

Master of Theology (ThM)

Manual, version September 3, 2025

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Introduction

The Master of Theology (ThM) program of the Evangelical Theological Seminary in Cairo (ETSC) is a second theological degree, intended for those who have already obtained a Master of Divinity (MDiv), Master of Arts in Theology (MAT), or equivalent degree. The purpose of this program is to help church pastors and leaders develop their ministry, build academic researchers and theology instructors, and prepare those seeking further master or doctoral studies. Since the language of instruction is English, ETSC also welcomes students from outside the Arab world in this program that is offered at its main campus in Cairo and that seeks to pursue as appropriate a Middle Eastern perspective in its courses.

The program consists of 36 credits: 27 credits of course work and a 9-credit thesis. Students can choose between three areas of concentration: Old Testament (OT), New Testament (NT), and Systematic Theology (ST). The program is designed in such a way that students of different concentrations can take most of their classes together. Most students take the program on a part-time basis, but by special permission it is possible to complete it in 10–12 months of concentrated full-time study.

All courses intended solely for ThM student are taught in English. Courses that ThM students take with MDiv and MAT students may have lectures that are given in Arabic or in English with Arabic translation, but ThM students must submit all written work in English. The reasons for the emphasis on English are many, but perhaps the most important are that ETSC is preparing students for further studies abroad and that resources for theological subjects are more broadly available in English than in Arabic.

The program is under the responsibility of ETSC's Academic Committee and is led by the director of graduate studies, who is the first contact person for students.

Information and Regulations

About ETSC

ETSC is located at 8 es-Sikka el-Beda, Abbaseya, Cairo11381, Egypt. General information about the seminary can be obtained by writing to **etsc@etsc.org** and specific information about the ThM program can be obtained by contacting the registrar's office (**etsc.org/contact-us-registration-office**) or from the Director of Graduate Studies.

The seminary is affiliated with the Evangelical Presbyterian Church in Egypt (otherwise known as the Synod of the Nile). Its mission, statement of faith, core values, and history can be found at the English and Arabic websites of the seminary: **etsc.org**.

Accreditation/Recognition

The ThM program has been accredited by the European Council for Theological Education (ECTE). The professors who teach in the ThM program have PhD degrees from recognized universities in Europe or North America. Some ETSC graduates have successfully continued their studies at prestigious institutions such as Princeton Theological Seminary, University of Edinburgh, and Yale Divinity School.

Application/Admission

For up-to-date admission criteria and the application procedure, see **etsc.org/thm**. In case of questions, see the contact information above.

Students with special needs are kindly requested to make these known before or at the time of application, so that ETSC can see whether and how it can meet those needs. Decisions about admission are made by the Graduate Studies and Scholarship Committee in July, pending final approval by the board in September.

Finance and Logistics

- **Finance.** Please, contact the registrar's office for up-to-date information about tuition and other financial matters.
- **Insurance.** ETSC does not provide health insurance for ThM students.
- **Accommodation.** The program is offered online. In case students nevertheless need to be on campus and stay overnight, they can rent a room in the dorm.

- **Hospital.** If one stays on campus and has medical needs, one can find several medical facilities near ETSC. The Italian hospital is 250 meters away.

Academic Calendar

The ThM program follows ETSC's general academic calendar, which is available before or at the beginning of the academic year. The year is usually structured as follows:

- **Fall semester** (12 weeks of classes + 2 weeks to finish papers): starts the fourth Monday of September.
- **January term** (3 weeks): usually starts Monday after Coptic Christmas (January 7).
- **Spring semester** (12 weeks of classes + 1 or 2 weeks of vacation around Coptic Easter + 2 weeks to finish papers): starts the first Monday of February.
- **Graduation** is celebrated on the last Friday of May or the first of June.

ThM classes students are scheduled on Tuesdays and Wednesdays in fall and spring, usually in the morning, sometimes in the evening. January classes may be on any day of the week.

Attendance/Absence

Students are expected to attend all class sessions. Absences should only take place for weighty reasons and students are expected to inform the professor about their absence as early as possible. A student can miss two sessions (and by special permission a third one) of a course with twelve sessions. As for a course with six sessions, a student can miss one session (and by special permission a second one).

Credit System

The following table defines ETSC's credits in terms of study load (actual hours that an average student will need to spend on a course) and in terms of (continental) European credits (ects) and of British CATS points.

	Study load	ETSC credits	European credits	CATS points
A European Credit Transfer System (ects) credit	ca. 27 hr	$\frac{1}{3}$ cr	1 ects	2 points
An Evangelical Theological Seminary in Cairo (ETSC) credit	45 hr	1 cr	1 $\frac{1}{3}$ ects	3 $\frac{1}{3}$ points
A short 1 $\frac{1}{2}$ -credit course at ETSC	67 $\frac{1}{2}$ hr	1 $\frac{1}{2}$ cr	2 $\frac{1}{2}$ ects	5 points
A regular 3-credit course at ETSC	135 hr	3 cr	5 ects	10 points
A 14-week semester of full-time study at ETSC	607 $\frac{1}{2}$ hr	13 $\frac{1}{2}$ cr	22 $\frac{1}{2}$ ects	45 points
A year of full-time study (incl. summer internship) at ETSC	1620 hr	36 cr	60 ects	120 points
ETSC Master of Theology (ThM)	1620 hr	36 cr	60 ects	120 points

Grades

Since the curriculum reform in 2014, all grades at ETSC are expressed in percentages, with 60% as the minimum passing grade. Individual grades are *not* converted into a GPA or letter grade. Only the weighted average of all grades is converted into a GPA and a letter grade, which will be mentioned at the bottom of student the transcripts.

For the ThM program, the following additional regulations apply:

1. Students should maintain an average of 80% during their studies.
2. Although the minimum passing grade for a course is 60%, ThM students will typically be asked to revise their work until at least 70% can be given for a course.
3. ThM students who have not fulfilled all the requirements of a course three months after the end of the term will receive an F (fail). Students who want to undo an F will need special permission from the director of Graduate Studies. A grade that replaces an F will not be higher than 75%.
4. The minimum passing grade for a ThM thesis is 80%.
5. Grades above 96% are not used as the final grade for a ThM course or thesis.
6. If ThM students have a complaint about a grade, they should first speak with the professor who gave the grade. If this does not resolve the issue, they should speak with the director of graduate studies. Finally, they can submit a written complaint to the director of graduate studies, which will then be discussed in the Graduate Studies and Scholarship Committee.

Quick Comparison between Percentages and Letter Grades		
94%–96%	A	Excellent
90%–93%	A-	
87%–89%	B+	Very good
84%–86%	B	
80%–83%	B-	Good
77%–79%	C+	Passing, but students should maintain an average of 80% and the minimum passing grade for a thesis is also 80%.
74%–76%	C	
70%–73%	C-	

The director of graduate studies keeps a detailed table for conversions between percentages, letter grades, and GPA's.

Plagiarism Code

The ThM program follows the same plagiarism code as ETSC's MDiv and MAT programs:

Plagiarism is prohibited in all its forms (active/passive, explicit/implicit, traditional/electronic) and in relation to all written student products – e.g., papers, reports, assignments, case studies, and reflection papers.

Plagiarism is literary theft – in other words, using of the work of others—fully or partially, directly or indirectly—without giving proper attribution. It is also any act that entices others to present another's work or ideas as their own.

Plagiarism is of four kinds: (1) copying a text, in full or part, without footnoting the source; (2) direct or paraphrased quotations without footnotes; (3) submitting the same writing project in more than one course; (4) sharing one's written work with a classmate for any purpose before all the students in a class have submitted their work.

Disciplinary decisions are made according to ETSC's discipline code laid out in the *Student's Manual* [available in Arabic]. In the case of a first-time offender, the student will receive a failing grade. A second offence will result in a student being temporarily suspended from the program. If there is a third act of plagiarism, the student will be expelled permanently from the program.

Update on AI [2024]:

Using Artificial Intelligence (AI) to generate graded materials instead of producing them yourselves is clearly plagiarism and will not help learning. That said, there may be ways to use AI to enhance your learning in this course. If you use AI in any way on graded assignments, you must carefully describe how you used it in a footnote or at the end of the assignment. Any use of AI in contradiction to these principles will be plagiarism and reported to the Academic Dean. If you want to use AI and are unsure if it is cheating, please check with the professor before submitting your work.

AI is a quickly developing area, so keep in mind that the above policy may be updated relatively frequently. In general, when new possibilities become available, check first with your professor or the director of graduate studies about the legitimacy of using them for assignments and papers.

Library

Students have access to (a) ETSC's physical libraries, which hold over 70,000 items, mainly in English and Arabic, and (b) digital resources:

- *Books*: Global DTL (through ETSC), SBL International Cooperation Initiative Online Books, etc.
- *Journals*: JSTOR (through ETSC), SAGE Journals (through ekb.eg), etc.
- *Dissertations*: ProQuest Dissertations & Theses (through ekb.eg).

Learning Outcomes

The following are the general outcomes expected for students in the ThM program, expressed as six competences that successful students will develop during their ThM studies. Note that all students will develop to some extent competences 1 and 2 but that they will specialize in competences in their own area of concentration (OT, NT, or ST).

1. **Biblical competence** (*competence in Biblical Studies*). Students will develop a general knowledge of biblical hermeneutics and exegesis with an emphasis on themes in and approaches to the Scriptures' particular meaning in the context of the Middle East. Three subdomains of this competence are: (a) *language and text reflection*: understanding the language, syntax, structure, and variants in the textual transmission of Biblical texts; (b) *culture reflection*: understanding biblical texts in their original historical, cultural, and religious contexts; (c) *hermeneutical reflection*: understanding the theology, reception, and relevance of biblical texts. Students develop this competence especially in the Old and New Testament courses and their Old or New Testament thesis.
2. **Theological competence** (*competence in Systematic Theology*). Students will develop a general knowledge of traditional and contemporary issues in systematic theology and, as appropriate, how these relate to the Middle East context. In particular they will be able to (a) analyze and interact with texts of major theologians; (b) reflect on the further inculturation of the Reformed/Presbyterian tradition in the Middle East; (c) articulate their own theological position. Students develop this competence especially in Constructive Theology and the other systematic theology courses and the ST thesis.
3. **Research competence**. Students will develop an understanding of how to do academic research in general, and how to do it in the specific area of the student's concentration. They will be able to (a) do independent research and writing in their various fields of study, reflecting a deep understanding of their own fields as well as an appreciation for multidisciplinary approaches; (b) design a research project that is feasible, relevant, and methodologically

sound; and (c) find relevant information through literature research in the library, in online journal databases, and other sources. Students develop this competence in all courses, especially in the research principles and methods courses and in writing their theses.

4. **Academic writing.** Student will develop the ability to write competently at a level appropriate for graduate students and with appropriate format, argumentation, and citations. They will especially develop their skills in (a) writing in English, (b) writing in different genres (paper, article, book review, thesis), and (c) dealing with style issues relevant to their field of study (Chicago style, proper citation of ancient primary sources, Romanization of Arabic, etc.). Students develop this competence in all courses, especially in the research principles and methods courses and the thesis. Different genres of writing are practiced in different courses.
5. **Communicative competence (oral communication).** Students will develop their ability to communicate their findings to scholarly, student, and non-academic audiences. Students develop this competence especially through oral presentations in classes, the presentation of their thesis proposals, and the oral defense of their theses.
6. **Personal competence.** Students will learn to both internalize knowledge and to become self-directed learners. *Internalization* will occur as students relate what is studied to their self-understanding, personal worldview, and spirituality, and as they reflect on ideas presented in their courses, some of which may be initially foreign or challenging to them. Students will learn to be *self-directed learners* in this program so that their future work may be largely independent. Students develop this competence throughout the program.

Program Outline for 2023–2026

2023–2024 (13½ credits)	Fall 6 cr	<i>All students take:</i> 3 Theories of Interpretation 3 Theological Research in Middle Eastern Context
	Jan 1½ cr	<i>Students take one of the following two courses (these courses are taken together with MDiv/MAT students):</i> 1½ The Epistle to the Hebrews 1½ Egyptian Church History
	Spring 6 cr	<i>All students take:</i> 3 Romans: Its Symbolic Worlds and Theology 3 Theology of Creation
2024–2025 (13½ credits)	Fall 6 cr	<i>All students take:</i> 1½ Eschatology in the Bible 3 Theological Reception of Psalms <i>Students take one of the following:</i> 1½ Greek Readings 1½ Reading Theological Literature: Engaging the Tradition
	Jan 1½ cr	<i>Students take one of the following courses (these courses are taken together with MDiv/MAT students):</i> 1½ The Kingdom of God in the Teaching of Jesus 1½ Doctrine of Revelation in Modern Reformed Theology
	Spring 6 cr	<i>All students take:</i> 3 Foundations of New Testament Studies: The Gospels 3 Rethinking Reformed Theology
(9 cr)	Thesis 9 cr	<i>Students write their thesis in 2024–2025 parallel to their course work or in 2025–2026 after completing their coursework.</i>
Total: 36 cr		

Preliminary Program Outline for 2024–2027

2024–2025 (13½ credits)	Fall 6 cr	<p><i>All students take:</i></p> <p>1½ Eschatology in the Bible</p> <p>3 Theological Reception of Psalms</p> <p><i>Students take one of the following:</i></p> <p>1½ Greek Readings</p> <p>1½ Reading Theological Literature: Engaging the Tradition</p>
	Jan 1½ cr	<p><i>Students take one of the following courses (these courses are taken together with MDiv/MAT students):</i></p> <p>1½ The Kingdom of God in the Teaching of Jesus</p> <p>1½ Doctrine of Revelation in Modern Reformed Theology</p>
	Spring 6 cr	<p><i>All* students take:</i></p> <p>3 Foundations of New Testament Studies: The Gospels</p> <p>3 Rethinking Reformed Theology</p> <p><i>*By exception, two students have been allowed to take the OT-course “God in the Old Testament” with MDiv/MAT students instead of Rethinking Reformed Theology.</i></p>
2025–2026 (13½ credits)	Fall 6 cr	<p><i>All students take:</i></p> <p>3 Echoes of Antiquity: Ancient Egyptian Connections to Scripture</p> <p>3 Theological Inquiry and Academic Writing</p>
	Jan 1½ cr	<p><i>Students take one of the following two courses (these courses are taken together with MDiv/MAT students):</i></p> <p>1½ [Biblical Course]</p> <p>1½ [Theology or Church History Course]</p>
	Spring 6 cr	<p><i>Students take two out of the following three courses:</i></p> <p>3 Hebrew Readings [OT course – Hebrew required]</p> <p>3 [New Testament Course – Greek not required]</p> <p>3 Theology of Creation [or another theology course]</p>
(9 cr)	Thesis 9 cr	<p><i>Students write their thesis in 2025–2026 parallel to their course work or in 2026–2027 after completing their coursework.</i></p>
Total: 36 cr		

Preliminary Program Outline for 2025–2028

2025–2026 (13½ credits)	Fall 6 cr	<i>All students take:</i> 3 Echoes of Antiquity: Ancient Egyptian Connections to Scripture 3 Theological Inquiry and Academic Writing
	Jan 1½ cr	<i>Students take one of the following two courses (these courses are taken together with MDiv/MAT students):</i> 1½ [Biblical Course] 1½ [Theology or Church History Course]
	Spring 6 cr	<i>Students take two out of the following three courses:</i> 3 Hebrew Readings [OT course – Hebrew required] 3 [New Testament Course – Greek not required] 3 Theology of Creation [or another theology course]
2026–2027 (13½ credits)	Fall 6 cr	<i>All students take:</i> 3 [Biblical Course] 3 Theological Reception of Psalms – or another theology course with special attention to developing research skills
	Jan 1½ cr	<i>Students take one of the following courses (these courses are taken together with MDiv/MAT students):</i> 1½ [Biblical Course] 1½ [Theology of Church History Course]
	Spring 6 cr	<i>Students take two out of the following three courses:</i> 3 [Old Testament Course – Hebrew not required] 3 Greek Readings [NT course – Greek required] 3 Rethinking Reformed Theology [or another theol. course]
(9 cr)	Thesis 9 cr	<i>Students write their thesis in 2026–2027 parallel to their course work or in 2027–2028 after completing their coursework.</i>
Total: 36 cr		

Course Descriptions

A. *Old Testament Courses*

B832 Echoes of Antiquity: Ancient Egyptian Connections to Scripture

3 cr, fall 2025 – Rev. Dr. Steven Wunderink

B8## Hebrew Readings

3 cr, spring 2026 – Dr. Rania Hendy

B8## [Old Testament Course – Hebrew not required]

3 cr, spring 2027 – ???

B. *New Testament Courses*

B813 Theories of Interpretation

3 cr, fall 2023 – Rev. Dr. Noah Park

This course intends to provide an understanding of theoretical paradigms in which academic research is rooted. Walking through major shifts in Western philosophy after the Renaissance, students will examine two closely related but different intellectual conditions, modernity, and postmodernity, through the lens of hermeneutics. The course puts an emphasis on the ontological turn by Heidegger and Gadamer in the twentieth century that may lead to the meaning of Christian spirituality. Students will be guided to understand how this shift is critically and potentially important in daily interpretations by Christian believers as well as in professional theological studies by pastors and theologians.

B8## [Biblical Course]

3 cr, fall 2026 – ???

B822 Romans: Its Symbolic Worlds and Theology

3 cr, spring 2024 – Rev. Dr. Noah Park

A seminar course in biblical studies. Romans is a powerful statement about God's continued faithfulness for the whole world focusing on Gentiles and Jews over against the discontinuity of sin and death. Compared to the stories of the Gospels that lead to responses, Paul's argument through concepts requires a careful delineation. Students will study

Paul's symbolic worlds made up of Jewish and Greco-Roman components as the root of his reasoning. Then they will read the letter as an extended dialectical diatribe to tell a single but complex message of the Good News. With a recent paradigm shift in Pauline studies in mind, students will see if new understandings of Paul provide a common soteriological ground in ancient Judaism and early Christianity.

B824 Foundations of New Testament Studies: The Gospels

3 cr, spring 2025 – Rev. Dr. Noah Park

A seminar course in biblical studies with Greek reading. This course is an in-depth advanced introduction to the four Gospels and Acts that are viewed as witnesses of the earliest church to Jesus' resurrection and his presence with the Spirit. After a review of the world of the NT and some foundational issues such as historical Jesus, death and resurrection, and Jewish apocalyptic eschatology, students will read each Gospel synchronically underlining its distinctiveness. Its storyline, historical and social background, portrait of Jesus, depiction of Judaism and the community of the readers, and major theological motifs will be discussed. In this process, students will be reminded of why various critical issues arise and how they can be dealt with by different methodologies.

B850 Eschatology in the Bible

1.5 cr, fall 2024 – Rev. Dr. Noah Park

In this course about eschatology in the Bible, students will study important and continued aspects of the Bible from Daniel, Mark, John, 1-2 Thessalonians, and Revelation for preaching and writing. This course is intended both for students both in biblical studies and for students in systematic theology.

B856 Greek Readings

1.5 cr, fall 2024 – Dr. Sameh Soliman

B8## Greek Readings

3 cr, spring 2027 – ???

C. Systematic Theology Courses

T801 Theological Reception of Psalms

3 cr, fall 2024, fall 2026 – Dr. Willem J. de Wit

This course deals with the question of how the Psalms have been understood through the centuries and will follow the interpretation and usage of selected psalms throughout time. The course may challenge students to rethink why and how they read the Psalms and what kind of doctrine of Scripture this implies.

T802 Theology of Creation

3 cr, spring 2024, spring 2026 – Dr. Willem J. de Wit

“Theology of Creation” is a systematic theology course that is offered to all ThM students. In this course, students develop an overview of theology of creation and theological anthropology in general, followed by a more focused study of questions regarding (a) the context and reception of Genesis 1–3, (b) creation and science, (c) creation care, and (d) creation order.

T804 Rethinking Reformed Theology

3 cr, spring 2025 – Dr. Ian Kissell

“Rethinking Reformed Theology” is a systematic theology course that is primarily intended for students specializing in systematic theology in their ThM studies. In this course, students develop their knowledge and understanding of the contents and practice of Reformed theology through the centuries and their skills in reading and analyzing theological texts and in writing a scholarly theological text.

T806 Theological Inquiry and Academic Writing

3 cr, fall 2025 – Dr. Ian Kissell

T832 Theological Research in Middle Eastern Context

3 cr, fall 2023 2025 – Dr. Willem J. de Wit

[Preliminary description, to be finalized.] “Theological Research” is a systematic theology core course, intended for all ThM students regardless of their concentration. Through this course, students develop their basic research skills and their skills in reading theological texts in an analytical and reflective way and in forming creative and consistent theological arguments. In dialog with examples of constructive theology from various parts of the world, students learn to speak about God and practice theology in a way that is relevant in the context of the Middle East.

T856 Reading Theological Literature: Engaging the Tradition

1.5 cr, fall 2024 – Dr. Ian Kissell

The study of theology requires—if one is to do it well—careful reading of a great deal of material, much of which can be difficult. Careful reading is that which looks beyond the content of the text, and certainly does more than just look for quotes, but rather which seeks to understand the argument the author is trying to make. Authors are unique, but also are part of traditions, and so reading theological literature because an exercise in engaging the Christian tradition by means of struggling with the ideas presented in texts.

This course will practice this discipline through careful study of a series of texts of the meaning of the cross in Christian theology. The cross is a good metaphor for the task of theological engagement, for reading involves being willing to lay down your own thoughts in order to struggle through the thoughts of others—even those you disagree with (or think that you do). Careful reading is the cross that all theologians must bear.

D. January Courses

In January, ThM students take a 1.5-credit course together with MDiv and MAT students. Courses are usually offered by guest faculty and subjects change every year. In case the course is offered by someone who does not hold a PhD, it is offered under supervision of a PhD-holder from the full-time faculty in as far as the ThM students are concerned.

Biblical January Courses

Jan. 2024: B641: The Epistle to the Hebrews – *Mr. Ramy Shenouda*

Jan. 2025: B666: The Kingdom of God in the Teaching of Jesus and Its Reception in Early Christianity – *Dr. Nozomu Hiroishi*

Jan. 2026: B6##: to be determined

Jan. 2027: B6##: to be determined

Theological or Historical January Courses

Jan. 2024: T6##: Egyptian Church History – *Rev. Dr. Michael Parker*

Jan. 2025: T6##: Doctrine of Revelation in Modern Reformed Theology – *Rev. Ragaai Ghobrial*

Jan. 2026: T6##: to be determined

Jan. 2027: T6##: to be determined

Thesis

In addition to completing course requirements, students are required to complete a thesis of between 15,000 to 17,000 words and pass an oral examination based upon it. The thesis is given 9 credits. The code is B891 for theses in Old Testament studies, B892 for theses in New Testament studies, and T892 for theses in Systematic Theology. The thesis topic will be determined in consultation with the director of graduate studies. The Graduate Studies and Scholarship Committee in consultation with the director will select an appropriate thesis adviser for the student, usually a member of ETSC's full-time faculty.

Students planning to work on their thesis in summer should keep in mind that the library will be closed for inventory for several weeks and that their adviser may not be on campus for a longer period of time. Students should complete their theses by the middle of April to ensure a May graduation. The thesis examination procedure has been laid out in the document "Guidelines for the Examination and Evaluation of the ThM Thesis," which students can obtain from the director of graduate studies.

Expectations Regarding the Thesis

The following overview of four areas of expectations (A, B, C, and D) regarding the thesis is a guideline both for the student (and his/her advisor) when writing the thesis and for the advisor and examiners when evaluating the thesis.

A. Expectations regarding the contents of the thesis

1. The thesis should demonstrate the student's competence and comprehension in an area of special interest. It is preferred that the student will handle a small problem in some depth rather than a large problem in broad and general terms.
2. The thesis should demonstrate the student's ability to do independent research, including the utilization of primary sources and the construction and defense of a position on the matter in question.
3. The student should demonstrate flexibility in reporting the results of his/her research. The purpose is not to sustain a previously held scholarly position, but to discover what position can be maintained on the basis of the evidence gathered through the student's research.

When the advisor and the examiners evaluate the thesis in this area, they may look at aspects such as:

- Focus (does the thesis answer a clear research question?)
- Usage of primary sources
- Depth of analysis/argumentation
- Quality of arguments (relevance of information and absence of fallacies and misinterpretations).

B. Expectations regarding the thesis's relation to the scholarly field of study

1. The thesis should demonstrate some awareness of the history of the problem and how the student's treatment of it fits with the ways others have dealt with it.
2. The thesis should include a significant element of originality. The purpose is not to sustain a previously held scholarly position but to discover what position can be maintained on the basis of the evidence gathered through the student's research. (cf. A.3 above)
3. The thesis should reflect the student's contribution to the field and not simply be a restatement of existing research. In other words, the student should be attempting to fill a gap in the present scholarship or correct a mistaken interpretation or present something entirely new.

When the advisor and the examiners evaluate the thesis in this area, they may look at aspects such as:

- Originality of the contribution
- Relevance of the contribution for the field of research
- Awareness of history of the problem and of major trends in the literature
- Interaction with the secondary literature.

C. Expectations regarding the format and style of the thesis

1. The length of the thesis should be from 15,000 to 17,000 words, not including the footnotes and bibliography. The advisor can require a student to shorten a draft version of more than 20,000 before it can be submitted for examination.
2. Students should write the thesis in proper English and follow the Chicago Manual of Style.

When the examiners evaluate the thesis in this area, they may look at aspects such as:

- Natural division in chapters and sections
- Writing style (well-structured paragraphs, etc.)
- English (grammar/vocabulary)
- Style of citations (footnotes and bibliography)

Because the examiners may expect that the student has received help from the advisor and others in this area, they will give this area only about half as much weight as area A or B when calculating the grade. However, if the thesis has any problematic aspects in this area, the student will always be held responsible for it and not the advisor or others who have assisted the student.

D. Expectations regarding the process of thesis writing

1. The student should receive the approval of the supervisor at all stages of preparation.
2. The student is responsible for the following: (a) arranging meetings with the advisor; (b) providing material for the advisor to review (such as an outline, arguments, chapters, and bibliography of the thesis); (c) managing his/her own time and submitting material according to a schedule worked out with the advisor; and (d) maintaining the highest standards of academic integrity in completing all aspects of the thesis.

Only the advisor, not the examiners, will grade the process of thesis writing. In evaluating the process, the advisor may also take into account the student's learning curve, special circumstances, advantages, disadvantages, and help sought and received from others.