

The Green Book

Guide for Doctoral Students

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N.B.: The official version of the Green Book is the web version available online (<https://uwaterloo.ca/religious-studies-phd/current-graduate-students/handbook-phd-students-religious-studies>). It is regularly revised, so if you download and print this booklet, you should regularly check for revisions, which may affect your program. The Green Book contains materials useful for doctoral candidates in the Laurier-Waterloo Ph.D. and must be used in tandem with the university calendars and the Ph.D. website. In case of inconsistencies, the official university calendars supersede this booklet. Please report suggestions and errors to the joint program director.

The Laurier-Waterloo PhD
in Religious Studies

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Frequently Asked Questions

Q1: My background is not in religious studies, but I took some courses that involved the study of religion. Can those courses be counted toward the minimum admission requirement?

A1: For the purpose of meeting the admission requirement of ten (10) courses in religious studies, applicants may petition, in writing, to count selected courses as religious studies equivalents. Generally, no more than five (5) courses in other fields will be counted as religious studies equivalents. The petition should accompany the application for admission to the Ph.D. The questions to be addressed for each course are (1) how the course helped prepare you in the study of religious diversity in North America and (2) in what ways the course is relevant to your proposed dissertation area. The first question is the primary one since this admission requirement concerns preparation in the study of religion. Since transcripts contain minimal information about actual course content, the case for counting a course can be strengthened by the inclusion of a course description, syllabus, and/or descriptions of papers or other kinds of research conducted in the course.

Q2: I have a theology degree. If I apply, will my courses automatically count toward the religious studies requirement?

A2: Religious studies and theology are not the same thing. Like philosophy, anthropology, and other such fields, theology is an allied field. When we receive an application for admission from an applicant in such fields, we look at specific courses, deciding which, if any, we will count toward the minimum for admission: ten (10) courses in religious studies. Normally, we accept no more than five (5) courses as equivalents from any allied field, including theology. If you cannot meet the minimum, you must take qualifying courses to be able to apply for admission into the PhD program. Taking such courses does not guarantee admission, but it may enable you to compete successfully with other applicants.

Q3: I want to propose writing a dissertation on a theological topic. Is that a possible?

A3: Theological reflection is a fact of religion; therefore, studying it is as important as studying any other facet of religion such as ritual, myth, sacred places, or ethics. In addition, there are theologians among the faculty, just as there are historians, anthropologists, sociologists, and psychologists. Because of the interdisciplinary nature of the study of religion, some theological issues and methods are within our purview and fit well within such a program; others do not. Our decision is made on a case-by-case basis. It is important to recognize that the Laurier-Waterloo PhD in Religious Studies is not a theological degree offered from within a religious tradition but a religious studies degree with a focus on religious diversity.

Q4: I would like to study an ancient, textual topic. Should I apply for admission?

A4: Even though we have faculty whose research and expertise lie in ancient areas, the Ph.D.'s focus is exclusively North American. If your real interest is one of the ancient civilizations, ours is not the right program for you. However, if your interest lies, say, in the reception of, or the use of, some ancient text in North America, then the Laurier- Waterloo Ph.D. program might be a good match.

Q5: I would like to study an Asian topic. Should I apply for admission?

A5: That depends. Only if your research focus is on Asian religions in North America. Even though we have faculty whose research and expertise lie in Asia, the Ph.D's focus is exclusively North American, so if you wanted to study Asian religions in North America, the Laurier-Waterloo Ph.D. program might be a good match.

Q6: My home university will be the University of Waterloo. Because of the joint program, will I also have student privileges at Laurier? For instance, will I be able to get parking, lockers, and access to the Athletic Complex and other resources normally granted to Laurier students with a student card?

A6: The joint program gives you access to the library, courses, colloquia, and faculty at either university. But for most other resources, such as the use of athletic facilities and parking, you must use the resources of your home university.

Q7: I want to get a jump on reading. Are course syllabi and required reading materials available before the start date?

A7: If you want more details about a course, contact the professor who teaches it.

Q8: What happens during our orientation?

A8: Orientation is partly social, partly academic. Mainly, you'll meet other graduate students, talk with faculty, receive academic counselling, and register for courses. Attendance is mandatory because we review in detail the requirements of the Ph.D. program.

Q9: Can work done in courses be channelled toward my dissertation, or do I have to avoid my dissertation topic when I work on course papers?

A9: By all means, explore possible dissertation topics by writing papers and doing projects on topics that are potential dissertation topics. There is no problem with your using a term paper as the seed from which a dissertation grows.

Q10: Does fieldwork require a student to deal with the university ethics committee? And must I complete fieldwork to graduate? May I use other research methods?

A10: Yes, all field research, whether conducted by students or faculty, whether in the course or outside a course, requires an appropriate ethical clearance, as well as adequate academic preparation. Other research methods are certainly an option, but you must discuss with your committee about which methods would be the most appropriate for your particular topic and acquire proper clearance to use those methods.

Q11: What if a teaching assistant (TA) needs to travel to do research and there are conflicts with teaching duties?

A11: To maintain your teaching (or research) assistantship, you must be available to do the work, which is typically in the fall or winter. So, try to travel during the spring and summer. If you must travel during the fall or winter, discuss the issue with the professor for whom you are a teaching assistant and see if it is possible to rearrange your work schedule. If not, the first priority must be the TA commitment.

Q12: Is there a reading week or other down-time for Ph.D. students?

A12: Yes, you'll find the dates for them in the calendar. They are the same for all graduate students.

Q13: The handbook refers to the "subfield" over which we will be examined during the field exam. What do you mean by "subfield?"

A13: Any subdivision of religious studies; the larger "area" that contains your dissertation topic. There is no universally agreed upon list of subfields, so, in practical terms, your supervisory committee, in consultation with you, defines your subfield.

Q14: Do I have to be physically present on campus during the spring and summer?

A14: Graduate students register for three terms, that is, for the entire year— fall, winter, spring/summer. A few graduate courses may be offered in the spring/summer, and you might want to take one or more of them. Alternatively, you might need to be away conducting library or field research elsewhere. Or, you may be away studying languages or preparing for exams. In all these instances, you are still officially registered and paying tuition but not necessarily physically present. On rare occasion, you may wish to take an official leave, in which case you are not paying tuition, but neither are you building up residence credits. These situations require forms, reasons, and signatures; see the Calendar for specific procedures.

Q15: May I take undergraduate courses as part of my Ph.D.?

A15: No. You may take only graduate courses, those numbered 600 or above. If you are required to take extra courses for admission, some of those may be undergraduate, but only if the director approves them for your specific case.

Standard Timeline

for completion of the PhD in four years

Year 1	Fall	<p>Courses: RE/RS 700 + elective(s) In consultation with supervisory committee, work on dissertation project proposal in order to apply for external funding. Applications for external funding are required in order to retain internal scholarships. Language(s) study TA</p>
	Winter	<p>Courses: RE/RS 710 + elective(s) In consultation with supervisory committee, develop and refine dissertation project proposal Language(s) study TA File PhD Progress Report by end of April</p>
	Spring Summer	<p>If necessary, continue coursework Discuss preliminary draft of dissertation project proposal, along with the language proposal with supervisory committee and director Language(s) study and/or exam Study for General Comprehensive Exam</p>
Year 2	Fall	<p>Study for General Comprehensive Exam</p> <ul style="list-style-type: none"> • LAURIER STUDENTS: Register for RE 800 until they pass General Exam <p>Language(s) study, if necessary TA</p>
	Winter	<p>Take General Comprehensive Exam (approximate date: early January) Study for and take Field Exam (approximate date: early May)</p> <ul style="list-style-type: none"> • LAURIER STUDENTS: Register for RE 801 until they pass Field Exam <p>TA File PhD Progress Report by end of April Consult with supervisory committee</p>
	Spring Summer	<p>Oral presentation of dissertation proposal. Approximate date: mid-June Submit final draft of dissertation project and language proposal by first Friday in August Apply for ethics approval as required to begin dissertation research in the Fall</p>
Year 3	Fall	<p>Dissertation research</p> <ul style="list-style-type: none"> • Course work, language examinations, comprehensives, oral presentation, oral presentation of the dissertation proposal, and final dissertation approval must be completed successfully before dissertation writing will be authorized. • LAURIER STUDENTS: Register for RE 899 (Doctoral Dissertation) each semester until graduation <p>TA (unless away engaged in field research) Take non-credit course in teaching (optional)</p>
	Winter	<p>Dissertation research</p> <ul style="list-style-type: none"> • LAURIER STUDENTS: Register for RE 899 (Doctoral Dissertation) each semester until graduation <p>TA (unless away engaged in field research) Take non-credit course in teaching (optional) Consult with supervisory committee by end of May</p>
	Spring Summer	<p>Dissertation research and writing</p>

Year 4	Fall	Dissertation writing TA or part-time teaching of one course (expected but not required)
	Winter	Dissertation writing TA or part-time teaching of one course (expected but not required) If not graduating, meet with supervisory committee by end of May
	Spring Summer	Public presentation (as scheduled by the director) Dissertation defense (as scheduled by Graduate Studies) Graduation (June, as scheduled by Registrar)

**WLU-UW PhD in Religious Diversity in North America
Program Requirement Checklist**

STUDENT NAME:

DATE OF PROGRAM ENTRY:

SUPERVISOR:

HOME INSTITUTION:

WLU

or

UW

Course Work and Exams

COURSE/EXAM	COMPLETION DATE
RE/RS 700	
RE/RS 710	
At least 2 Electives	
1.	
2	
General Exam	
Field Exam	

Language Requirement

Language Requirement Proposal on File

RE 702/Milestone

Date Completed

Dissertation

Oral Presentation

Date Completed

Proposal Accepted by Joint Committee

Date Accepted

Dissertation Defended / Accepted

Date Accepted

Public Presentation

Presentation Completed

Date Completed

Committee Membership

Annual Progress Reports

20__ 20__ 20__ 20__ 20__ 20__

CONTACT INFORMATION:

Email:

Phone:

The Joint Committee

of the Laurier-Waterloo PhD in Religious Studies

The Joint Committee is the coordinating and governing body of the Laurier-Waterloo PhD in Religious Studies. The directorship rotates between the two universities on a three- year cycle. The director is selected by the department; if there is a dispute, the joint committee elects the director. Although each university and department retains its legal autonomy, the joint program is administered through the cooperative efforts of the Joint Committee, the membership of which consists of the two chairs, the two graduate officers, the director, and a student representative from each of the two universities. The Joint Committee supervises, among other things, the following: admission, the core courses, the General Examination, the supervisory structure, language requirements, the dissertation, and the oral presentation processes.

Supervisory Committees

The role of a supervisory committee is to provide expertise in the student's area of research, write and evaluate the field exam, offer guidance and feedback, and assist the student in achieving a timely completion of degree requirements. Supervisory committees are approved by the joint committee, and the director oversees the supervisory process.

Supervisory committees typically consist of at least three members of the Religion and Culture / Religious Studies faculty from both universities. The final defense will also include a reader from another department at one of the two universities and an appropriate external examiner from a third university. A change in membership can be initiated by the supervisor, committee member, student, or director.

Supervisory committees may be convened as needed but should meet at least once a year. Supervisors and doctoral candidates typically meet more frequently.

PhD Progress Report

Laurier-Waterloo PhD in Religious Studies

Note: This version of the report, designed to be filled out electronically (except for signatures), is specific to the Laurier-Waterloo PhD in Religious Studies.

INSTRUCTIONS:

- It is the student's responsibility to ensure that this report reaches the director on time and that the appropriate signatures are included.
- No later than the end of April 15, each PhD student completes parts A1- A6 electronically and then submits this report to the supervisor.
- The supervisor completes parts B1- B7 and then submits the entire report to the other committee members for comment and evaluation (C1). If a supervisor has not yet been established, the director or graduate officer must complete Part B.
- No later than the end of M ay, the supervisor and committee meet to review and sign the full report with the student (Part C).
- The supervisor forwards the fully reviewed and signed report to the director for signature (Part C).
- The director provides a copy of the full report to the student and the supervisor, retains a copy for the departmental file, and files the full, original report with the Office of Graduate Studies.

*Late submission of this progress report

may result in a delay of the student's financial support. *

PART B: SUPERVISOR'S REPORT (to be completed by the student's supervisor).
Complete each section that is relevant to the student's stage in the doctoral program.

B1. How often did you, as supervisor, meet with the student over the last reporting period:

monthly once per term once per year other (specify):

B2. How often did the supervisory committee as a whole (if established) meet with the student over the last reporting period:

monthly once per term once per year other (specify):

B3. The comprehensive requirement was completed on (date):

OR is expected to be completed by (date):

In the comments section (B8), please justify, if necessary, any expected date of completion that exceeds the deadline for your program.

B4. Supervisors should respond to a draft of the PhD thesis in a timely fashion. Please answer the following only if draft research was submitted by the student during the year.

Item received	Date received	Date returned	Response time
Entire dissertation draft			
Portion of dissertation			
Other (specify:)			

B5. Comment on progress made in accomplishing goals set out in last report (or toward meeting degree requirements since beginning the program if this is the first report). Refer to the attached student report.

B6. Comment on specific goals for the next interval of _____ months:

B7. Anticipated date for the completion of degree requirements (m o./yr.):

B8. Additional Comments:

PART C: OVERALL ASSESSMENT OF PROGRESS (to be completed by full supervisory committee)

- C1. Evaluation of overall progress since last report:
 Satisfactory Marginal* Unsatisfactory*

	Name	Rating (S, M* or U*)	Signature
Supervisor:			
2 nd Member:			
3 rd Member:			
4 th Member (if any):			

*If progress is deemed marginal or unsatisfactory, include here a detailed explanation of what must be accomplished over the next 6 months in order to remedy the situation.

C2. ACKNOWLEDGMENTS

This completed report has been seen by me and (check one:)

- I see no need to append additional comments.
 I am appending additional comments (as section E).

Student's Signature

Date

Director's Signature

Date

The Director files the report with the Office of Graduate Studies, ensuring that a copy of the full report is sent to the student, supervisor, and departmental file.

General Comprehensive Examination

There are two examinations, each based on a bibliography. The purpose of the general comprehensive exam is to ensure breadth and to assess competence in the religious diversity of North America and in religious studies. The purpose of the field exam is to focus on an area of specialization containing the dissertation project. The general comprehensive exam is conducted by the joint committee; whereas the field exam is conducted by the student's supervisory committee. A candidate has only two (2) opportunities (including the first attempt) to complete each of the examinations successfully. These examinations should take place by the end of the candidate's second year in the doctoral program. To be permitted to take the examinations at a later time, a candidate must petition the director for an extension. Extensions are normally granted only once and then, only for one term.

The general comprehensive exam, usually offered early in January, is based on a common bibliography prepared by the joint committee. The examination questions are the same for all members of a cohort. Members of the Joint Committee read and assign preliminary percentage marks to each question on the general exam. These are averaged by the director to arrive at the final mark for the exam.

- **Laurier Students:** Register for RE 800 in the Fall prior to writing the general comprehensive exam and stay registered until passing the exam

The field exam, usually offered in May, is based on an individualized bibliography prepared by the student's supervisory committee in consultation with the student. To ensure consistency of length, procedure, and level of difficulty among field exams, bibliographies and examination questions must be approved by the director acting on behalf of the joint committee. All members of the student's supervisory committee read and assign preliminary percentage marks for each part of the field exam. These are averaged by the director to arrive at the final mark for the exam.

- **Laurier Students:** Register for RE 801 in the Winter prior to writing the Field exam and stay registered until passing the exam

Students must enroll for the comprehensive during the term in which they begin the process. To be permitted to take the examinations at a later time, a candidate must petition the director for an extension. Normally, only one such extension will be allowed. Students who fail an exam may be allowed to re-take it if supported by both a recommendation of the supervisory committee and approval of the joint committee. Candidates who fail to pass a comprehensive the first time or who are required to complete additional requirements for it must satisfy these requirements within one calendar year after the unsuccessful attempt. Students who do not meet this deadline will be required to withdraw from the program.

The general examination has three thematic areas of coverage:

- 1) theory and general religious studies
- 2) North American religion: history and historiography
- 3) Religious Diversity in North America: Case Studies and Approaches (see p. 20, General Comprehensive Examination bibliography: A sample)

77%, that is, B+, is the minimum passing grade for each of the comprehensive exams. WLU transcripts record a "pass" or "fail." UW transcripts record a "completion" (or not). The joint program retains percentage marks on file for future use, for example, when faculty are writing recommendations. Bibliographies, exam questions, answers written by students, preliminary marks, and final marks become part of the joint program's record for a student. These are the standards that apply to the comprehensive examinations:

Letter	GP	%	Meaning
A+	12	90-100	Exceptional
A	11	85-89	Excellent
A-	10	80-84	Very good
B+	9	77-79	Good
F	0	<77	Failing

These are the criteria for evaluating comprehensives; the items are not of equal value:

1. QUESTION, TOPIC

Do the answers respond directly to the question? Do they stay on topic?

2. QUALITY OF WRITING

Are grammar, spelling, and sentence construction well handled? Are the answers well organized, clear, readable, and logically coherent?

3. BASIC IDEAS, DEFINITIONS, THEORIES, METHODS

Do the answers demonstrate comprehension of the readings? Do the answers handle these materials analytically and reflectively rather than naively?

4. CONCRETENESS, DETAIL

Do the answers root generalizations in concrete examples and specific illustrations? Do the answers show a grasp of relevant details?

5. ORIGINALITY

Does the exam exhibit originality of thought and/or independent thinking? Do the answers demonstrate an ability to synthesize, apply, critique, or in some other way go beyond mere summaries of readings?

6. SELECTION AND HANDLING OF SOURCES

Do the answers systematically and clearly distinguish the writer's contributions from the ideas of others?

Instructions for the General Comprehensive Examination

- 1) The doors of the examination room will be opened approximately 10 minutes before the start of the examination. Students will be permitted to enter the examination room quietly up to one half hour after the scheduled start of the exam. Students arriving late will not be allowed any extra time.
- 2) Students must not begin the examination or attempt to read the examination questions until instructed to do so.
- 3) Examinations may be written with computers provided by the university. These will be disconnected from the internet, and you can only use its word processor programs, typically Word or WordPerfect. You may use the word processor's dictionary, spell checker, etc. At the end of the exam, you must provide an electronic copy of your exam with your name and date. Save your file regularly, since no allowance will be made for computer crashes. Come prepared to write, or continue writing, the exam by hand in case of computer problems.
- 4) Students may not leave the exam room before completing and submitting the exam unless accompanied by a presiding officer. Students are not permitted to submit their examination and leave the examination room until 1 hour after the examination has begun. In no case may a candidate leave the room temporarily, for any reason, until 30 minutes after the start of the examination. In order that remaining students are not disrupted, students must remain seated and may not leave the examination room during the last 15 minutes of the examination session.
- 5) At the close of the examination period, students must stop writing immediately.
- 6) A student who leaves before the examination is over must hand in all completed and attempted work, including notes made during the exam.
- 7) Talk or any form of communication between students is absolutely forbidden. No information of any kind is to be written on the question paper or on scrap paper for the purpose of assisting other students. Responses to questions must not be done in an exaggerated way or in a manner that will involve transmission of information to others.
- 8) Students must remain seated during the examination period. A student needing to speak to the presiding officer (e.g. to ask for additional supplies or to request permission to leave the examination room for any reason) should seek out the presiding officer as notified at the beginning of the exam.
- 9) Questions concerning possible errors, ambiguities or omissions in the examination paper must be directed to the presiding officer who will investigate them through the proper channels. The presiding officer is not permitted to answer questions other than those concerning the examination paper.

10) Students must not use or attempt to use any improper source of information. No students may bring into the examination room any books, notes or other material containing information pertaining to the examination. Any item brought into the examination room is subject to inspection. Students may not use portions of pre-existing documents, such as term papers, to answer questions.

11) No briefcases, backpacks or other bags and carriers may be brought to the desk site where the candidate is writing the examination. They must be put at the front of the examination room in a place designated by the presiding officer before a candidate takes a seat.

12) No electronic or communication devices will be allowed in the examination room, including cell phones, blackberries, pagers, etc. Translation dictionaries (e.g. English-French) or other dictionaries (thesaurus, definitions, technical), including electronic ones, are not allowed unless indicated on the examination paper.

13) Bottled water, food or other drinks are allowed in the examination room, subject to the approval of the presiding officer. Students with health problems that warrant relaxation of this regulation should provide medical documentation to the presiding officer prior to the beginning of the examination. Such students should restrict them selves to those items and packaging that will least distract other students.

14) Students are expected to write their examinations in an honest and straightforward manner. Where there are reasonable grounds for believing a violation of exam protocol has occurred, the candidate will be subject to the disciplinary procedures and sanctions according to the university calendar. Examinations are bound by the regulations of the university where the student is registered.

Specific Instructions:

1) Your name and a consecutive page number should appear on each page.

2) This examination has two parts, each consisting of three questions. Answer two questions in Part A. In Part B, answer two questions. Answers to Part A must be submitted before you begin on Part B.

3) Questions may resemble others that you have seen in the question pool or on previous exam s, but there may be significant differences. Therefore, read the questions carefully and answer the questions as they are written here.

4) Construct precise, well organized answers. Accurate references to specifics (e.g., authors, books, articles, events, data, case studies, etc.) will strengthen your answers.

5) Avoid repeating the same information or depending on the same sources and theories in more than one answer. The answer to any one question must be substantially different from the answer to any other question.

6) Examiners will look for depth and breadth in both individual answers and in the examination as a whole.

General Comprehensive Exam Bibliography: A Sample

This list approximates the official general comprehensive exam bibliography. Students will be tested on the official bibliography, which may be obtained from the joint program director and department graduate officers.

THEORY AND GENERAL RELIGIOUS STUDIES

- 1.1 Leona M. Anderson and Pamela Dickey Young, eds. *Women and Religious Traditions*. (Third Edition) Toronto: University of Toronto Press, 2014
- 1.2 Talal Asad. *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. Baltimore, MD: Johns Hopkins University Press, 1993.
- 1.3 Peter Beyer. *Religions and Global Society*. London: Routledge, 2006.
- 1.4 Heidi Campbell (ed.). 2013. *Digital Religion*. New York: Routledge
- 1.5 Jose Casanova. *Public Religions in the Modern World*. Chicago: University of Chicago Press, 1994.
- 1.6 David Chidester. *Authentic Fakes: Religion and American Popular Culture*. Berkeley: University California Press, 2005.
- 1.6 Darlene M. Juschka, ed. *Feminism in the Study of Religion*. New York: Continuum, 2001.
- 1.7 Vasquez, Manuel A. *More Than Belief: A Materialist Theory of Religion*. Oxford University Press, 2010.
- 1.8 Tomoko Masuzawa. *The Invention of World Religions: Or, How European Universalism was Preserved in the Language of Pluralism*. Chicago: University of Chicago Press, 2005.
- 1.9 Sean McCloud. *Divine Hierarchies: Class in American Religion and Religious Studies*. Chapel Hill: University of North Carolina Press, 2007.
- 1.10 Meredith B. McGuire. *Lived religion: Faith and practice in everyday life*. New York: Oxford University Press, 2008.
- 1.11 Robert Orsi. *Between Heaven and Earth: The Religious Worlds People Make and the Scholars Who Study Them*. Princeton, NJ: Princeton University Press, 2005.
- 1.12 Ann Taves. *Religious Experience Reconsidered: A Building-Block Approach to the Study of Religion and Other Special Things*. Princeton, NJ: Princeton University Press, 2009.
- 1.13 Thomas A. Tweed. *Crossing and Dwelling: A Theory of Religion*. Cambridge, MA: Harvard University Press, 2006.

NORTH AMERICAN RELIGION: HISTORY AND HISTORIOGRAPHY

- 1.1 Catherine Albanese. *A Republic of Mind and Spirit: A Cultural History of American Metaphysical Religion*. New Haven: Yale University Press, 2007.
- 1.2 Patrick Allitt, ed. *Major Problems in American Religious History (Second Edition)*. Boston: Wadsworth, 2011.
- 1.3 Emma Anderson. *The Betrayal of Faith: The Tragic Journey of a Colonial Native Convert*. Cambridge, MA: Harvard University Press, 2007.
- 1.4 Ann Braude. *Radical Spirits: Spiritualism and Women's Rights in Nineteenth-Century America*. Boston: Beacon Press, 1989.
- 1.5 Lisa Brookes. *The Common Pot: The Recovery of Native Spaces in the Northeast*. University of Minnesota Press, 2008.
- 1.6. William Rory Dickson. *Living Sufism in North America: Between Tradition and Transformation*. Albany: SUNY, 2015
- 1.7 Jay P. Dolan. *The American Catholic Experience: A History from Colonial Times to the Present*. Notre Dame, IN, and London: University of Notre Dame Press, 1992.
- 1.8 Ayala Fader. *Mitzvah Girls: Bringing Up the Next Generation of Hasidic Jews in Brooklyn*. New Jersey: Princeton University Press, 2009.
- 1.9 Kambiz GhaneaBassiri. *A History of Islam in America*. Cambridge: Cambridge University Press, 2010.
- 1.10 Nathan Hatch. *The Democratization of American Christianity*. New Haven: Yale University Press, 1989.
- 1.11 Sally Howell. *Old Islam in Detroit: Rediscovering the Muslim American Past*. Oxford University Press, 2014.
- 1.12 Jenna Joselit. *The Wonders of America: Reinventing Jewish Culture, 1880-1950*. New York: Hill and Wang, 1994.
- 1.13 Pamela Klassen. *Spirits of Protestantism: Medicine, Healing, and Liberal Christianity*. University of California Press, 2011.
- 1.14 George M. Marsden. *Fundamentalism and American Culture*. New York: Oxford, 2006.
- 1.15 Mark George McGowan. *The Waning of the Green: Catholics, the Irish, and Identity in Toronto, 1887-1922*. Montreal: McGill-Queen's University Press, 1999.
- 1.16 Gary Miedema. *For Canada's Sake: Public Religion, Centennial Celebrations, and the Re-making of Canada in the 1960s*. Montreal: McGill-Queen's University Press, 2005.

1.17 Leigh Eric Schmidt. *The Restless Souls: The Making of American Spirituality*. Berkeley: University of California Press, 2012.

RELIGIOUS DIVERSITY IN NORTH AMERICA: CASE STUDIES AND APPROACHES

1.1. Ahmed Afzal. *Lone Star Muslims: Transnational Lives and the South Asian Experience in Texas*. New York: New York University Press.

1.2 Amarnath Amarasingam. *Pain, Pride, and Politics: Social Movement Activism and the Sri Lankan Diaspora in Canada*. University of Georgia Press, 2015.

1.3 Lori G. Beaman. *Defining Harm: Religious Freedom and the Limits of the Law*. Vancouver: University of British Columbia Press, 2008.

1.4 Joanne Benham-Rennick. *Religion in the Ranks: Belief and Experience in the Canadian Armed Forces*. Toronto: University of Toronto Press, 2011.

1.5 Wallace Best. *Passionately Human, No Less Divine: Religion and Culture in Black Chicago, 1915-1952*. Princeton, N.J.: Princeton University Press c2005.

1.6 Kurt Bowen. *Christians in a Secular World: The Canadian Experience*. Montreal: McGill-Queen's University Press, 2004.

1.7 Patricia Q. Campbell. *Knowing Body, Moving Mind: Ritualizing and Learning at Two Buddhist Centers (Oxford Ritual Studies)*. Oxford: Oxford University Press, 2011.

1.8 Lawrence Foster. *Religion and Sexuality: The Shakers, the Mormons, and the Oneida Community*. New York: Oxford University Press, 1981.

1.9 Jean-Guy Goulet. *Ways of Knowing: Experience, Knowledge, and Power Among the Dene Tha*. Vancouver: University of British Columbia Press, 1998.

1.10 Marie R. Griffith. *Born Again Bodies: Flesh and Spirit in American Christianity*. Berkeley: University of California Press, 2004.

1.11 Julianne Hammer. *American Muslim Women, Religious Authority and Activism: More Than a Prayer*. University Texas Press, 2012.

1.12 Alice Kehoe. *The Ghost Dance: Ethohistory and Revitalization/2E*. Waveland Press 2nd ed. ,2006.

1.13 Prema Kurien. *A Place at the Multicultural Table: The Development of an American Hinduism*. New Brunswick, NJ: Rutgers University Press, 2007.

1.14 Kamala Elizabeth Nayar. *Sikh diaspora in Vancouver: three generations amid tradition, modernity and multiculturalism*. Toronto: U of T. Press, 2004.

- 1.15 Kamala Elizabeth Nayar. *The Punjabis in British Columbia: Location, Labour, First Nations and Multiculturalism*. McGill-Queens, 2012.
- 1.16 Margarite Fernandez Olmos and Elisabeth Paravisini-Gebert, eds. *Creole Religions of the Caribbean: An Introduction from Vodou and Santeria to Obeah and Espiritismo (Second Edition)*. New York: New York University Press, 2011.
- 1.17 Elaine A. Pena. *Performing Piety: Making Sacred Space with the Virgin of Guadalupe*. Berkeley: University of California Press, 2011.
- 1.18 Sam Reimer. *Evangelicals and the Continental Divide: The Conservative Protestant Subculture in Canada and the United States*. Montreal: McGill-Queen's University Press, 2003.
- 1.19 E. Burke Rochford. *Hare Krishna Transformed*. New York: New York University Press, 2007.
- 1.20 Adam Stewart. *The New Canadian Pentecostals*. Waterloo: Wilfrid Laurier Press, 2015.
- 1.21 Sharon Suh. *Being Buddhist in a Christian World: Gender and Community in a Korean American Temple*. Seattle: University of Washington Press, 2004.
- 1.22 Yvette Taylor and Rita Snowdon eds. *Queering Religion, Religious Queers*. Taylor and Francis, 2014.
- 1.23 Thomas A. Tweed. *Our Lady of the Exile: Diasporic Religion at a Cuban Catholic Shrine in Miami*. New York: Oxford University Press, 2002.
- 1.24 Jeff Wilson. *Dixie Dharma: Inside a Buddhist Temple in the American South*. Chapel Hill: University of North Carolina Press, 2012.

Field Exams

- 1 Bibliographies for Field Exams are typically at least 30 books.
- 2 Bibliographies are negotiated between the student and all members of the supervisory committee. The final decision remains with the committee.
- 3 Exams are marked by all members of the supervisory committee.
- 4 Doctoral students are invited, but not required, to submit a list of suggested questions to the supervisory committee. Supervisory committees are free to use, not use, or modify questions proposed by doctoral candidates.
- 6 Exams are due from dissertation supervisors to the director one month ahead of the date on which the student takes the exam.

Languages

Before beginning actual dissertation research and writing, doctoral students must demonstrate competence in at least one language other than their own primary language, and that language must be relevant to the proposed program of research. Regardless of how the requirement is satisfied, a student's competence must be at a sufficiently high level that it is adequate to the tasks of scholarly research. Ordinarily, for textual research advanced reading knowledge is expected; whereas, for field research, intermediate speaking knowledge is the norm. In some circumstances, both may be required.

Competence can be assessed in a variety of ways. The most common ways are: departmental testing, standardized testing, and course work. Normally, a minimum of two years (4 terms) of university-level study, with a minimum of B+ average, is required for the joint committee even to consider a course-based language proposal. The reason for doing so is that courses may, or may not teach the appropriate skills needed for the proposed research. Although the forms and lengths vary, a typical departmental exam of a student's written language competence takes two hours and requires a translation, with a dictionary, of a scholarly passage of approximately 500 words.

Students may re-take a language exam up to two times. After that, they must petition for approval from both their supervisory committee and the joint committee.

In certain cases, undergraduate language training may be taken free of charge, but you should check your university's regulations concerning the limitations on, and payments for, undergraduate language courses. In general, the departments and universities assume no financial responsibility for either language training or language testing; these costs must be borne by the student.

Language requirements must be proposed to the joint committee by the student with the approval of all members of the supervisory committee. The following form may be submitted earlier but must be fulfilled by the end of the third year in the PhD program.

Language-Requirement Proposal

Name of applicant:

Date:

Names of supervisor and supervisory committee members:

1. What language(s) do you propose?
2. What level (intermediate, advanced) and type (reading, listening, speaking) of competence do you propose?
3. Explain your reasons for proposing this configuration. To what scholarly uses will you put this linguistic competence?
4. What level (none, beginning, intermediate, advanced) and type (reading, listening, speaking) of competence do you currently have in the proposed language(s)?
5. If you are not currently competent in the language, how (course work, independent study, tutor, etc.) will you gain the proposed type and level of competence?
6. How do you propose to demonstrate this competence?

Signatures

Student:

Date:

I consider the above proposal appropriate for this student's PhD program, including the dissertation project.

Supervisor:

Committee member # 1:

Committee member # 2:

Marking for PhD Courses and Milestones

WLU #	UW #	Credit	Title	Required or optional	How recorded @WLU	How recorded @UW
RE700	RS700	.5	Religious Diversity in North America	R	Letter	%
RE710	RS710	.5	Approaches to the Study of Religion in North America	R	Letter	%
		.5	First elective course	R	Letter	%
		.5	Second elective course	R	Letter	%
RE702	Milestone		Language requirements	R	P/F	CR/NCR
RE800	Milestone		General Exam	R	P/F	CR/NCR
RE801	Milestone		Field Exam	R	P/F	CR/NCR
	Milestone		Oral Presentation of Dissertation Proposal	R	P/F	CR/NCR
	Milestone		Dissertation Proposal accepted by joint committee	R	P/F	CR/NCR
RE898	Milestone		Public Presentation	R	P/F	CR/NCR
RE899	Milestone		Dissertation	R	CPL	ACC/NACC
RE6XX	RS6XX	.5	[other electives]	O	Letter	%

Directed Studies

Laurier-Waterloo PhD in Religious Studies

Note: Directed studies, which may be proposed using this form, are only offered in cases where (a) it can be demonstrated that such a course is in the best interests of the student's intellectual/research progress and (b) it does not cause an undue hardship on an instructor's teaching load.

Instructor's Name:

Student's Name:

Proposed Term of Study:

Proposed Title for Course:

Reason for Proposing the Course:

Student's Signature:

Instructor's Signature:

Graduate Officer's Approval:

Director's Approval:

Date:

Attach a syllabus with proposed reading list, methods of evaluation, deadlines, and meeting frequency. Copies should be sent to the graduate officers and director for approval.

Dissertation Project Proposal Cover Sheet

[Dissertation Title]

[Personal Data]

Student's name (printed) email address

I approve this proposal and recommend its acceptance by the joint committee, thus authorizing the commencement of dissertation research and writing.

Signatures and dates of the supervisory committee:

Faculty Name (printed)	Signature	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

Dissertation Project Proposals

The dissertation process has five parts: the preliminary proposal (presented in Spring), submission of the final proposal (reviewed/accepted in Fall), the dissertation itself, the public presentation of the completed project, and defence of the dissertation.

A preliminary proposal is first discussed with the supervisory committee. After completing the field exam, an oral presentation of the proposal is made (see page 32); the purpose is to elicit feedback from peers and faculty. A complete draft of the proposal, supported by the supervisory committee, is submitted to the director for the joint committee's approval (usually the first meeting of the Fall term following the oral presentation). If no revisions are required, the candidate may then officially begin language requirements, dissertation research and writing.

Successful proposals will include the following elements:

It is written in close consultation with your supervisory committee. Proposal cover sheets must be signed and dated by the student as well as all members of the proposed supervisory committee. It is the student's responsibility to secure signatures and to submit the proposal on time to the director. The Joint Committee values terse writing and brevity. The suggested length for a proposal is 8-12 pages **or 3-5000 words**, perhaps a bit longer if you are proposing field research.

1. **Title:** may also include a subtitle.

The title and subtitle may be revised later in the dissertation process.

2. **Topic:** an abstract of what you propose to study. Once your proposal is accepted, the title and outline can change as your research evolves, but the topic cannot be changed without re-submission of a new proposal. What is a predominant question embedded within your anticipated hypothesis or thesis? (State it as a single, carefully thought out sentence).

3. **Theory and method:** How will you approach your topic? What method(s) will you use? Why? What theory(ies) and/or theorist(s) will you draw upon? In what ways are they significant to your specific research topic and question?

4. **Project Viability** Are there ethical concerns with your methodology? Can you identify the elements of positionality, where you are situated within your dissertation?

Will the use of art or media sources require special consideration?

5. **Literature:** What is the state of research on your topic? Does your topic overlap or replicate research that has already been done? What are the key words under which a bibliographer would search for materials on the topic? List the indexes, data bases, abstracts, and periodicals you have searched or will search as key resources for your research.

6. **Research:** If you propose a fieldwork component, please answer the following questions:

a. Is field research essential to this proposal, or is it supplementary? If it is essential, explain how.

b. How will the field research data relate to other kinds of data (e.g., texts or material culture) that you anticipate gathering?

c. What training have you had in field research methods and theories? What experience do you have in conducting field research? If you do not have training and experience, explain how you

will educate yourself. How long will you spend doing so? What books will you read? Who will tutor you?

d. If you plan to conduct participant observation, describe what you will be observing and what you hope to learn from such observation.

e. If you plan to conduct interviews,

i. explain how you will locate and select interviewees, and, if possible, provide basic information about key interviewees

ii. provide a preliminary question set. (These interview questions must be clearly related to the research question posed in #8 above.)

f. Attach a preliminary draft of your Ethics Review Application since field study with human subjects requires clearance of the ethics committee.

g. does your field work necessitate that you speak the language(s) of the people with whom you propose to work?

7. **Outline:** Provide a chapter outline of the dissertation. Ensure that the outline clearly answers the research question by advancing the thesis in clearly related steps (see point 2).

8. **Program Significance and Contribution:**

What might your thesis contribute to the general understanding of religion or to religious studies as a field? What is original about your dissertation? What does it do that has not been done before? What might be some of the limitations of your dissertation?

9. **Timeline:** Offer a tentative, but realistic schedule for your project. Be sure to allow time for readers to make comments and for you to make revisions, and perhaps more revisions.

Oral Presentations of Dissertation Proposals

1. The purpose of this presentation is to provide an occasion for collegial reflection and feedback about the dissertation before the final draft of it is submitted for approval by the Joint Committee (usually in September). Preparation for the proposal is based on the above format, working closely with the supervisors and other members of the committee. First year Ph.D. students need to attend the oral presentations to further their understanding of the quality of presentations.

2. Oral presentations of dissertation proposal draft normally occur a few weeks after the Field Exam.

3. Each oral presentation should be no more than 20-25 minutes long. It will be followed by 20-25 minutes of discussion, e.g., highlighting methodological weaknesses or coherence of the proposal. Input from peers and professors facilitates an evaluation if the project is doable.

4. Although constructive criticism is sought from both faculty and doctoral students, neither the presentation nor the draft proposal is graded. The Joint Committee, however, grants approval (or not) of the draft proposal.

5. The meeting is chaired by a member of the Joint Committee.

Public Presentations

Because of the emphasis upon civic responsibility and public intelligibility, the public presentation is an integral feature of the Laurier-Waterloo PhD. The public presentation must be accessible to the public, open to question-and-answer (and not infrequently debate) and is evaluated by Program faculty. This presentation may take various formats but must demonstrate the candidate's ability to make the results of research publicly intelligible and engaging for a diverse, educated, but non-specialist audience. To date, students have chosen a rather traditional lecture-style of presentation, with question-and-answer following. The public presentation is distinct from the dissertation defense and is held in a venue and at a different time. To accommodate as wide an audience as possible, we prefer to hold public presentations in off-campus location—public libraries, for example. Evaluation is on a pass/fail basis and is made by the supervisory committee according to criteria established by the Joint Committee. A candidate who is not successful may attempt the public presentation one additional time.

Teaching and Teaching Assistantships

Doctoral candidates are expected to serve at least two years as teaching and/or research assistants and ideally teach at least one course. Teaching assistantships require work an average of 10 hours per week or 260 per year.

In the first term of their program, they should attend orientation sessions for TAs and abide by WLU and UW guidelines.

Both universities offer substantial resources to assist teaching assistants as well as candidates preparing for careers in university teaching.