



Add Undergraduate Course

Course Attributes

Subject Abbreviation: ENGL-English **Catalog Title:** African American Literature
Course Number: ~~2145~~ 2160 **Transcript Title:** African American Literature
Effective Term: Fall 2018 **Cross-reference(s):**
College: Arch, Arts and Humanities **Grade Mode:** Standard Letter
Department: English

Additional Fee?

Justification

ENGL 2145 broadens the options at the ENGL 2000-level by introducing a course that recognizes and explores the rich history of African-American literature and its contributions to American culture.

Form

User ID: km **Name:** Keith Morris
Date: 10/18/2017 **Number:** 34059

Hours

Fixed Credit Course
 Credit Hrs Contact Hrs

3 3

Variable Credit Course

Credit Hrs Contact Hrs
 Min Max Min Max

Honors

- Honors Students Only?
 Honors sections allowed to be offered?

Rationale for Add Course

- Strengthen Program Requirement(s)
 Alignment of Student Learning Outcomes
 Alternative Delivery of Content
 Improve Time to Degree
 Evolution of the Discipline
 Changing Prerequisites
 Address DWF Rates
 General Education Modifications
 Other (Please specify.)

Schedule Types

- Field Course
 Independent Study
 Internship
 Lab No Fee
 Lab With Fee
 Lecture
 Other
 Seminar
 Studio
 Tutorial

General Education

- English Composition
 Oral Communication
 Mathematics
 Natural Science w/Lab
 Math or Natural Science
 A&H (Literature)
 A&H (Non-Literature)
 Social Science
 CCA
 STS

Projected Enrollment

Year 1: 20
Year 2: 20
Year 3: 20
Year 4: 20

Evaluation

Undergraduate
 A 90 - 100
 B 80 - 89
 C 70 - 79
 D 60 - 69
 F < 60

15%
 Autobiographical Video, Analytical Question, Cultural Activity Critiques, Other Writings, Quizzes
 15%
 Class Participation
 30%
 Exam #1 and Exam #2
 40%
 Essay #1 and Essay #2

Catalog Description

ENGL 2145 African American Literature 3(3) Introductory course that traces the development of a distinct African American literary tradition from the colonial period to the present through an examination of varied themes and movements, and texts by authors of African descent. Includes Honors sections. Preq: ENGL 1030

Prerequisite(s) Corequisite(s)

ENGL 1030

Statement of need and justification based on assessment of student learning outcomes

This course will strengthen 200-level literature offerings in General Education by adding a crucial component of our literary history and culture.

Textbook(s)

Toni Morrison, *A Mercy*
ISBN: 978-0307276766

William and Ellen Craft, *Running a Thousand Miles for Freedom*
Sutton Griggs, *Imperium in Imperio*
ISBN: 978-0812971606

ISBN: 978-0820321042

Wallace Thurman, *The Blacker the Berry*
ISBN: 978-0486461342

Margo Jefferson, *Negroland: A Memoir* ISBN: 978-0307473431
Ta-Nehisi Coates, *Between the World and Me*
ISBN: 978-0812993547

Claudia Rankine, *Citizen: An American Lyric* ISBN: 978-1555976903

Learning Objectives

1. Improve ability to read, listen, and interpret actively and analytically, to think critically and creatively, and to write and speak compellingly and persuasively.
2. Perform close readings of texts that rely on analytical and argumentative skills.
3. Identify and examine the significance of the social, literary, political, economic, and historical contexts of African American literature.
4. Draw connections between various texts and synthesize course readings.
5. Apply the questions, conflicts, and triumphs in African American literature to present-day concerns, particularly as they relate to social justice and intersectionality, the relationship between race, gender, class, and sexuality

Topical Outline

Topical Outline for ENGL 2145 – African American Literature

Week 1 – Transatlantic Slavery
Week 2 – Colonial Period
Week 3 – Colonial Period, con't.
Week 4 – American Revolution
Week 5 – Slavery and Freedom
Week 6 – Reconstruction
Week 7 – Post-Reconstruction
Week 8 – Post-Reconstruction, cont.; Mid-term Exam
Week 9 – Great Migration
Week 10 – Harlem Renaissance
Week 11 – Harlem Renaissance, con't.
Week 12 – Civil Rights Movement
Week 13 – Black Arts Movement
Week 14 – Black Lives Matter Era
Week 15 – Black Lives Matter, cont.; Final Exam

Add course requirements for honors courses (if applicable)

Honors courses will include additional readings, writing, and research as assigned by instructor.

Learning Activities associated with General Education competencies (if applicable)

This course meets the General Education requirement for Arts and Humanities literature (3 credits): demonstrates an understanding of the arts and humanities in historical and cultural contexts OR Cross-Cultural Awareness (3 credits): demonstrates the ability to critically compare and contrast world cultures in historical and/or contemporary contexts.

Syllabus

Upload File: [ENGL 2145 African American Literature-20171009090959.docx](#)

Description: ENGL 2145

000072

Chair, Department Curriculum Committee

Date

[Signature]

10/9/17

Department Chair

Date

[Signature]

10/18/17

Chair, College Curriculum Committee

Date

[Signature]

10/24/17

10/9/17

College Dean

Date

Director, Calhoun Honors College

Date

[Signature]

11/3/2017

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

[Signature]

1/12/18

Provost

Date

President

Date

ENGL 2145 African American Literature

Course Overview

This course in American Literature examines an intriguing selection of texts by African American writers about life in America for people of African descent from the colonial period to the present, exploring the impact of slavery, Jim Crow, and injustice on people of African descent. We will explore a diverse cross-section of fiction and non-fiction texts as we seek to understand how African and African American authors grapple with the complexities of identity—personal, familial, communal, and national—while subjected to slavery, racism, and segregation as they pursued liberty and equal opportunities and created their own cultural traditions. Our readings will introduce several different literary themes, genres, and movements that we'll use as the foundation for reading, thinking, talking, and writing critically about literature. This course requires you to function as an active participant in a literary community, one who reads carefully, thinks perceptively, engages in discussions effectively, and writes persuasively about the texts and contexts we'll discuss this semester.

General Education Requirement

This course meets the General Education requirement for Arts and Humanities literature (3 credits): demonstrates an understanding of the arts and humanities in historical and cultural contexts OR Cross-Cultural Awareness (3 credits): demonstrates the ability to critically compare and contrast world cultures in historical and/or contemporary contexts.

Learning Outcomes

1. Improve ability to read, listen, and interpret actively and analytically, to think critically and creatively, and to write and speak compellingly and persuasively.
2. Perform close readings of texts that rely on analytical and argumentative skills.
3. Identify and examine the significance of the social, literary, political, economic, and historical contexts of African American literature.
4. Draw connections between various texts and synthesize course readings.
5. Apply the questions, conflicts, and triumphs in African American literature to present-day concerns, particularly as they relate to social justice and intersectionality, the relationship between race, gender, class, and sexuality.

Course Policies

Class Participation: ENGL 2145 is a student-centered, discussion-based literature course. All students are expected to be present and to participate in our collaborative analysis and evaluation of literature. When everyone joins the conversation, we can develop a dynamic classroom experience that you will remember long after our course ends in April 2016. Prepare for every class by reading each assignment carefully *ahead of time*, and bringing at least two questions, comments, and/or responses about the day's reading for our discussion. Class participation will help you think critically about the texts and may boost a borderline grade. A grading rubric for participation is available in Assignments on Canvas.

Attendance: Plan to come to class on time with your textbook and stay until class is over. Do take care of your personal needs prior to coming to class, such as going to bathroom. Please do not ask permission to leave class early, particularly for a medical appointment or job interview. I do not distinguish between excused and unexcused absences. Each student is allowed three (3) absences, no questions asked. Use your allowed absences carefully, only for times when you need to miss a class meeting for an important appointment and/or unexpected development, or to leave early for spring break. If you acquire four (4) absences, your final participation grade will be lowered by one letter grade. If you acquire five (5) absences, your final participation grade will be lowered by two letter grades. If you acquire six (6) absences, the equivalent of *three full weeks of classes*, you will fail ENGL 2145.

Students who arrive after I have taken attendance should speak to me immediately after class to ensure that their attendance record is corrected. If you are more than 15 minutes late to class, leave class for any length of time and return, come to class without your textbook, use an electronic device without permission, sleep, study for another class, or leave class before it ends, your participation grade will be affected.

If you ever miss class, always talk with several classmates for notes on the discussion or any changes to the syllabus, and check in with me for good measure. If you become ill or experience personal challenges that cause you to miss class for

more than three *consecutive* class periods, please contact me via email or through the notification of absence system in Canvas.

Dinner & Conversation: You are also invited to the two informal *Dinner & Conversation* gatherings in the Conference Room of the Pearce Center for Professional Communication (Daniel Hall, first floor) as noted on the course schedule. You'll sample soul vegan cuisine and converse with your classmates and professor, and other Clemson students about African American literature and culture, as well as related historic and contemporary issues.

Waiting for Me: In the rare event that I am 15 minutes late and there is no note on the classroom door, you may leave. Consult the syllabus, look for an email from me or from a member of the English department staff, and prepare for the next class.

Electronic Devices: I have an old school policy for electronic devices: please turn them off and put them away before class begins. When laptops are permissible for class, a notation will be included on the course schedule or announced in class. If you see a student using a laptop in class, he or she has received permission from an appropriate authority at the university to use it. If you use any electronic device without permission during class, you will be marked absent.

Email Etiquette: Please address me as Dr./Prof./Professor Thomas. To facilitate our electronic communication, be sure to include a greeting, a message written in complete sentences, and your name in each email, as I cannot always figure out who is writing from the email ID. I will not respond to emails that do not include this basic information.

Professor Availability: I encourage you to talk with me about any questions or concerns you have about our class or life at Clemson. E-mail is the most effective means of initially reaching me. Feel free to drop by during my office hours in Strode, or make an appointment to talk with me in my office or in one of the Starbucks on campus. **Each student is required to meet with me at least once during the semester to talk about your progress in the course.**

Academic Integrity - Plagiarism: Do not consult any online study guides or websites for summaries and analyses of our texts. These sources severely inhibit your ability to create your own thoughtful, critical interpretations of our texts. Passing off material from these sites as your own in your writings or even during class discussions is plagiarism.

Plagiarism, as well as any other form of cheating, is unacceptable in ENGL 2145. Students who enroll in Clemson University are duty bound to adhere to our Academic Integrity Statement:

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

If evidence of plagiarism is found in any oral or written assignment, you will fail this course. I will also report the matter to the Associate Dean of Undergraduate Studies, who will make a notation of the offense on your academic record. If you feel overwhelmed by your assignments or need assistance with your course work, talk with me so we can address your challenges in the course.

The Clemson University Title IX (Sexual Harassment) Statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located [here](#). Jerry Knighton is the Clemson University Title IX Coordinator and the Director of Access and Equity. His office is located at 111 Holtzendorff Hall. You may also call him at 864.656.3181 (voice) or 864.565.0899 (TDD).

Special Needs: It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students with disabilities who need accommodations should make an appointment with Student Disability Services to discuss specific needs within the first month of classes. Student Disability Services is located in the Academic Success Building, Suite 239 (864.656.6848 or sds-1@clemson.edu). Students should present a Faculty Accommodation Letter from Student Disability Services to me by Thursday, 14 January 2016. A new Faculty Accommodation Letter must be presented to each of your professors every semester.

The Writing Center: The Department of English provides the resources of The Writing Center in the Academic Success Building, Room 307. Students can receive assistance with the creation, organization, and development of ideas for writing assignments from student tutors, writing interns, and professors. Discover more about its services [here](#).

Assignments

Essay #1 □ a 3 full page (plus Works Cited page) typed, double-spaced close reading essay that provides students the opportunity to use critical thinking skills to write a literary analysis of a text through the development of an argument that includes claims, evidence, and analysis.

Essay #2 □ a 4 full page (plus Works Cited page) typed, double-spaced close reading essay that provides students the opportunity to use critical thinking skills to write a literary analysis of a text through the development of an argument that includes claims, evidence, and analysis.

Analytical Question □ Each student will pose an analytical question to initiate a discussion about a specific literary text that includes an initial answer to the question and learning outcomes for the class, in addition to an assessment of the discussion and a revised answer to the question after the discussion

Cultural Activity Critique □ 500-word critique of monthly on-campus cultural programs (off campus events can be included with permission of your professor) attended that includes summary of the event and evaluation of its effectiveness and connected to the course, and submitted on Canvas Discussion Board

Two Exams □ an exam just before Spring Break and another during finals week test students' mastery of the texts, terms, theories, and concepts covered in the course

Quizzes □ Regular closed-book 10-point quizzes about the day's reading that include factual, passage ID, and interpretative questions

Grades

A rubric will be provided with the directions for each of your writing assignments as well as for your participation grade. Grades are based solely on my professional evaluation of the quality and quantity of your work, using these percentages:

Grading Scale

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

15%	Autobiographical Video, Analytical Question, Cultural Activity Critiques, Other Writings, Quizzes
15%	Class Participation
30%	Exam #1 and Exam #2 Essay #1 and Essay #2

When you receive your graded papers, take time to read my comments carefully. My assessment of your work will include praise for persuasive prose and constructive criticism of ineffective writing. I am happy to discuss any graded paper with you, after a 24-hour wait period for reflection. You may email questions or talk with me before or after class about scores on assignments, but all other concerns must be discussed with me during an office visit rather than via email or in the classroom. Also, the score for your final grade will not be rounded up. For example, if you earn 79.8%, your grade for the course will be a C.

Course Schedule

Week 1 - Transatlantic Slavery

Week 2 - Colonial Period

Week 3 - Colonial Period, con't.

Week 4 - American Revolution

Week 5 - Slavery and Freedom

Week 6 - Reconstruction

Week 7 - Post-Reconstruction

Week 8 - Mid-term Exam

Week 9 - Great Migration

Week 10 - Harlem Renaissance

Week 11 - Harlem Renaissance, con't.

Week 12 - Civil Rights Movement

Week 13 - Black Arts Movement

Week 14 - Black Lives Matter Era

Week 15 - Final Exam

Proposed Course:

ENGL 2145 African American Literature 3(3) Introductory course in the African American literary tradition from the colonial period to the present examining varied themes, movements, and texts by authors of African descent. Includes Honors sections.

Justification:

ENGL 2145 broadens the options at the 2000 level by introducing a course that recognizes and explores the rich history of African American literature and its contributions to American culture.

Add Undergraduate Course

Course Attributes

Subject Abbreviation: REL-Religion **Catalog Title:** Koine Greek of the New Testament **Additional Fee?**
Course Number: 4210 **Transcript Title:** Koine Greek of the NT Justification
Effective Term: Spring 2018 **Cross-reference(s):**
College: Arch, Arts and Humanities **Grade Mode:** Standard Letter
Department: Philosophy and Religion

Form

User ID: bwhite5 **Name:** Benjamin White
Date: 09/21/2017 **Number:** 33288

Hours

Fixed Credit Course
Credit Hrs Contact Hrs

 3 3

Variable Credit Course
Credit Hrs Contact Hrs
Min Max Min Max

Rationale for Add Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

Projected Enrollment

Year 1: 15
 Year 2: 15
 Year 3: 15
 Year 4: 15

Evaluation

Undergraduate
 A 90 - 100
 B 80 - 89
 C 70 - 79
 D 60 - 69
 F < 60
 Daily Quizzes: 20%
 4 Exams: 80% (20% each)

Catalog Description

The first of a two-semester sequence (with REL 4220) that teaches students to 1) read koine Greek, the common Greek of the Roman Empire, from early Christian manuscripts and 2) perform textual criticism to reconstruct the earliest attainable versions of these texts from the extant manuscripts.

Statement of need and justification based on assessment of student learning outcomes

Many Clemson students in a number of majors, but certainly in Religious Studies, plan to go to seminary or graduate school in religion. Acquiring the skills to read ancient religious texts in their original languages is an important part of preparing students for their next educational step. This is the first semester of a two semester Greek sequence that I have previously taught twice as a rotating topics course. Students from this two semester sequence have received competitive scholarship offers to Duke and Yale. The two-semester sequence would not meet the language requirements for a BA.

Textbook(s)

Nestle-Aland, Novum Testamentum Graece with Dictionary. 28th edition. Edited by the Institute for New Testament Textual Research. Stuttgart: German Bible Society, 2012. ISBN: 978-3-438-05160-8.

Mounce, William. The Basics of Biblical Greek: Grammar. 3rd edition. Grand Rapids: Zondervan, 2009. ISBN: 978-0-310-28768-1.

_____. The Basics of Biblical Greek: Workbook. 3rd edition. Grand Rapids: Zondervan, 2009. ISBN: 978-0-310-28767-4.

Learning Objectives

- 1) Learn the basics of koine Greek grammar and syntax;
- 2) Master the most frequently occurring vocabulary in the New Testament;
- 3) Parse and translate portions of the New Testament from sight.

Topical Outline

Week 1 – The Alphabet and Pronunciation; Punctuation, Syllabification, and Introduction to Nouns

Week 2 - Nominative and Accusative; Direct Article; Genitive and Dative

Week 3 – Prepositions and ἐπί; Adjectives

Week 4 - Third Declension; First and Second Person Personal Pronouns






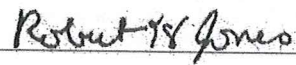
Week 5- αὐτός; Demonstrative Pronouns/Adjectives

- Week 6 - Relative Pronoun and Noun System Exam
- Week 7 - Introduction to Verbs; Present Active Indicative
- Week 8 - Contract Verbs; Present Middle/Passive Indicative
- Week 9 - Future Active/Middle Indicative Verbal Roots, and Other Forms of the Future; Verbal Roots and Other Forms of the Future
- Week 10 - Present and Future Verbs Exam and Introduction to Manuscript Translation
- Week 11 - Imperfect Indicative; Second Aorist Active/Middle Indicative
- Week 12 - First Aorist Active/Middle Indicative
- Week 13 - Aorist and Future Passive Indicative
- Week 14 - Perfect Indicative
- Week 15 - Past Tense Verbs Exam
- Comprehensive Final Exam

Syllabus

Upload File: [Syllabus - Fall, 2016-20170912115553.doc](#)

Description: Koine Greek of the New Testament Syllabus

	10/9/17
Chair, Department Curriculum Committee	Date
	10/9/17
Department Chair	Date
	10/23/17
Chair, College Curriculum Committee	Date
	10/24/17
College Dean	Date
_____ Director, Calhoun Honors College	Date
	11/3/2017
Chair, Undergraduate Curriculum Committee	Date
_____ Chair, Graduate Curriculum Committee	Date
	1/12/18
Provost	Date
_____ President	Date

Religion 4010/6010: Studies in Biblical Literature

Early Greek Manuscripts of the New Testament

Fall, 2016

T/Th, 2:00-3:15pm

Daniel 204

Instructor

Dr. Benjamin L. White (Associate Professor of Religion)

222 Hardin Hall

bwhite5@clemson.edu (preferred method of contact)

864-656-7907 (office phone - don't call, I don't know how to use the office phone)

Office Hours

Traditional Office Hours: Tuesdays and Thursdays (9:30-11:00am); Wednesdays (9:30-11:30am). Feel free to stop in and chat or email me and we can set up a specific time to meet.

Coffee Break: None scheduled this semester

Course Description and Student Learning Outcomes

This upper-level seminar in Biblical Studies is a two-semester sequence in which students learn to read ancient Greek manuscripts of the New Testament. The course sequence combines learning how to 1) read *koine* Greek, the common Greek of the Roman Empire, from early Christian manuscripts and 2) perform textual criticism to reconstruct the earliest versions of these texts from the extant manuscripts. These are ambitious goals, unheard of in a first-year Greek sequence, so you'll be working hard and will have to put in a lot of time, as is typical of any language course. If you survive, however, this course will help you to:

- 1) Learn the basics of *koine* Greek grammar and syntax;
- 2) Master the most frequently occurring vocabulary in early Christian texts;
- 3) Utilize lexicons, concordances, and other language apparatuses;
- 4) Develop the ability to read Greek not only from modern printed editions, but from high-resolution photographs of ancient, handwritten manuscripts;
- 5) Glean information about early Christian piety from the paratextual signifiers of ancient Christian manuscripts;
- 6) Understand the causes of the diversity of readings of the New Testament within early Christian manuscripts; and
- 7) Acquire the ability to make text-critical decisions about the earliest readings of the New Testament.

Acquisition of classical languages was an important part of a University education from the Renaissance on up to the early part of the twentieth century. Harvard required Greek and Latin of all incoming students (shown by entrance examination) until 1886, when the requirements were changed to allow students in math and science to substitute *one* of the ancient languages with examinations in other disciplines. James Jay Greenough in the *Atlantic Monthly* in 1892, in speaking of the requirement changes at Harvard said:

The desire to banish all studies which are not to be of immediate money value to the student, which has given rise to the discussion of the comparative usefulness of ancient and modern languages, has caused many persons to overlook the true value of a right study of Latin and Greek. The study of them is valuable to every man for the mental training which they give much more than for the knowledge of ancient life and literature which is obtained through them. This knowledge can be and often is obtained by reading English translations of the classics, and modern works on ancient art, life, and literature; but this training can be got only by the study of the languages themselves. The man who says his Greek or Latin is of no use to him in business or elsewhere does not realize that if he really studied either language his powers of thinking were increased, even though he has forgotten every fact learned about the language itself.

Most of you will find the study of Greek important for your understanding of the meaning of the New Testament texts and of their transmission history. But for all you, regardless of your confessional background, you'll find that your analytical abilities are going to be greatly heightened through the study of Greek.

Required Textbooks

Nestle-Aland, *Novum Testamentum Graece with Dictionary*. 28th edition. Edited by the Institute for New Testament Textual Research. Stuttgart: German Bible Society, 2012. ISBN: 978-3-438-05160-8.

Mounce, William. *The Basics of Biblical Greek: Grammar*. 3rd edition. Grand Rapids: Zondervan, 2009. ISBN: 978-0-310-28768-1.

_____. *The Basics of Biblical Greek: Workbook*. 3rd edition. Grand Rapids: Zondervan, 2009. ISBN: 978-0-310-28767-4.

Other Helpful Stuff (Recommended)

Mounce, William. *Biblical Greek: Survival Kit*. Grand Rapids: Zondervan, 2006. ISBN: 978-0-310-27582-4.

www.teknia.com

Honor Code

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form." (Undergraduate Catalogue)

I expect that you understand the university's Academic Integrity Policy and the procedures available to me, as a faculty member, if I have evidence of academic dishonesty. Academic integrity is at the heart of both intellectual and moral formation. Misrepresenting your ability and work-ethic is neither beneficial to you nor to our academic community. I am invested in your progress as a student and can only assess your progress if I can see where you struggle.

For the purposes of this course, adhering to the Academic Integrity Policy means that a student neither gives nor receives aid on a quiz or exam and is the sole author of any written work submitted for credit. Pasting material from the internet into a paper without proper citation, for example, is a violation of the honor code. So is paying someone over the internet to produce an assignment for you. Students may form study groups in order to prepare for tests and are permitted to discuss their papers with one another prior to submission. On occasion a group project might be assigned that will result in a jointly authored final report.

Attendance and Electronics Policy

"The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals . . . A student with an excessive number of absences may be withdrawn at the discretion of the course instructor." (Undergraduate Catalogue)

For the purpose of this class, "excessive number of absences" is equal to one-third or more of the total class meetings. On the other hand, if I am more than fifteen (15) minutes late and have not sent a message to class, you may leave without penalty.

**Cell-phones and laptops are prohibited from use in this class. Please take notes with pencil and paper and silence your phones in your book bags. Students who use electronic devices in class will be asked to leave.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation. Students should then present the proper documentation to the professor during the first two weeks of class and discuss their needs so that proper accommodation may be worked out.

Assignments, Class-Work, and Grading

You will do a significant amount of work outside of class in preparation for each class meeting. The best way to learn any language is to do a little bit every day. I would plan on spending *at least* an hour a day, seven days a week, on Greek (outside of class). Preparation for class will include: 1) reading and mastering the grammar and vocabulary for the assigned chapter from Mounce; 2) doing the assigned exercises from the workbook; and 3) coming prepared to class to show your mastery of the material through quizzes and exercise review. I will constantly be asking you, in front of your peers, to parse words, to translate words, phrases and sentences, and to recite various grammatical rules. Most of our class time will be devoted to quizzes, answering your questions about the chapter material, going over workbook exercises, and introducing the material for the next chapter. I will not provide full lectures on each chapter. That's just not the best use of time. After you've read the chapter, you may decide to listen to the Chapter Overview on www.teknia.com, which also provides help in memorizing the vocabulary and answers to the workbook exercises. In addition to the assignments for each class meeting, the successful student will constantly review vocabulary and grammatical rules/charts from prior lessons.

Your grade for the course will be evaluated by the following measures:

Quizzes: 20%

Noun System Exam: 20%

Present and Future Verbs Exam: 20%

Past Verbs Exam: 20%

Final Exam: 20%

Schedule

Thursday, August 18th - **Introduction to Koine Greek**
Chapters 1-2

Tuesday, August 23rd - **The Alphabet and Pronunciation**
Chapter 3

Thursday, August 25th - **Punctuation, Syllabification, and Introduction to Nouns**
Chapters 4-5

Tuesday, August 30th - **Nominative and Accusative; Direct Article**
Chapter 6

Thursday, September 1st - **Genitive and Dative**
Chapter 7

Tuesday, September 6th - **Prepositions and ἐμί**
Chapter 8

Thursday, September 8th - **Adjectives**
Chapter 9

Tuesday, September 13th - **Third Declension**
Chapter 10

Thursday, September 15th - **First and Second Person Personal Pronouns**
Chapter 11

Tuesday, September 20th - **αὐτός**
Chapter 12

Thursday, September 22nd - **No Class**

Tuesday, September 27th - **Demonstrative Pronouns/Adjectives**
Chapter 13

Thursday, September 29th - **Relative Pronoun**
Chapter 14

Tuesday, October 4th - **Exam #1: Noun System**

Thursday, October 6th - **Exam Review and Introduction to Verbs**
Chapters 15

Tuesday, October 11th - **Present Active Indicative**
Chapter 16

Thursday, October 13th - **Contract Verbs**
Chapter 17

Tuesday, October 18th - **Present Middle/Passive Indicative**

Chapter 18

Thursday, October 20th - **Future Active/Middle Indicative Verbal Roots, and Other Forms of the Future**
Chapter 19

Tuesday, October 25th - **Verbal Roots and Other Forms of the Future**
Chapter 20

Thursday, October 27th - **Exam #2: Present and Future Verbs**

Tuesday, November 1st - **Exam Review and Manuscript Translation**

Thursday, November 3rd - **Imperfect Indicative**
Chapter 21

Tuesday, November 8th - **No Class (Fall Break)**

Thursday, November 10th - **Second Aorist Active/Middle Indicative**
Chapter 22

Tuesday, November 15th - **First Aorist Active/Middle Indicative**
Chapter 23

Thursday, November 17th - **Aorist and Future Passive Indicative**
Chapter 24

Tuesday, November 22nd - **Perfect Indicative**
Chapter 25

Thursday, November 24th - **No Class (Thanksgiving Break)**

Tuesday, November 29th - **Exam #3: Past Tense Verbs**

Thursday, December 1st - **Review Session**

Thursday, December 8th - **Final Exam (8:00-10:30am)**

Second Semester Schedule/Topics

Week 1 - Participles

Week 2 - Participles

- Week 3 - Subjunctive
- Week 4 - Infinitive and Imperative
- Week 5 - $\mu\iota$ verbs and Conditional Sentences
- Week 6 - Studying Early Christian Manuscripts
- Week 7 - Early Christian Scribal Culture
- Week 8 - Varieties of Scribal Error
- Week 9 - Reading the Eclectic Text of the Nestle Aland
- Week 10 - Reading John
- Week 11 - Reading the Synoptics
- Week 12 - Reading Paul
- Week 13 - Reading Acts
- Week 14 - Reading other Portions of the NT
- Week 15 - Reading Early Christian Texts not in the New Testament

Add Undergraduate Course

Course Attributes

Subject Abbreviation: REL-Religion **Catalog Title:** Early Greek Manuscripts of the New Testament **Additional Fee?**
Course Number: 4220 **Transcript Title:** Early Greek Manuscripts of NT **Justification**
Effective Term: Spring 2018 **Cross-reference(s):**
College: Arch, Arts and Humanities **Grade Mode:** Standard Letter
Department: Philosophy and Religion

Form

User ID: bwhite5 **Name:** Benjamin White
Date: 09/21/2017 **Number:** 33313

Hours

Fixed Credit Course
 Credit Hrs Contact Hrs

 3 3

Variable Credit Course
 Credit Hrs Contact Hrs
 Min Max Min Max

Rationale for Add Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

Projected Enrollment

Year 1: 10
 Year 2: 10
 Year 3: 10
 Year 4: 10

Evaluation

Undergraduate
 A 90 - 100
 B 80 - 89
 C 70 - 79
 D 60 - 69
 F < 60
 Daily Quizzes: 30%
 Participation: 10%
 Three exams: 60% (20% each)

Catalog Description

The second of a two-semester sequence (with REL 4210) that teaches students to 1) read koine Greek, the common Greek of the Roman Empire, from early Christian manuscripts and 2) perform textual criticism to reconstruct the earliest attainable versions of these texts from the extant manuscripts.

- Prerequisite(s) Corequisite(s)

REL 4210

Statement of need and justification based on assessment of student learning outcomes

Many Clemson students in a number of majors, but certainly in Religious Studies, plan to go to seminary or graduate school in religion. Acquiring the skills to read ancient religious texts in their original languages is an important part of preparing students for their next educational step. This is the second semester of a two semester Greek sequence that I have previously taught twice as a rotating topics course. Students from this two semester sequence have received competitive scholarship offers to Duke and Yale. The two-semester sequence would not meet the language requirements for a BA.

Textbook(s)

Nestle-Aland, Novum Testamentum Graece with Dictionary. 28th edition. Edited by the Institute for New Testament Textual Research. Stuttgart: German Bible Society, 2012. ISBN: 978-3-438-05160-8.

Mounce, William. The Basics of Biblical Greek: Grammar. 3rd edition. Grand Rapids: Zondervan, 2009. ISBN: 978-0-310-28768-1.

_____. The Basics of Biblical Greek: Workbook. 3rd edition. Grand Rapids: Zondervan, 2009. ISBN: 978-0-310-28767-4.

Metzger, Bruce M and Bart D. Ehrman. The Text of the New Testament: Its Transmission, Corruption, and Restoration. 4th edition. New York: Oxford University Press, 2005. ISBN: 9780195161229.

Learning Objectives

- 1) Learn to utilize lexicons, concordances, and other language apparatuses;
- 2) Develop the ability to read Greek not only from modern printed editions, but from high-resolution photographs of ancient, handwritten manuscripts;
- 3) Understand how paratextual signifiers in ancient Christian manuscripts provide information about early Christian piety;
- 4) Master the causes of the diversity of readings of the New Testament within early Christian manuscripts; and
- 5) Acquire the ability to make text-critical decisions about the earliest readings of the New Testament.

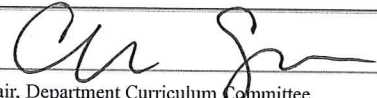
Topical Outline

- Week 1 - Participles
- Week 2 - Participles
- Week 3 - Subjunctive
- Week 4 - Infinitive and Imperative
- Week 5 - μ verbs and Conditional Sentences
- Week 6 - Studying Early Christian Manuscripts
- Week 7 - Early Christian Scribal Culture
- Week 8 - Varieties of Scribal Error
- Week 9 - Reading the Eclectic Text of the Nestle Aland
- Week 10 - Reading John
- Week 11 - Reading the Synoptics
- Week 12 - Reading Paul
- Week 13 - Reading Acts
- Week 14 - Reading other Portions of the NT
- Week 15 - Reading Early Christian Texts not in the New Testament


Syllabus

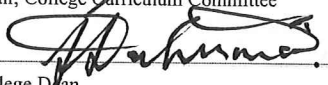
Upload File: [Syllabus - Spring 2017-20170912154757.doc](#)

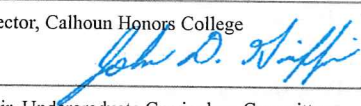
Description: Early Greek Manuscripts of the New Testament Syllabus


 Chair, Department Curriculum Committee 10/9/17
Date

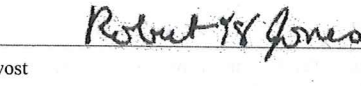

 Department Chair 10/23/17
Date



 Chair, College Curriculum Committee 10/24/17
Date


 College Dean 11/3/2017
Date


 Director, Calhoun Honors College 11/12/18
Date


 Chair, Undergraduate Curriculum Committee 11/12/18
Date


 Chair, Graduate Curriculum Committee 11/12/18
Date


 Provost 11/12/18
Date


 President 11/12/18
Date

Religion 4010/6010: Studies in Biblical Literature
Early Greek Manuscripts of the New Testament - II
Spring, 2017
T/Th, 2:00-3:15pm
Watt Family Innovation Center 307

Instructor

Dr. Benjamin L. White (Associate Professor of Religion)

222 Hardin Hall

bwhite5@clermson.edu (preferred method of contact)

864-656-7907 (office phone - don't call, I don't know how to use the office phone)

Office Hours

Traditional Office Hours: Tuesdays/Thursdays (9-11am). Feel free to stop in and chat or email me and we can set up a specific time to meet.

Coffee Break: Wednesdays (11:00-noon). Starbucks, Core Campus.

Course Description and Student Learning Outcomes

This upper-level seminar in Biblical Studies is a two-semester sequence in which students learn to read ancient Greek manuscripts of the New Testament. The course sequence combines learning how to 1) read *koine* Greek, the common Greek of the Roman Empire, from early Christian manuscripts and 2) perform textual criticism to reconstruct the earliest versions of these texts from the extant manuscripts. These are ambitious goals, unheard of in a first-year Greek sequence, so you'll be working hard and will have to put in a lot of time, as is typical of any language course. We'll be moving at break-neck speed. If you survive, however, this course will help you to:

- 1) Learn the basics of *koine* Greek grammar and syntax;
- 2) Master the most frequently occurring vocabulary in early Christian texts;
- 3) Utilize lexicons, concordances, and other language apparatuses;
- 4) Develop the ability to read Greek not only from modern printed editions, but from high-resolution photographs of ancient, handwritten manuscripts;
- 5) Glean information about early Christian piety from the paratextual signifiers of ancient Christian manuscripts;
- 6) Understand the causes of the diversity of readings of the New Testament within early Christian manuscripts; and
- 7) Acquire the ability to make text-critical decisions about the earliest readings of the New Testament.

Acquisition of classical languages was an important part of a University education from the Renaissance on up to the early part of the twentieth century. Harvard required

Greek and Latin of all incoming students (shown by entrance examination) until 1886, when the requirements were changed to allow students in math and science to substitute *one* of the ancient languages with examinations in other disciplines. James Jay Greenough in the *Atlantic Monthly* in 1892, in speaking of the requirement changes at Harvard said:

The desire to banish all studies which are not to be of immediate money value to the student, which has given rise to the discussion of the comparative usefulness of ancient and modern languages, has caused many persons to overlook the true value of a right study of Latin and Greek. The study of them is valuable to every man for the mental training which they give much more than for the knowledge of ancient life and literature which is obtained through them. This knowledge can be and often is obtained by reading English translations of the classics, and modern works on ancient art, life, and literature; but this training can be got only by the study of the languages themselves. The man who says his Greek or Latin is of no use to him in business or elsewhere does not realize that if he really studied either language his powers of thinking were increased, even though he has forgotten every fact learned about the language itself.

Most of you will find the study of Greek important for your understanding of the meaning of the New Testament texts and of their transmission history. But for all you, regardless of your confessional background, you'll find that your analytical abilities are going to be greatly heightened through the study of Greek.

Required Textbooks

Nestle-Aland, *Novum Testamentum Graece with Dictionary*. 28th edition. Edited by the Institute for New Testament Textual Research. Stuttgart: German Bible Society, 2012. ISBN: 978-3-438-05160-8.

Mounce, William. *The Basics of Biblical Greek: Grammar*. 3rd edition. Grand Rapids: Zondervan, 2009. ISBN: 978-0-310-28768-1.

_____. *The Basics of Biblical Greek: Workbook*. 3rd edition. Grand Rapids: Zondervan, 2009. ISBN: 978-0-310-28767-4.

Metzger, Bruce M and Bart D. Ehrman. *The Text of the New Testament: Its Transmission, Corruption, and Restoration*. 4th edition. New York: Oxford University Press, 2005. ISBN: 9780195161229.

Other Helpful Stuff (Recommended)

Mounce, William. *Biblical Greek: Survival Kit*. Grand Rapids: Zondervan, 2006. ISBN: 978-0-310-27582-4.

www.billmounce.com

Honor Code

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form." (Undergraduate Catalogue)

I expect that you understand the university's Academic Integrity Policy and the procedures available to me, as a faculty member, if I have evidence of academic dishonesty. Academic integrity is at the heart of both intellectual and moral formation. Misrepresenting your ability and work-ethic is neither beneficial to you nor to our academic community. I am invested in your progress as a student and can only assess your progress if I can see where you struggle.

For the purposes of this course, adhering to the Academic Integrity Policy means that a student neither gives nor receives aid on a quiz or exam and is the sole author of any written work submitted for credit. Pasting material from the internet into a paper without proper citation, for example, is a violation of the honor code. So is paying someone over the internet to produce an assignment for you. Students may form study groups in order to prepare for tests and are permitted to discuss their papers with one another prior to submission. On occasion a group project might be assigned that will result in a jointly authored final report.

Attendance and Electronics Policy

"The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals . . . A student with an excessive number of absences may be withdrawn at the discretion of the course instructor." (Undergraduate Catalogue)

For the purpose of this class, "excessive number of absences" is equal to one-third or more of the total class meetings. On the other hand, if I am more than fifteen (15) minutes late and have not sent a message to class, you may leave without penalty.

****Cell-phones and laptops are prohibited from use in this class except for the purpose of group work on manuscript photos. Please take notes with pencil and paper and silence your phones in your book bags. Students who use electronic devices improperly in class will be asked to leave.**

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation. Students should then present the proper documentation to the professor during the first two weeks of class and discuss their needs so that proper accommodation may be worked out.

Assignments, Class-Work, and Grading

You will do a significant amount of work outside of class in preparation for each class meeting. The best way to learn any language is to do a little bit every day. I would plan on spending *at least* an hour a day, seven days a week, on Greek (outside of class). Preparation for class will include: 1) reading and mastering the grammar and vocabulary for the assigned chapter from Mounce; 2) doing the assigned exercises from the workbook; 3) working through the assigned reading and manuscript pages on Marqueed.com; and 4) coming prepared to class to show your mastery of the material through quizzes and exercise review. I will constantly be asking you, in front of your peers, to parse words, to translate words, phrases and sentences, and to recite various grammatical rules. Most of our class time will be devoted to quizzes, answering your questions about the chapter material, going over workbook exercises, and working through manuscript translations. In addition to the assignments for each class meeting, the successful student will constantly review vocabulary and grammatical rules/charts from prior lessons.

Your grade for the course will be evaluated by the following measures:

- Quizzes: 30%
- Participation (in class and online): 10%
- Exam #1: 20%
- Exam #2: 20%
- Final Exam: 20%

Schedule

Thursday, January 12th – **Syllabus, Marqueed, and Introduction to Participles**
John 7 (Nestle-Aland) and sign up for Marqueed.com

Tuesday, January 17th - **Present (Continuous) Adverbial Participles**
Chapters 26-27

Thursday, January 19th - **Aorist (Undefined) Adverbial Participles**
Chapter 28

Tuesday, January 24th - **Adjectival Participles**
Chapter 29

Thursday, January 26th - **Perfect Participles and Genitive Absolutes**
Chapter 30

Tuesday, January 31st - **Subjunctive**
Chapter 31

Thursday, February 2nd - **Infinitive**
Chapter 32

Tuesday, February 7th - **Imperative**
Chapter 33

Thursday, February 9th - **Indicative of *δίδωμι***
Chapter 34

Tuesday, February 14th - **Nonindicative of *δίδωμι*; Conditional Sentences**
Chapter 35

Thursday, February 16th - **Bart Ehrman Visit - The Basics of Textual Criticism**

Tuesday, February 21st - **Other *-μι* Verbs; Odds 'n Ends**
Chapter 36

Thursday, February 23rd - **Review**

Tuesday, February 28th - **Exam #1**

Thursday, March 2nd - **Exam Review and Introduction to Manuscripts**
Metzger, *The Text of the New Testament*, 3-16

Tuesday, March 7th - **Early Christian Books and their Scribes**
Metzger, *The Text of the New Testament*, 16-51

Thursday March 9th - **Early Translations and Patristic Citations**
Metzger, *The Text of the New Testament*, 94-96, 126-134

Tuesday, March 14th - **Scribal Errors and Ancient Text Critics**
Metzger, *The Text of the New Testament*, 250-271, 197-204

Thursday, March 16th - **Textual Criticism**
Metzger, *The Text of the New Testament*, 300-343

Tuesday, March 21st - **No Class (Spring Break)**

Thursday, March 23rd - **No Class (Spring Break)**

Tuesday, March 28th - **Textual Histories**
Metzger, *The Text of the New Testament*, 272-299

Thursday, March 30th - **Reading the Nestle-Aland Edition**
Nestle-Aland, 54-61, 67-79, 82-88

Tuesday, April 4th - **Exam #2**

Thursday, April 6th - **Reading Mark**

Tuesday, April 11th - **Reading Matthew**

Thursday, April 13th - **Reading Paul**

Tuesday, April 18th - **Reading Acts**

Thursday, April 20th - **Reading Hebrews**

Tuesday, April 25th - **Reading Revelation**

Thursday, April 27th - **Reading the Apostolic Fathers**

Thursday, May 4th - **Final Exam (8:00-10:30am)**

Change Major

If Gen Ed requirements are changed a separate Gen Ed Checklist form must accompany this form.

Major Name: Religion
 Degree: Bachelor of Arts
 Effective Catalog Year: 2018-2019

- Change Major Name to: REL Curriculum Map:
 Change Degree to: Bachelor of Arts Description: Curriculum Map - Religious Studies
 Change Curriculum Requirements Additional Information:
 Change General Education Requirements Description:
 Add, Change, or Delete Concentration(s)
 Add, Change, or Delete Emphasis Area(s)

Summary/Explanation

We seek the addition of two newly created Political Science courses (Religion and the US Constitution; Religion and World Politics) to the list of approved courses for the major. This modification expands the number of curricular options for our students and provides a nice set of courses for students interested in the intersection of religion, law and politics. This does not affect the curriculum map, only the relevant section of the description of the major in the Undergraduate Announcements.

We also seek to add American Sign Language to the list of approved languages for the major and to clarify that Latin (not a modern language) is an acceptable language for meeting the language requirement.

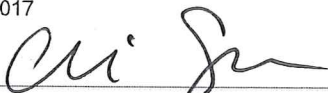


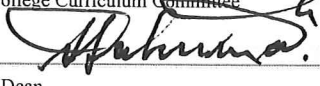
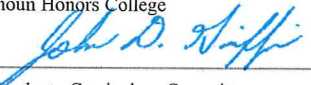
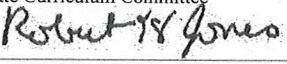
Rationale for Change Major

- Strengthen Program Requirement(s)
 Alignment of Student Learning Outcomes
 Alternative Delivery of Content
 Improve Time to Degree
 Evolution of the Discipline
 Changing Prerequisites
 Address DWF Rates
 General Education Modifications
 Other (Please specify.)

The changes made here are for the sake of allowing more flexibility for students majoring in Religious Studies.

Form

User ID: bwhite5 Name: Benjamin White
 Date: 09/21/2017 Number: 33426

	10/4/17	Date
Chair, Department Curriculum Committee		
	10/9/17	Date
Department Chair		
	10/23/17	Date
Chair, College Curriculum Committee		
	10/24/17	Date
College Dean		
Director, Calhoun Honors College		
	11/3/2017	Date
Chair, Undergraduate Curriculum Committee		
Chair, Graduate Curriculum Committee		
	1/12/18	Date
Provost		
President		

**Proposed Changes to the Bachelor of Arts in Religious Studies
Curriculum Map
2017**

Catalogue Narrative:

The Religious Studies major is an interdisciplinary humanities program that focuses on the academic study of the world's religious traditions and how they are related to various aspects of human existence (psychology, sociology, ethics, philosophy, language, economics, politics, science, etc.) The BA in Religious Studies provides grounding in the histories, scriptures, rituals, mythologies, ethics, and beliefs of religious communities as they have been situated in specific geo-political contexts throughout the past three millennia. It should be emphasized that the program is not intended to indoctrinate students into one particular religion or to teach them to become religious, but is focused rather on studying how religion both historically and theoretically motivates, provides meaning for, and helps to organize human life. The program trains students to be global thinkers with a deeper understanding of the world's cultural, political, and social differences. Historically, Religious Studies majors have gone on to pursue graduate work and employment in a number of fields, including law, medicine, ministry, non-profit and service related industries, in addition to numerous others.

In addition to completing the General Education curriculum, the Religious Studies major must meet the requirements of the School of Humanities; complete HIST 1720 and 1730; and complete six hours of 3000-4000 level coursework in Philosophy. Students are encouraged to substitute a double-major for their minor and should speak with their advisor early during their academic tenure at Clemson to ensure that both majors are completed within four years.

All majors must take REL 1020, 3000, 3990, and 4900. They must also take one course each in Judaism (REL 3010 or 3060), Christianity (REL 3020 or 3070), and Islam (REL 3030 or 3150), as well as 12 additional credits in Religious Studies at the 3000- 4000 level. Students may also take ENGL 4140, HIST 3960, 4720, PHIL 3030, POSC 4070, 4080, 4390 and SOC 4320 for this last requirement. PHIL 3030 may only be used to satisfy one major requirement.

Freshman Year

First Semester

3 - ENGL 1030 Composition and Rhetoric

3 - HIST 1720 The West and the World I

3 - Modern Language Requirement¹

3 - Mathematics Requirement²

4 - Natural Science Requirement²

16

Second Semester

3 - HIST 1730 The West and the World II

3 - REL 1020 World Religions

3 - Modern Language Requirement¹

- 3 - Mathematics or Natural Science Requirement²
- 3 - Oral Communication Requirement²
- 15

Sophomore Year

First Semester

- 3 - Arts and Humanities (Literature) Requirement²
- 6 - Major Requirement³
- 3 - Science and Technology in Society Requirement²
- 3 - Social Science Requirement²
- 15

Second Semester

- 3 - REL 3000 Studying Religion
- 3 - Major Requirement³
- 3 - Minor Requirement⁴
- 3 - Philosophy Requirement⁵
- 3 - Elective
- 15

Junior Year

First Semester

- 3 - Arts and Humanities (Non-Lit.) Requirement²
- 6 - Major Requirement³
- 3 - Minor Requirement⁴
- 3 - Elective
- 15

Second Semester

- 3 - REL 3990 Junior Research Colloquium
- 3 - Cross-Cultural Awareness Requirement²
- 3 - Major Requirement³
- 3 - Minor Requirement⁴
- 3 - Elective
- 15

Senior Year

First Semester

- 3 - REL 4900 Senior Seminar
- 3 - Major Requirement³
- 3 - Minor Requirement⁴
- 6 - Elective
- 15

Second Semester

- 3 - Minor Requirement⁴

3 - Philosophy Requirement⁵
9 - Elective
15

121 Total Semester Hours

¹ Students must complete through 2020 in any modern language or Latin except American Sign Language. See Modern Languages Requirement at Clemson University statement on page 27.

² See General Education Requirements.

³ See major requirements in program description above.

⁴ See the CAAH list of approved minors. Students who want to minor in philosophy must complete the requisite coursework above and beyond the two required philosophy courses for the major. Students who want to double major in philosophy, on the other hand, may count these hours towards a double major.

⁵ Any 3000- or 4000-level PHIL course.

To: Keith Morris, AAH Curriculum Chair

From: Kelly Peebles, Languages Curriculum Chair *KPP*

cc: Salvador Oropesa, Department Chair, Languages *SO*

Date: 18 October 2017

Re: REL 4210 and 4220 proposals

DEPARTMENT OF LANGUAGES
College of Arts, Architecture &
Humanities

Clemson University
717 Strode Tower
Clemson, SC
29634-0535

P 864-656-3393
F 864-656-0258

This is to confirm that both the chair and curriculum committee of the Department of Languages have reviewed and enthusiastically support the two courses in Greek language proposed by Benjamin White: REL 4210 and 4220.