robert. *The Art of Biblical Narrative*. New York: Basic Books, 1981.

Fokkelman, J. P. *Reading Biblical Poetry: An Introductory Guide*. Louisville: Westminster John Knox, 2001.

4. Torah

Clines, David J. A. *The Theme of the Pentateuch*. 2nd ed. JSOTSup 10. Sheffield: Sheffield Academic Press, 1997.

Gorman, Frank H. Jr., *The Ideology of Ritual Space: Time and Status in the Priestly Theology*. Sheffield: JSOT, 1990.

Leder, Arie C. *Waiting for the Land: The Story Line of the Pentateuch*. Phillipsburg: P & R, 2010.

5. Ketuvim

Mays, James L. *The Lord Reigns: A Theological Handbook to the Psalms*. Louisville: Westminster John Knox, 1994.

McCann, J. Clinton Jr., ed., *The Shape and Shaping of the Psalter*. The Library of Hebrew Bible/Old Testament Studies. Journal for the Study of the Old Testament Supplement Series 159. Sheffield: JSOT Press, 1993.

Perdue, Leo G. *Wisdom and Creation: The Theology of Wisdom Literature*. Abingdon Press, 1994. Reprint, Eugene, OR: Wipf and Stock, 2009.

6. *Nevi'im*

Clements, Ronald E. *Old Testament Prophecy: From Oracles to Canon*. Louisville: Westminster John Knox, 1996.

Gowan, Donald E. *Theology of the Prophetic Books: The Death and Resurrection of Israel*. Louisville: Westminster John Knox, 1998.

Davis, Ellen F. *Biblical Prophecy: Perspectives for Christian Theology, Discipleship, and Ministry*. Interpretation: Resources for the Use of Scripture in the Church. Louisville: Westminster John Knox, 2014.

7. Importance of the Old Testament:

Strawn, Brent A. *The Old Testament Is Dying: A Diagnosis and Recommended Treatment*. Theological Explorations for the Church Catholic. Grand Rapids: Baker Academic, 2017.

Bibliography for Comprehensives in New Testament

Instructions:

For the comprehensive examination in New Testament, choose five topics on which to focus your reading and research. Three of these topics must come from each of the three general headings below (Background of the NT, Gospels & Acts, Paul), and the final two topics can be derived from any of these general headings. For each topic, prepare a bibliography of at least 10-12 sources (primary and secondary sources, books, book chapters, articles) and a general outline of key ideas or issues related to that topic. Submit this material to the supervising professor for evaluation and possible revision. The comprehensive exam itself will cover only three of the five topics you have chosen, but you should be prepared to answer questions on all five topics, since you will not know ahead of time which three will be selected. The bibliography listed below is not meant to be exhaustive nor to imply that students must be familiar with everything cited. Instead, it is intended to function as a helpful starting point to assist students in determining what key topics would be best for them to focus upon not just in preparation for their comprehensive exam in New Testament but also in preparation for their future teaching ministry.

1. Background of the New Testament

Primary Sources:

The Apocrypha and Pseudepigrapha (Charlesworth's edition)

Focus on the following documents: Letter of Aristeas; 2 & 3 Baruch; 1, 2 & 3 Enoch; Fourth Ezra; Joseph and Aseneth; Jubilees; 3 & 4 Maccabees; Sibylline Oracles; Odes of Solomon; Psalms of Solomon; Testament of the Twelve Patriarchs

The Dead Sea Scrolls

Selected Greek Papyri (e.g., *New Documents Illustrating Early Christianity*, ed. S. R. Llewelyn (9 vols.; Grand Rapids: Eerdmans, 1997))

Philo

Josephus (especially *The Jewish War* and *Against Apion*)

The New Testament Apocrypha

The Nag Hammadi Documents

Suetonius, *The Twelve Caesars*

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2. The Gospels & Acts

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3. Paul

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Bibliography for Comprehensives in the History of Christianity

This bibliography offers resources for comprehensive exams in patristic/medieval and Reformation/post-Reformation Christianity. Not all works cited here need to be read in their entirety, but some may be included on the general and/or specialized exam bibliographies that each student will negotiate with the examining professor.

A. General Works in the History of Christianity

Ahlstrom, Sydney E. *A Religious History of the American People*. Yale University Press, 1972.

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Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. 3rd ed. Oxford University Press, 2011.

Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. Baker and IVP, 1997.

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The Oxford Dictionary of the Christian Church. Edited by F. L. Cross and E. A. Livingstone. 3rd revised ed. Oxford University Press, 2005.

Schaff, Philip. *The Creeds of Christendom with a History and Critical Notes*. 3 vols. 6th ed. Harper & Row, 1919. Reprint: Baker, 1977.

Seeberg, Reinhold. *The History of Doctrines*. Translated by Charles Hay. 2 vols. 1895-98. Reprint: Baker, 1977.

Walker, Williston. *A History of the Christian Church*. 4th ed. Scribner, 1985.

B. Early Church

1. Primary works

Athanasius of Alexandria. *On the Incarnation of the Word*.

Augustine. *The City of God; On the Trinity; The Enchiridion; On Christian Doctrine; Confessions*.

Basil of Caesarea. *On the Holy Spirit*.

Cyprian. *On the Unity of the Church*.

Cyril, Archbishop of Jerusalem. *Catechetical Lectures*.

Didache.

Gregory Nazianzen. *The Theological Orations*.

Ignatius. *Epistles*.

Irenaeus of Lyons. *The Proof of the Apostolic Preaching*.

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Perpetua and Felicitas.

2. Secondary works

Augustine through the Ages: An Encyclopedia. Grand Rapids: Eerdmans, 1999.

Behr, John. *The Nicene Faith*. 2 vols. Crestwood, NY: St. Vladimir's Seminary Press, 2004.

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Quasten, Johannes. *Patrology*. 3 vols. Utrecht and Antwerp: Spectrum, 1950-60; repr., with the newly completed vol. 4, Westminster, MD.: Christian Classics, 1986.

Rudolph, Kurt. *Gnosis: The Nature and History of Gnosticism*. Trans R. McL Wilson. San Francisco: Harper & Row, 1983.

Wilken, Robert. *The Spirit of Early Christian Thought: Seeking the Face of God*. Yale, 2005.

C. The Middle Ages

1. Primary works

Anselm of Canterbury. *Cur Deus Homo; Monologion; Proslogion*.

Bernard of Clairvaux. *Treatises: The Book on Loving God, The Steps of Humility and Pride, On Grace and Free Choice, On the Song of Songs*.

Boethius. *The Consolation of Philosophy*.

Bonaventure. *The Journey of the Mind to God*.

Gregory the Great. *The Book of Pastoral Rule*.

Julian of Norwich. *Revelations of Divine Love*.

Moses Maimonides. *The Guide for the Perplexed*. Trs. M. Friedländer. Second edition. N.Y.: Dover, 1956.

Richard of St. Victor. *De Trinitate; Selected Writings on Contemplation*.

Thomas à Kempis. *Imitation of Christ*.

Thomas Aquinas. *Summa Theologica*.

2. Secondary works

Bornstein, Daniel, ed. *Medieval Christianity (A People's History of Christianity)*. Fortress, 2010.

Evans, GR. *The Medieval Theologians*. Wiley Blackwell, 2001.

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Previte-Orton, C. W. *The Shorter Cambridge Medieval History*. 2 vols. Cambridge: Cambridge University Press, 1952.

Oberman. Heiko A. *The Dawn of the Reformation: Essays in Late Medieval and Early Reformation Thought*. Edinburgh: T. & T. Clark, 1986.

---. *The Harvest of Medieval Theology: Gabriel Biel and Late Medieval Nominalism*. Revised Edition. Grand Rapids: Eerdmans, 1967.

Steinmetz, David C. *Misericordia Dei: the Theology of Johannes von Staupitz in its Late Medieval Setting*. Leiden: Brill, 1968.

D. Reformation and Post-Reformation Christianity

For the comprehensive examination in Reformation/Post-Reformation Christianity, choose one topic in each of the four question areas below, and prepare a bibliography of 10-12 sources (books, book chapters, articles; primary and secondary sources) on each topic. Major secondary and primary works in Reformation and Post-Reformation Christianity are listed in the bibliography that follows. After you have submitted the first draft of your bibliographies, the professor will look them over and make revisions. The exam itself will cover only three of the four topics you have chosen, but you should be prepared to answer questions on all four topics because you will not know ahead of time which three will be selected.

Question Area 1: A major movement of the Reformation/post-Ref. period. Examples:

- Lutheran Reformation in Germany
- Zurich (Swiss) Reformation or Genevan Reformation
- Radical Reformation
- French Huguenots
- English Reformation, or Reformation in Scotland, or English Puritanism
- Reformation in the Netherlands or the Dutch Second (*Nadere*) Reformation
- Catholic Reformation/Counter-Reformation
- Calvinism in the Global South
- The Synod of Dordt
- Education in the Time of the Reformation
- Another choice? (check with professor)

Question Area 2: A major *figure* of the Reformation/post-Ref. period (life, reform, theology, social and political thought). Examples:

- Martin Luther
- Philip Melanchthon
- John Calvin
- Peter Martyr Vermigli
- Menno Simons
- Ignatius Loyola
- Jacob Arminius
- William Ames
- Francis Turretin
- Wilhelmus à Brakel
- Another choice? (check with professor)

Question Area 3: A major *doctrine* of the Reformation/post-Ref. period. Examples:

- Scripture and Tradition
- The Trinity
- Justification
- Predestination
- Sacraments (baptism or Lord's Supper)
- Two kingdoms/governments
- Covenant
- Another choice? (check with professor)

Question Area 4: A major *debate* in Reformation historiography. Examples:

- The causes of the Reformation
- Continuity and discontinuity between the late Middle Ages and Reformation
- Relationship between Reformation theology and post-Reformation orthodoxy
- The impact of the Reformation on women
- The legacy and "success" of the Reformation
- Calvinism vs Arianism (or more specifically, the Remonstrants vs the Contra-Remonstrants)
- Trinitarian controversies in the post-Reformation era
- Codification of Reformed confessions
- Change and continuity in worship during the Reformation era
- Intersection of theology and life
- The validity of the Weber thesis (Calvinism and capitalism)
- Another choice? (check with professor)

1. Major Primary Sources from Reformation/Post-Reformation History

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- Arminius, Jacobus. *The Works of James Arminius*. Translated by James and William Nichols. 3 vols. 1825-1828, 1875. Reprint: Baker, 1986.
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- “The Church Order of the Synod of Dordt 1618-1619”
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- Grotius, Hugo. *Mare Liberum*. Brill 2009.
- Hesselink, I. John. *Calvin's First Catechism*. Westminster John Knox Press, 1997.
- Hoornbeeck, Johannes. *On the Conversion of Indians and Heathens*. Edited and Translated by Joke Spaans. Brill, 2019 (also available as e-book).
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- Kingdon, Robert M., ed. *The Register of the Consistory of Geneva in the Time of Calvin*. Eerdmans, 2000.
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- Melanchthon and Bucer*. Edited by Wilhelm Pauck. Library of Christian Classics, vol. 19. Westminster, 1969.
- The New-England Primer*. Boston 1777 (available as e-book).
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- Teellinck, Willem. *The Path of True Godliness*. Reformation Heritage Books, 2021.
- Thompson, Bard, ed. *Liturgies of the Western Church*. The World Publishing Company, 1970.
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Zwingli, Ulrich. *Commentary on True and False Religion*. Edited by Samuel Macauley Jackson and Clarence Nevin Heller. 1929. Reprint: Labyrinth, 1981.

2. Secondary Works on Reformation/Post-Reformation History

Blussé, Leonard. *Strange Company: Chinese Settlers, Mestizo Women, and the Dutch in VOC Batavia*. Foris Publication, 1986 (available as e-book).

Davies, Horton. *Worship and Theology in England*. 2 vols. Eerdmans, 1975.

Duffy, Eamon. *The Stripping of the Altars: Traditional Religion in England 1400-1580*. 2nd ed. Yale University Press, 2005.

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Kooi, Christine. *Reformation in the Low Countries 1500–1620*. Cambridge University Press, 2022.

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Parker, Charles H. *Global Calvinism: Conversion and Commerce in the Dutch Empire, 1600-1800*. Yale University Press, 2022.

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- Schama, Simon. *The Embarrassment of Riches: An Interpretation of Dutch Culture in the Golden Age*. Vintage Books, 1997.
- Schrikker, Alicia. *Dutch and British Colonial Intervention in Sri Lanka 1780-1815: Expansion and Reform*. Brill, 2007.
- Sinnema, Donald. "Calvin and the Canons of Dordt (1619)." In *Church History and Religious Culture*, 91 no 1-2, 2011, 87-103.
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- Wendel, François. *Calvin: The Origins and Development of His Religious Thought*. Translated by Philip Mairet. Harper & Row, 1963.

E. American Religious History

1. Select Primary Sources

- Channing, William E. *Slavery*.
- Cotton, John. *An Abstract of the Laws of New England and God's Promise to His Plantation*.
- Dabney, Robert Lewis. "The Christian's Best Motive for Patriotism," "A Pacific Appeal to Christians," "On the State of the Country," and "Ecclesiastical Equality of Negroes."
- Douglass, Frederick. *What to a Slave is the Fourth of July?*
- Edwards, Jonathan. *A History of Redemption and The Religious Affections*.
- Eliot, John. *Tears of Repentance and The Christian Commonwealth*.
- Gookin, Daniel. *An Historical Account of the Doings and Sufferings of the Christian Indians in New England*.
- Hodge, Charles. "Slavery" and "The State of the Country."
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- Jones, Charles C. *The Religious Instruction of the Negroes in the United States*.
- Lyon, James A. "Slavery and the Duties Growing out of the Relation."

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Thompson, Joseph P. "The Advancement of Christ's Kingdom by War."

Thornwell, James H. "Relation of the Church to Slavery" and "The Christian Doctrine of Slavery."

Van Dyke, Henry J. *The Character and Influence of Abolitionism*.

Walker, David. *Walker's Appeal, in Four Articles ... to the Coloured Citizens of the World*.

Wiley, Calvin H. *Scriptural Views of National Trials*.

Winthrop, John. "Reasons to be Considered" and "A Model of Christian Charity."

2. Secondary Sources

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Holifield, E. Brooks. *Theology in America: Christian Thought from the Age of the Puritans to the Civil War*. New Haven: Yale University Press, 2003.

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Rable, George C. *God's Almost Chosen Peoples: A Religious History of the American Civil War*. Chapel Hill: University of North Carolina Press, 2010.

Smith, H. Shelton. *In His Image, But ...: Racism in Southern Religion, 1780-1910*. Durham: Duke University Press, 1972.

Stout, Harry S. *The New England Soul: Preaching and Religious Culture in Colonial New England*. Oxford University Press, 1986.

Tuininga, Matthew J. *The Wars of the Lord: The Puritan Conquest of America's First People*. New York: Oxford University Press, 2025.

Winship, Michael P. *Hot Protestants: A History of Puritanism in England and America*. Yale University Press, 2018.

Bibliography for Comprehensives in Systematic Theology

Instructions:

1. All students must read in the area of theological prolegomena. For this section of the examination, students should pay particular attention to what various theologians say about these topics:
 - a. what kind of discipline theology is, whether it is a science, and, if so, how it compares with other sciences;
 - b. what the object of theology is;
 - c. how theology is related to the study of religion;
 - d. what the sources and methods of Christian theology are;
 - e. the means by which God is revealed to us;
 - f. what natural theology is and whether it makes a contribution to Christian theology;
 - g. how Scripture should be used in theology;
 - h. the proper context and audience for theology; and
 - i. what doctrines are, why they are needed, and how they should function in theology and the church.
2. All students must select two additional areas to cover. This bibliography lists a few works in each of several areas.
3. For the bibliographies in theological prolegomena and the other two areas, students may propose substituting works that are roughly equivalent to the works listed.
4. All students must read from five general or comprehensive theologies: one patristic, one medieval, Calvin, Schleiermacher, and one from the contemporary period. Each student should list and read those sections of the comprehensive dogmatics that deal with issues of theological prolegomena as well as those that deal with the two additional areas the student chooses.

A. Prolegomena

Barth, Karl. *Church Dogmatics*. Edited by G. W. Bromiley and T. F. Torrance. Vol. I/1, 2nd ed. Edinburgh: T&T Clark, 1975. Read §1-7 (I/1:1-292; or Study Edition 1, pp. 1-286).

---. *Evangelical Theology: An Introduction*. Grand Rapids: Eerdmans, 1979.

Barth, Karl, and Emil Brunner. *Natural Theology: Comprising "Nature and Grace" by Professor Dr. Emil Brunner and the Reply "No!" by Dr. Karl Barth*. Translated by Peter Fraenkel. Eugene, OR: Wipf and Stock, 2002.

Charry, Ellen T. *By the Renewing of Your Minds: The Pastoral Function of Christian Doctrine*. New York: Oxford University Press, 1999.

Cone, James H. *A Black Theology of Liberation*. Maryknoll, NY: Orbis, 1990.

- Dulles, Avery. *Models of Revelation*. Garden City, NY: Image Books, 1985.
- Frei, Hans. *The Eclipse of Biblical Narrative*. New Haven: Yale University Press, 1974.
- Gutiérrez, Gustavo. *A Theology of Liberation*. Translated by Caridad Inda and John Eagleson. Maryknoll, NY: Orbis, 1988. Or Gutiérrez, Gustavo and Gerhard Ludwig Müller. *On the Side of the Poor: The Theology of Liberation*. Maryknoll, NY: Orbis, 2015.
- Kaufman, Gordon D. *An Essay on Theological Method*. Missoula, MT: Scholars Press, 1975. Or *God the Problem*. Cambridge: Harvard University Press, 1972. Or *Theology for a Nuclear Age*. Manchester: Manchester University Press, 1985.
- Kuyper, Abraham. *Principles of Sacred Theology*. Translated by J. Hendrik DeVries. Grand Rapids: Eerdmans, 1954. (Reprint of *Encyclopedia of Sacred Theology*.) Or Bavinck, Herman. *Reformed Dogmatics*. Vol. 1, *Prolegomena*. Edited by John Bolt. Grand Rapids: Baker Academic, 2003.
- Lindbeck, George. *The Nature of Doctrine: Religion and Theology in a Postliberal Age*. Philadelphia: Westminster Press, 1984.
- Louth, Andrew. *Introducing Eastern Orthodox Theology*. IVP, 2013. Or Lossky, Vladimir. *The Mystical Theology of the Eastern Church*. Crestwood, NY: St. Vladimir's Seminary Press, 1976.
- McFague, Sallie. *Models of God*. Philadelphia: Fortress Press, 1987. Or McFague, Sallie. *Metaphorical Theology*. Philadelphia: Fortress Press, 1982. Or Reuther, Rosemary Radford. *Sexism and God-Talk*. Boston: Beacon Press, 1983.
- Pannenberg, Wolfhart. *Systematic Theology*. Translated by Geoffrey W. Bromiley. Vol. 1. Grand Rapids: Eerdmans, 1991. Read chapters 1-4 (1:1-257).
- . "Dogmatic Theses on the Doctrine of Revelation." In *Revelation as History*, ed. Wolfhart Pannenberg, 123-58. New York, Macmillan, 1968.
- Schleiermacher, Friedrich. *The Christian Faith*. Edited by H.R. Mackintosh and J.S. Stewart. Edinburgh: T&T Clark, 1928. New translation by Tice, Kelsey, and Lawler. Louisville: Westminster John Knox Press, 2016. Read §1-31 (pp. 1-128 in Mackintosh and Stewart edition; pp. 1-186 in Tice, Kelsey, and Lawler edition).
- Stump, Eleonore. *The God of the Bible and the God of the Philosophers*. Aquinas Lecture 2016. Milwaukee, Marquette University Press, 2016.
- Thiemann, Ronald F. *Revelation and Theology: The Gospel as Narrated Promise*. Notre Dame: University of Notre Dame Press, 1985.
- Thurman, Howard. *Jesus and the Disinherited*. Boston: Beacon Press, 1976.
- Tillich, Paul. *Systematic Theology*. Vol. 1. Chicago: University of Chicago Press, 1951. Read Introduction and part I (1:3-159).

Vanhoozer, Kevin J. *Mere Christian Hermeneutics: Transfiguring What It Means to Read the Bible Theologically*. Grand Rapids: Zondervan Academic, 2024.

Vatican II, “Dogmatic Constitution on Divine Revelation” and “Decree on Ecumenism.” Online at the Vatican website.

Volf, Miroslav and Matthew Croasmun. *For the Life of the World: Theology that Makes a Difference*. Grand Rapids: Brazos Press, 2019.

Wolterstorff, Nicholas. *Divine Discourse: Philosophical Reflections on the Claim that God Speaks*. Cambridge: Cambridge University Press, 1995.

Zahrnt, Heinz. *The Question of God*. Translated by R.A. Wilson. New York: Harcourt, Brace & World, 1969. Or Gardner, Martin. *The Flight of Peter Fromm*. Los Altos, CA: W. Kaufmann, 1973.

B. Other Areas (Select two of the following topics.)

1. Doctrine of God (including Trinity)

Barth, Karl. *Church Dogmatics*. Edited by G.W. Bromiley and T.F. Torrance. Edinburgh: T&T Clark, 1956-75. Read I/1, 2nd ed., §8-12 (I/1:295-489; or Study Edition, 2, pp. 1-202); and II/1, §25-31 (II/1:3-677; or Study Edition 7, pp. 1-253, Study Edition 8, pp. 1-188, and Study Edition 9, pp. 1-248).

Bavinck, Herman. *Reformed Dogmatics*. Vol. 2, *God and Creation*. Edited by John Bolt. Grand Rapids: Baker Academic, 2004. Read parts I and II (2:27-334).

Boff, Leonardo. *Trinity and Society*. Translated by Paul Burns. Maryknoll, NY: Orbis, 1988.

Cone, James H. *God of the Oppressed*. Rev. ed. Maryknoll, NY: Orbis, 1997.

Fortman, Edmund J. *The Triune God: A Historical Study of the Doctrine of the Trinity*. Philadelphia, Westminster, 1972. Or Anatolios, Khaled. *Retrieving Nicaea: The Development and Meaning of Trinitarian Doctrine*. Grand Rapids: Baker Academic, 2011.

LaCugna, Catherine Mowry. *God for Us: The Trinity and Christian Life*. San Francisco: HarperSanFrancisco, 1991.

Moltmann, Jürgen. *The Trinity and the Kingdom*. Translated by Margaret Kohl. New York: Harper & Row, 1981.

Pannenberg, Wolfhart. *Systematic Theology*. Vol. 1. Translated by Geoffrey W. Bromiley. Grand Rapids: Eerdmans, 1991. Read chapters 5-6 (1:259-448).

Pinnock, Clark, Richard Rice, John Sanders, William Hasker, and David Basinger. *The Openness of God: A Biblical Challenge to the Traditional Understanding of God*. Downers Grove, IL: IVP, 1994.

Plantinga, Cornelius Jr. "The Threeness/Oneness Problem of the Trinity." *Calvin Theological Journal* 23 (1988): 37-53.

Sonderregger, Katherine. *Systematic Theology*. Vol. 1, *The Doctrine of God*. Minneapolis: Fortress, 2015. Read part I: The One God (1:1-45) and part V: Final Things (1:467-530).

2. Doctrine of Humanity

Cooper, John W. *Body, Soul, and Life Everlasting: Biblical Anthropology and the Monism-Dualism Debate*. Grand Rapids: Eerdmans, 1989.

DeYoung, Rebecca Konyndyk. *Glittering Vices: A New Look at the Seven Deadly Sins and Their Remedies*. 2nd ed. Grand Rapids: Brazos Press, 2020.

Hoekema, Anthony A. *Created in God's Image*. Grand Rapids: Eerdmans, 1986.

Jewett, Paul. *Who We Are: Our Dignity as Human: A Neo-Evangelical Theology*. Edited, completed, and with sermons by Marguerite Shuster. Grand Rapids: Eerdmans, 1996.

Kelsey, David H. *Eccentric Existence: A Theological Anthropology*. 2 vols. Louisville, KY: Westminster John Knox, 2009. Read chapters 1A, 2A, 3A, 4A, 5A, 6-8, 9A, 10-11, 12A, 13-14, 15A, 16-17 (1:1-11, 46-79, 120-131, 160-175, 190-214, 242-356, 402-457, 478-542, 567-602).

McCall, Thomas H. *Against God and Nature: The Doctrine of Sin*. Wheaton, IL: Crossway, 2019.

Niebuhr, Reinhold. *The Nature and Destiny of Man*. Vol. 1: *Human Nature*. New York: Scribner's, 1949.

Plantinga, Cornelius Jr. *Not the Way It's Supposed to Be: A Breviary of Sin*. Grand Rapids: Eerdmans, 1995.

Van den Brink, Gijsbert. *Reformed Theology and Evolutionary Theory*. Grand Rapids: Eerdmans, 2020.

Van Leeuwen, Mary Stewart. *Gender and Grace: Love, Work, and Parenting in a Changing World*. Downers Grove, IL: IVP, 1990.

3. Doctrine of Christ

Adams, Marilyn McCord. *Christ and Horrors: The Coherence of Christology*. Cambridge: Cambridge University Press, 2006. Or Rutledge, Fleming. *The Crucifixion: Understanding the Death of Jesus Christ*. Grand Rapids: Eerdmans, 2015.

Anselm of Canterbury. *Cur Deus Homo: Why the God-Man?* Translated by Jasper Hopkins and Herbert Richardson. Ex Fontibus Company, 2016.

Athanasius, *On the Incarnation*. Translated by John Behr. Yonkers, NY: St Vladimir's Seminary Press, 2011.

- Aulén, Gustaf. *Christus Victor*. Translated by A.G. Hebert. New York, Macmillan, 1951.
- Cone, James H. *The Cross and the Lynching Tree*. Maryknoll, NY: Orbis, 2011.
- Dunn, James D. G. *Christology in the Making*. London: SCM Press, 1980. Or Wright, N.T. *The Day the Revolution Began: Reconsidering the Meaning of Jesus' Crucifixion*. San Francisco: HarperOne, 2016.
- Hick, John. *The Metaphor of God Incarnate*. 2nd ed. Louisville: Westminster John Knox, 2006.
- Moltmann, Jürgen. *The Crucified God*. Translated by R.A. Wilson and John Bowden. New York: Harper & Row, 1974. Or *The Way of Jesus Christ*. Translated by Margaret Koh. San Francisco: HarperSanFrancisco, 1990.
- Morris, Thomas V. *The Logic of God Incarnate*. Ithaca: Cornell University Press, 1986.
- Norris, Richard A. *The Christological Controversy*. Philadelphia: Fortress Press, 1980.
- Pannenberg, Wolfhart. *Jesus—God and Man*. 2nd ed. Translated by Lewis L. Wilkins and Duane A. Priebe. Philadelphia: Westminster, 1977. Or *Systematic Theology*. Vol. 2. Translated by Geoffrey W. Bromiley. Grand Rapids: Eerdmans, 1994. Read chapters 9-11 (2:277-464).
- Schüssler Fiorenza, Elisabeth. *Jesus: Miriam's Child, Sophia's Prophet: Critical Issues in Feminist Christology*. New York: Continuum, 1994. Or Sobrino, Jon. *Christology at the Crossroads*. Translated by John Drury. Maryknoll, NY: Orbis, 1978.
- Stott, John R. W. *The Cross of Christ*. Downers Grove, IL: IVP, 1986. Or Sherman, Robert. *King, Priest, and Prophet: A Trinitarian Theology of Atonement*. New York: T&T Clark, 2004.

4. Doctrine of Salvation

- Billings, J. Todd. *Union with Christ: Reframing Theology and Ministry for the Church*. Grand Rapids: Baker, 2011.
- Bonhoeffer, Dietrich. *Discipleship*. Dietrich Bonhoeffer Works, vol. 4. General Editor Wayne Whitson Floyd Jr. Minneapolis: Fortress Press, 2001. Also translated as *The Cost of Discipleship*. Translated by R.H. Fuller. New York: Macmillan, 1963.
- Dulles, Avery. *The Assurance of Things Hoped For: A Theology of Christian Faith*. New York: Oxford University Press, 1994.
- Edwards, Jonathan. *The Religious Affections*. Mineola, NY: Dover Publications, 2013.
- Hoekema, Anthony A. *Saved by Grace*. Grand Rapids: Eerdmans, 1989.
- Jones, L. Gregory. *Embodying Forgiveness: A Theological Analysis*. Grand Rapids: Eerdmans, 1995. Or Volf, Miroslav. *Free of Charge: Giving and Forgiving in a Culture Stripped of Grace*. Grand Rapids: Zondervan, 2005.

Lutheran World Federation and the Roman Catholic Church. *Joint Declaration on the Doctrine of Justification*. Grand Rapids: Eerdmans, 2000. Also available at lutheranworld.org.

McCall, Thomas H. and Keith D. Stanglin. *After Arminius: A Historical Introduction to Arminian Theology*. New York: Oxford University Press, 2021.

5. Doctrine of the Church

Bonhoeffer, Dietrich. *Life Together*. Translated by John W. Doberstein. New York: Harper & Row, 1976.

Dulles, Avery. *Models of the Church*. Garden City, NY: Image Books, 1987.

Küng, Hans. *The Church*. Translated by Ray and Rosaleen Ockenden. London: Burns & Oates, 1967.

Newbigin, Leslie. *The Household of God: Lectures on the Nature of the Church*. New York: Friendship Press, 1954

Sherman, Robert. *Covenant, Community, and the Spirit: A Trinitarian Theology of Church*. Grand Rapids: Baker Academic, 2015.

Vatican II, “Dogmatic Constitution on the Church,” “Decree on Ecumenism,” and “Pastoral Constitution on the Church in the Modern World.” Available at Vatican website.

World Council of Churches. *Baptism, Eucharist, and Ministry*. Available at WCC website.

6. Doctrine of the Last Things (Eschatology)

Bavinck, Herman. *Reformed Dogmatics*. Vol. 4, *Holy Spirit, Church, and New Creation*. Edited by John Bolt. Grand Rapids: Baker Academic, 2008. Read part III (4:589-730).

Bock, Darrell L., ed. *Three Views on the Millennium and Beyond*. Grand Rapids: Zondervan, 1999.

Crockett, William V., ed. *Four Views on Hell*. Grand Rapids: Zondervan, 1992. Or Fudge, Edward, and Robert Peterson. *Two Views of Hell: A Biblical & Theological Dialogue*. Downers Grove, IL: IVP, 2000.

Cullmann, Oscar. *Salvation in History*. Translated by S. G. Sowers. London: SCM Press, 1967.

Hoekema, Anthony A. *The Bible and the Future*. Grand Rapids: Eerdmans, 1979.

Moltmann, Jürgen. *Theology of Hope*. Translated by James W. Leitch. New York: Harper & Row, 1967.

Vos, Geerhardus. *The Pauline Eschatology*. Grand Rapids: Baker, 1979.

C. Comprehensive Dogmatics (Specify sections to be read.)

1. Patristic (Select one.)

Gregory of Nazianzus. *On God and Christ: The Five Theological Orations and Two Letters to Cledonius*. Translated by Frederick Williams and Lionel Wickham. Crestwood, NY: St. Vladimir's Seminary Press, 2002.

John of Damascus. *An Exact Exposition of the Orthodox Faith*. In *A Select Library of Nicene and Post-Nicene Fathers of the Christian Church*. Edited by Philip Schaff and Henry Wace. Series 2, vol. 9. New York: Christian Literature Co., 1890-1900.

2. Medieval

Thomas Aquinas. *Summa Theologica*. Translated by Fathers of the English Dominican Province. 1948. Reprint, Westminster, MD: Christian Classics, 1981. Or *The Aquinas Catechism*. Manchester, NH: Sophia Institute Press, 2000.

3. Reformation

Calvin, John. *Institutes of the Christian Religion*. Edited by John T. McNeill. Translated by Ford Lewis Battles. Philadelphia: Westminster, 1960.

4. Modern

Schleiermacher, Friedrich. *The Christian Faith*. Edited by H.R. Mackintosh and J.S. Stewart. Edinburgh: T&T Clark, 1928. New translation by Tice, Kelsey, and Lawler. Louisville: Westminster John Knox Press, 2016.

5. Contemporary (Select one. As background, be familiar with a general treatment such as Louis Berkhof, *Systematic Theology*.)

Catechism of the Catholic Church. 2nd edition. Washington, DC: United States Conference of Catholic Bishops, 2019,

<https://www.usccb.org/sites/default/files/flipbooks/catechism/VIII/>

Pannenberg, Wolfhart. *Systematic Theology*. 3 vols. Translated by Geoffrey W. Bromiley. Grand Rapids: Eerdmans, 1991-1998.

Tillich, Paul. *Systematic Theology*. 3 vols. Chicago: University of Chicago Press, 1951-63.

Van der Kooi, Cornelis and Gijsbert van den Brink. *Christian Dogmatics: An Introduction*. Translated by Reinder Bruinsma with James D. Bratt. Grand Rapids: Eerdmans, 2017.

Weber, Otto. *Foundations of Dogmatics*. 2 vols. Translated by Darrell L. Guder. Grand Rapids: Eerdmans, 1981-83.

Bibliography for Comprehensives in Philosophical Theology

Instructions:

1. The student should consult with the supervising faculty member, then prepare a bibliography based on the following standard bibliography, and submit it for approval. With permission, the student may substitute equivalent readings for the works listed below.
2. Use the works in section A to get a basic introduction to the topics listed below and the thinkers in the bibliography. You may skim the works in section A as needed.
3. General topics to be covered in the examination include the following:
 - a. The Nature of Religion
 - (1) Christian, modern, and postmodern views of the nature of religion
 - (2) Religious diversity: perspectives on religious truth and salvation
 - b. Religious Epistemology
 - (1) Revelation, faith, and reason
 - (2) Arguments for the existence of God
 - (3) Transitions from historic Christian to modern and postmodern religious epistemologies
 - (4) Current Reformed, Thomist, and post-Kantian religious epistemologies
 - (5) Religious language and truth about God
 - (6) Theological hermeneutics
 - c. Religious Ontology
 - (1) God's nature (including divine attributes) and relation to creation (classical theism, deism, and panentheism)
 - (2) The problem of evil and major Christian responses
 - (3) Divine foreknowledge and human free will
 - (4) Miracles: their nature and credibility
 - d. Religion and Science

Introductory Texts

These resources offer a basic introduction to the thinkers and topics in this examination.

Allen, Diogenes. *Philosophy for Understanding Theology*. 2nd ed. Louisville: WJK, 2007.

Livingston, James C. *Modern Christian Thought*. 2 vols. 2nd ed. Minneapolis: Fortress Press, 2006 (relevant sections).

Morris, Thomas. *Our Idea of God. An Introduction to Philosophical Theology*. Downers Grove, IL: IVP, 1991.

Petersen, Michael, W. Hasker, B. Reichenbach, and D. Basinger. *Reason and Religious Belief: An Introduction to the Philosophy of Religion*. 5th ed. New York: Oxford University Press, 2013.

Taliaferro, Charles, Paul Draper, and Philip L. Quinn. *A Companion to Philosophy of Religion*. 2nd ed. Malden, MA: Wiley-Blackwell, 2010.

Murray, Michael J. and Michael Rea. "Philosophy and Christian Theology." *The Stanford Encyclopedia of Philosophy* (Spring 2020 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/spr2020/entries/christiantheology-philosophy/>.

Taliaferro, Charles. "Philosophy of Religion." *The Stanford Encyclopedia of Philosophy* (Fall 2019 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/fall2019/entries/philosophy-religion/>.

Anthologies such as *Faith & Reason*, ed. Paul Helm, and *Philosophy of Religion*, ed. C. Taliaferro and P. Griffiths, contain significant historic and current sources on most topics.

Websites such as the *Internet Encyclopedia of Philosophy* and the *Stanford Encyclopedia of Philosophy* offer excellent (but not necessarily friendly to Christianity) articles on thinkers and topics. <http://www.iep.utm.edu/> <http://plato.stanford.edu/contents.html>

A. Classic Texts (in chronological order)

You should be able to summarize the basic arguments and historic significance of these texts in a short essay. Use the secondary works in this bibliography as a guide to understanding these texts.

Augustine, *Confessions*. Translated by Henry Chadwick. Oxford: Oxford University Press, 1991. Read the philosophical sections.

Boethius, *The Consolation of Philosophy*. Translated by H.F. Stewart, E.K. Rand, and S.J. Tester. Cambridge: Harvard University Press, 2008. Read esp. Books *IV and V.

Anselm, *Proslogion*. Translated by M.J. Charlesworth. Notre Dame: University of Notre Dame Press, 1979. Read his ontological argument.

Aquinas, Thomas. *Summa Theologica*. Translated by Fathers of the English Dominican Province. 1948. Reprint, Westminster, MD: Christian Classics, 1981. Read I, QQ. 1-14, 19-23, 25

Ockham, William. *Predestination, God's Foreknowledge, and Future Contingents*. 2nd ed. Translated by Marilyn McCord Adams and Norman Kretzmann. Indianapolis: Hackett, 1983.

Locke, John. *The Reasonableness of Christianity*. Stanford University Press, 1958.

- Leibniz, G. W. F. *Theodicy*. Translated by E.M. Huggard. New Haven: Yale University Press, 1952.
- Hume, David. *Dialogues Concerning Natural Religion*. Ed. Richard H. Popkin. 2nd ed. Indianapolis, Hackett, 1998.
- . "Of Miracles," from *An Enquiry Concerning Human Understanding*. In the Popkin edition of *Dialogues Concerning Natural Religion*.
- Kant, Immanuel. *The Critique of Pure Reason*, Translated and edited by Paul Guyer and Allen W. Wood. Cambridge: Cambridge University Press, 1999. Read Part II, Ch. 2, "The Canon of Pure Reason."
- . *Religion within the Bounds of Mere Reason*. 2nd ed. Translated and edited by Allen Wook and George di Giovanni. Cambridge: Cambridge University Press, 2018.
- Schleiermacher, Friedrich. *On Religion: Speeches to Its Cultured Despisers*. Translated and edited by Richard Crouter. Cambridge: Cambridge University Press, 1996.
- Hegel, G. W. F. *Lectures on the Philosophy of Religion*. 3 vols. Edited by Peter C. Hodgson. Oxford: Clarendon Press, 2007.
- Feuerbach, Ludwig. *The Essence of Christianity*. Translated by George Eliot. New York: Harper, 1957.
- Kierkegaard, Søren. *Philosophical Fragments*. Translated by Howard V. Hong and Edna H. Hong. Princeton: Princeton University Press, 1985. Read all except the Interlude.
- . *Concluding Unscientific Postscript*. Translated by Howard V. Hong and Edna H. Hong. Princeton: Princeton University Press, 1992. Read sections on religious epistemology.
- James, William. *The Will to Believe*. Cambridge, MA: Harvard University Press, 1979.
- . *The Varieties of Religious Experience*. Cambridge, MA: Harvard University Press, 1985.
- Troeltsch, Ernst. *The Absoluteness of Christianity*. Translated by David Reid. Richmond: John Knox Press, 1971.

B. Recent Works

- Alston, William P. "Can We Speak Literally of God?" In *Divine Nature and Human Language: Essays in Philosophical Theology*. Ithaca: Cornell University Press, 1989.
- Cobb, John B., Jr., and David Ray Griffin, *Process Theology: An Introductory Exposition*. Philadelphia: Westminster, 1976.
- Cooper, John W. "Panentheism, the Other 'God of the Philosophers.'" *American Theological Inquiry*, I.1 (Jan. 15, 2008), 11-24.

- Culp, John. "Panentheism." *The Stanford Encyclopedia of Philosophy* (Fall 2020 Edition), Edward N. Zalta (ed.), URL = [<https://plato.stanford.edu/archives/fall2020/entries/panentheism/>](https://plato.stanford.edu/archives/fall2020/entries/panentheism/).
- Davis, Stephen T. and Eric T. Yang. *An Introduction to Christian Philosophical Theology: Faith Seeking Understanding*. Grand Rapids: Zondervan Academic, 2020.
- Ganssle, Gregory E., ed. *God and Time: Four Views*. Downers Grove, IL: IVP, 2001.
- Harris, James F. *Analytic Philosophy of Religion*. Dordrecht: Kluwer Academic, 2002. Read chapter 2: "The Problem of Religious Language," 28-76.
- Hick, John. "Religious Pluralism and Salvation," *Faith and Philosophy* 5 (1988): 365-77.
- Hick, John. *An Interpretation of Religion: Human Responses to the Transcendent*. New Haven: Yale University Press, 1989.
- Jeanrond, Werner. *Theological Hermeneutics: Development and Significance*. New York: Crossroad, 1992. Read section on "The Development of Theological Hermeneutics from Schleiermacher to Ricoeur."
- Mbiti, John S. *African Religions and Philosophy*. 2nd ed. Heinemann, 1992.
- Murray, Michael and Michael Rea. *An Introduction to the Philosophy of Religion*. Cambridge: Cambridge University Press, 2012. Read parts 1 and 2.
- Pannenberg, Wolfhart. "What Is Truth?" in *Basic Questions in Theology*, vol. 2; *Metaphysics and the Idea of God*. Translated by George H. Kehm. Grand Rapids: Eerdmans, 1990.
- Plantinga, Alvin. *God, Freedom, and Evil*. Grand Rapids: Eerdmans, 1989.
- . *Knowledge and Christian Belief*. Grand Rapids: Eerdmans, 2015; or *Warranted Christian Belief*. New York: Oxford University Press, 2000.
- . *Where the Conflict Really Lies: Science, Religion and Naturalism*. Oxford and New York: Oxford University Press, 2011. Or Rea, Michael. *World without Design: The Ontological Consequences of Naturalism*. Oxford and New York: Oxford University Press, 2002.
- Polkinghorne, John. *Science and Theology: An Introduction*. Minneapolis: Fortress, 1998.
- Stump, Eleonore. *Wandering in Darkness: Narrative and the Problem of Suffering*. Oxford: Clarendon Press, 2010.
- Swinburne, Richard. *The Coherence of Theism*. Rev. ed. Oxford: Clarendon Press, 1993.
- Thiselton, Anthony C. *Hermeneutics: An Introduction*. Grand Rapids and Cambridge: Eerdmans, 2009.
- Van Inwagen, Peter. *Metaphysics*. 4th ed. New York: Westview, 2015. Read Part II, "Why the World Is," on the cosmological and ontological arguments.

- Van den Brink, Gijsbert. *Reformed Theology and Evolutionary Theory*. Grand Rapids: Eerdmans, 2020.
- Westphal, Merold. *Whose Community? Which Interpretation? Philosophical Hermeneutics for the Church*. Grand Rapids: Baker Academic, 2009.
- Wolterstorff, Nicholas. *Reason within the Bounds of Religion*. 2nd ed. Grand Rapids: Eerdmans, 1984.
- . "Can Belief in God Be Rational If It Has No Foundations?" In *Faith and Rationality: Reason and Belief in God*. Edited by Alvin Plantinga and Nicholas Wolterstorff. Notre Dame: University of Notre Dame Press, 1983.

Bibliography for Comprehensives in Moral Theology

A. Classic Authors

Aristotle. *Nicomachean Ethics* and *Politics*.

Augustine. *Political Writings* (Hackett) and *The City of God*.

Barth, Karl. *Community, State, and Church: Three Essays*.

Bonhoeffer, Dietrich. *Ethics*.

Calvin, John. *Institutes of the Christian Religion* and other works.

Channing, William E. *Slavery*.

Hodge, Charles. "Slavery" and other works.

Hume, David. *An Enquiry Concerning the Principles of Morals*.

Kant, Immanuel. *Groundwork of the Metaphysics of Morals*.

Kuyper, Abraham. "Calvinism and Politics," "Sphere Sovereignty," "The Social Question," and other works.

Locke, John. *Two Treatises of Government* and *A Letter Concerning Toleration*.

Luther, Martin. *Martin Luther's Basic Theological Writings*.

Marx, Karl. *The Communist Manifesto*.

Mill, John Stuart. *Utilitarianism* and *On Liberty*.

Plato. *The Republic*.

Rousseau, Jean-Jacques. *The Basic Political Writings*.

Smith, Adam. *The Essential Adam Smith*.

Thomas Aquinas. *Summa Theologica* and *On Law, Morality, and Politics* (Hackett).

Thornwell, James H. "Relation of the Church to Slavery" and "The Christian Doctrine of Slavery."

Walker, David. *Walker's Appeal, in Four Articles ... to the Coloured Citizens of the World*.

B. Modern Authors

Cavanaugh, William T. *Migrations of the Holy*.

Cone, James H. *Black Theology and Black Power*.

Grenz, Stanley J. *Sexual Ethics*.

Hauerwas, Stanley. *The Peaceable Kingdom and The Stanley Hauerwas Reader*.

Hays, Richard. *The Moral Vision of the New Testament*.

John Paul II. *Man and Woman He Created Them: A Theology of the Body*.

MacIntyre, Alasdair C. *After Virtue: A Study in Moral Theory*.

O'Donovan, Oliver. *Resurrection and Moral Order: An Outline for An Evangelical Ethics, The Desire of the Nations, and The Just War Revisited*.

Tuininga, Matthew J. *Calvin's Political Theology and the Public Engagement of the Church*.

Yoder, John Howard. *The Politics of Jesus*.