

CHTH 6R1010 Linguistic Modeling for Biblical Study

Revised June 27, 2024

McMaster Divinity College
Stanley E. Porter, Ph.D.
(Appointments through President's office,
mcglynnm@mcmaster.ca)

Fall 2024 (Term 1)
Monday, 2:00 p.m.–3:50 p.m.

Course Description

This course focuses upon developing appropriate linguistic models and methods to enhance study of the Bible in its original languages. These models may include such approaches as SFL-based models, forms of discourse theory, relevance theory, translation theory, and related topics, according to individual student interest—all applied to selected issues and passages in the original languages of the Bible. This course may be taken by those working in either Greek or Hebrew and may be repeated in a new program with new content.

Course Objectives

The general objectives of the course are as follows, although individual students will have personal objectives based upon their own linguistic and research interests.

Knowing:

1. to develop the student's ability to formulate and analyze advanced linguistic methods and models appropriate to study of the Bible in its original languages
2. to master the pertinent literature regarding such methods and models
3. to gain familiarity with a wide variety of linguistic approaches

Being:

3. to become a competent, constructive critic of the linguistic models of others
4. to embody the application of such methods or models in appropriate and interesting ways to enhance understanding of the Bible

Doing:

5. to be able to articulate the nature of the method or model chosen in dialogue with others
6. to become competent at devising, developing, and critiquing relevant linguistic models for biblical analysis
7. to utilize recent advances in supporting media, such as OpenText.org, in the development of such methods and models

Course Prerequisites

Admission to the MA or PhD program in the area of Biblical Studies at McMaster Divinity College and at least two years of study of ancient Greek or Hebrew (as appropriate) for those in the PhD program, and at least one year of either ancient Greek or Hebrew for those in the MA. At least one course in Greek or Hebrew exegesis is highly recommended. A conversation with the professor is also recommended.

Course Requirements

This is a graduate research-level course in biblical studies and will be taught in this way. Therefore, it is assumed that students will perform as research degree students to facilitate learning. I understand that many students may not have any significant introduction to modern linguistics, and so reading noted below as early as possible is imperative as a basis for this course. This means that students will be expected to do appropriate and extensive academic work outside of the classroom.

The major requirements include demonstrated knowledge of a range of linguistic methods (as demonstrated in a single 5,000-word paper), development and application of a particular linguistic model to biblical study, including providing pertinent bibliography (10,000 word paper), and critical response to the work of other students, including one formal response to a specific student's work (2,500 words). **The word count (inclusive) for each paper is to be indicated on the title page of each draft of each paper in order to be deemed complete.**

The student is to do new (for the student *and* the discipline) research that goes well beyond summary of previous research and suggests and develops new ways of understanding (i.e. literature surveys are to be kept to a minimum in the major paper). Dates for discussion of topics and presentation of material will be set on the second meeting of the course (the first meeting is Monday, September 9, the second September 16). Come prepared. The expectation is that all students will be present for all meetings, and materials for discussion will be distributed in advance per the agreed schedule.

The course communication will rely primarily upon email for distribution of papers. The technology to be used in this course will be further specified closer to the time of need. Use of email—assuming that each student gives consent—will only be for the business of this course and for no other purpose. Please respect this requirement.

Basic Works

Students are required to possess the following books:

A standard critical edition of either the Hebrew Bible or the Greek New Testament. This means the Nestle-Aland (26th, 27th, or 28th ed.) or UBS (3rd, 4th, or 5th ed.), Westcott-Hort, the Tyndale House Greek New Testament, or the Biblia Hebraica Stuttgartensia or equivalent. Other editions may not be used without permission.

A literalistic English version of the New Testament, such as the New American Standard Bible or NRSV. **Do not use the ESV.**

Students are expected to have mastered the basic knowledge to be found in books on textual criticism and on exegesis, and should be familiar with the reference grammars of their respective biblical language.

Course Reading

There are no textbooks per se in this course, but a variety of readings, from preliminary to recommended to required readings, that students are to read independent of the weekly readings. Preliminary readings include those for the novice to the subject. Recommended readings include works that orient the student to the professor's approach to linguistic modeling. Required readings are works required that all students read.

Preliminary Reading

Students without adequate linguistic background should read the following books (or their equivalent) as good basic introductions to linguistics and its history. These should be read as early as possible:

Lyons, John. *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press, 1968.

Halliday, M. A. K. *An Introduction to Functional Grammar*. London: Arnold, 1985 (not the edition with Matthiessen until more expertise is acquired or unless one already has such expertise).

Robins, R. H. *A Short History of Linguistics*. 3rd ed. London: Longman, 1990.

Recommended Reading

Students in this course may want to become familiar with the following books sometime in their career, so as to understand the perspective of the professor, since he will not dwell upon them in class:

Porter, Stanley E. *Verbal Aspect in the Greek New Testament, with Reference to Tense and Mood*. Studies in Biblical Greek 1. New York: Lang, 1989.

Porter, Stanley E. *New Testament Theology and the Greek Language: A Linguistic Reconceptualization*. Cambridge: Cambridge University Press, 2022.

Porter, Stanley E. *Linguistic Descriptions of the Greek New Testament: New Studies in Systemic Functional Linguistics*. T&T Clark Library of New Testament Greek 1. London: T&T Clark, 2023.

Porter, Stanley E. *The Pastoral Epistles: A Commentary on the Greek Text*. Grand Rapids: Baker, 2023.

Porter, Stanley E. *Hermeneutics, Linguistics, and the Bible: The Importance of Context*. T&T Clark Library of New Testament Greek 3. London: &T Clark, 2024.

Students may wish to have access to the following to use as necessary:

Giannakis, G.K., ed. *Encyclopedia of Ancient Greek Language and Linguistics*. 3 vols. Leiden: Brill, 2014.

Other materials as appropriate for completing the written assignments.

Required Reading

The following works are required reading for this course. Please try to read them as soon as possible:

Porter, Stanley E. *Linguistic Analysis of the Greek New Testament: Studies in Tools, Methods, and Practice*. Grand Rapids: Baker, 2015.

Porter, Stanley E., and Matthew Brook O'Donnell. *Discourse Analysis and the Greek New Testament: Text-Generating Resources*. T&T Clark Library of New Testament Greek 2. London: T&T Clark, 2024.

There are also readings for each day that the class meets. I do not expect you to read everything, but to read enough to be familiar with the topic and to be able to do your own research.

You will also want to master the following work:

Porter, Stanley E. *Inking the Deal: A Guide for Successful Academic Publishing*. Waco, TX: Baylor University Press, 2010.

This is an invaluable book for any academic to read as a guide to success in the academic world, as well as providing important guidance for successfully writing one's dissertation.

Each student is also responsible for developing a pertinent bibliography for their own reading and research.

Course Assessment

Each student is required to complete all the following requirements (failure to complete all constitutes grounds for failure of the course):

1. Participation and Reading. Participation is required in all course meetings, including evidence of having read the materials of the day and active participation in discussion of them. Failure to participate adequately can result in reduction of the student's final grade. The student is also expected to read the required works and major sections of other books on method in linguistic research. Failure to demonstrate adequate depth and breadth of reading can result in reduction of the student's final grade.

2. Presentation and defense (5,000 words) of a particular linguistic model in relation to other potential models available for the study of the Bible, including their relationships, contributions, strengths, and weaknesses. This should be a specific engagement of one linguistic model with

other potential linguistic models (**October 28**). This paper is to be electronically distributed to all course participants by the end of the previous Friday. The paper is due on **October 28**. 25%.

3. Presentation of a major research project on an appropriate method for linguistic study of the Bible, with application to a selected text(s) (including distribution of paper to all course participants by the previous Tuesday, with bibliography). The presentation will be two minutes maximum, but discussion will take the entire period. Date for presentation to be agreed. See number 4 below.

4. Submission of a major research paper on an appropriate method for linguistic study of the Bible (10,000 well-selected words). The research paper should chart new ground in the subject—in terms of both the student's own and previous work and in terms of the discipline. This is to be a revised form of the paper presented under par. 3 above, benefiting from the response, class discussion and further reflection. The theory and application must be suitably balanced to contribute to both. The revised and final copy of the paper is due the last day of the term (**December 13**). 50%.

5. Presentation of a formal, critical response to one of the major research projects, including two minutes of formal presentation (as well as distribution of the response paper at least one day in advance, with bibliography).

6. A written critical response to one other paper presented for the course (2,500 words). This written response, a revision of par. 5 above, is meant as its own contribution to knowledge. It is due the last day of the term and is to take into consideration the revisions to the originally presented paper (**December 13**). 15%.

7. Prepared comments on the nature of linguistic modeling. Students should attend prepared to assess the work presented during the course and to respond to individual presentations and more general trends in linguistic modeling. These comments will be presented orally at the final meeting of the course on **December 9** and are designed to engender a genuine discussion among students, with minimal direction from the professor. 10%.

The professor assumes that students already know how to research, write, and orally present papers. Content, clear thinking, and depth of analysis and research are the most important requirements, but clarity and consistency of presentation are also of high importance. Students *must* follow the *McMaster Divinity College Style Guidelines for Essays and Theses*. Any paper that does *not* conform to the MDC Style Guide, whether a draft submission or final paper, will only be able to earn the highest mark of a C+.

Some tips for presenting a good paper: make sure your short titles are short (nothing beyond the colon, except under the rarest of circumstances), (virtually) *never* put Greek or Hebrew script in quotation marks, don't rely upon your citation software to be correct (you will need to check proper punctuation, German capitalization, etc.), and try to use the best scholarly works in your research. Remember, you are responsible for what you submit.

There are no late papers in this course. In other words, papers are due on the day indicated (whether draft or final copy), but if they are submitted after this time their final grade is decreased by half a full letter grade (5%) each day or portion of a day. This applies to drafts distributed for seminar presentation as well as final copies. Do not ask for exceptions to this

policy. Failure to submit a written statement of a paper topic, or failure to write on the submitted topic, will result in a failing grade on the assignment.

Failure to make a valid attempt at each and every assignment may result in failure of the course.

All papers may be submitted in digital electronic form (PDF only), but the student is responsible for the integrity of the document.

Learning Community Standards

This course attempts to create a learning community focused upon the sharing and growth of knowledge through critical presentation and discussion. This means that there may sometimes be critical opinions expressed. Opinions and statements are always to be courteous and constructive so that all may benefit from them. Some of your long-held critical theories may be called into question, and some of your favorite scholars may be challenged. This is part of the process of learning.

The following guidelines are presented to encourage all students to participate together in this learning community and should be kept in mind at all times.

1. Please do not hesitate to offer constructive criticism of the work of others in the class. Be sure to offer serious arguments and do so in ways that address the issues and do not attack the person.

2. Please do not be offended if criticism of your work is offered in the above spirit. Learning to give and accept criticism is part of scholarly development. Respect the right to disagree.

3. Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas, but feel free to respond to them logically and critically and in an orderly manner.

4. Students should be on time to class or be prepared to offer an explanation after class to the professor.

5. Students are expected to stay for the entire class session unless arranged in advance.

6. Students may eat and drink in class so long as they do not distract others or leave the remains of such activities behind for others to clean up. Cleanliness may not be next to godliness, but it is nevertheless important.

7. Students are expected to devote their full attention to this course while in the classroom and not be doing work on any other subject.

8. Conversation and discussion are welcome, so long as all are able to participate. Students are not to carry on other conversations in class, especially with those seated immediately adjacent to them. If something being said or done in class is not clear, please ask the professor at an appropriate time and in an appropriate way.

9. Cell phones are not to be used in class, and computers may only be used on immediate and direct course business.

Students who fail to respect these guidelines will be dismissed from the class, with all the consequences implied.

Statement on Academic Honesty

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production, including AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

A special note about AI: You are expected to do your own thinking and to write your own papers, etc., and not to have AI do this work for you. There may be value in using an AI tool to help you locate and collate resources or to help you "tidy up" your English grammar, usage, and mechanics, especially if English is not your native language. However, using AI to create content for you and then submitting that content as if you created it is considered plagiarism (i.e., submitting work that is not one's own as if it is one's own) and is a violation of the academic honesty policy.

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

Hurlburt Family Bookstore

All required and recommended books for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

Course Schedule

The course will meet on Monday mornings (the first meeting is **September 9**) from 2:00 p.m. to 3:50 p.m. (or thereabouts—sometimes longer). This outline is approximate and subject to change by the professor at any time.

The readings for each week include a variety of materials. Students may find other readings that are at least as pertinent and instructive and are encouraged to read these as well. I do not expect that all the readings will be read for a given week. The readings are to serve as a guide to the subject matter under discussion for the day. I include my own works so that you may follow up on any comments I may make. You are encouraged to read other works than those by me.

September 9 Introduction of Course

Discussion of objectives of course

Linguistics in relation to other views of language

Readings:

Porter, S. E. "Studying Ancient Languages from a Modern Linguistic Perspective: Essential Terms and Terminology." *Filología Neotestamentaria* 2 (4; 1989) 147–72 (available online).

A suitable introduction to linguistics. There are many, but most of them published in North America are transformational-generative in orientation. You should at least be familiar with the orientation of a linguistics approach to questions of language.

Those beginning linguistic study may consider consulting:

Finch, G. *How to Study Linguistics*. London: Macmillan, 1998.

Macaulay, M. *Surviving Linguistics: A Guide for Graduate Students*. 2nd ed. Somerville, MA: Cascadilla, 2011.

September 16: The History of Linguistics

An overview of the history of linguistics with reference to Hebrew and Greek study

Readings:

Allan, K. *The Western Classical Tradition in Linguistics*. 2nd ed. London: Equinox, 2010.

Robins, R. H. *A Short History of Linguistics*. 3rd ed. London: Longman, 1990.

Seuren, P. A. M. *Western Linguistics: An Historical Introduction*. Oxford: Blackwell, 1998.

Or find another suitable history of linguistics.

Agreement of topics and schedule of presentations for major paper

September 23: The Rise of Modern Linguistics

An overview of the major strands in the development of modern linguistics with reference to Hebrew and Greek study

Readings:

Beaugrande, R. de. *Linguistic Theory: The Discourse of Fundamental Works*. London: Longmans, 1991.

Davis, P. W. *Modern Theories of Language*. Englewood Cliffs, NJ: Prentice-Hall, 1973.

Ivic, M. *Trends in Linguistics*. The Hague: Mouton, 1970.

Lepschy, G. C. *A Survey of Structural Linguistics*. London: Andre Deutsch, 1980.

Porter, Stanley E. *Linguistic Descriptions of the Greek New Testament: New Studies in Systemic Functional Linguistics*. T&T Clark Library of New Testament Greek 1. London: T&T Clark, 2023. Part one.

Or find other suitable discussions of modern linguistics, including other introductions (see also readings for September 30).

September 30: Various Linguistic Models

The variety of contemporary linguistic models is explored

Readings:

Droste, F. G., and J. E. Joseph, eds. *Linguistic Theory and Grammatical Description*. Amsterdam: Benjamins, 1991.

Geeraerts, D. *Theories of Lexical Semantics*. Oxford: Oxford University Press, 2010.

Hengeveld, K., and J. L. Mackenzie. *Functional Discourse Grammar: A Typologically-based Theory of Language Structure*. Oxford: Oxford University Press, 2008.

Moravcsik, E. A., and J. R. Wirth, eds. *Syntax and Semantics. Volume 13: Current Approaches to Syntax*. New York: Academic, 1980.

Sampson, G. *Linguistic Schools*. Stanford, CA: Stanford University Press, 1980.

Or find other suitable discussions of various linguistic models.

October 7: Testing Linguistic Adequacy

The major tests of linguistic adequacy of linguistic models are explored

Readings:

Dixon, R. M. W. *Basic Linguistic Theory. I. Methodology*. Oxford: Oxford University Press, 2010.

Joseph, J. E., and T. J. Taylor, eds. *Ideologies of Language*. London: Routledge, 1990.

Quigley, A. E. *Theoretical Inquiry: Language, Linguistics, and Literature*. New Haven: Yale University Press, 2004.

Or find other suitable discussions of how to test linguistic models.

October 14: Reading Week October 14-18 (no class meeting)**October 21: Linguistic Models in Biblical Studies**

Introduction to contemporary linguistic models in biblical studies

Reading:

Campbell, Constantine R. *Advances in the Study of Greek: New Insights for Reading the New Testament*. Grand Rapids: Zondervan, 2015.

Noonan, Benjamin. *Advances in the Study of Biblical Hebrew and Aramaic: New Insights for Reading the Old Testament*. Grand Rapids: Zondervan, 2020.

Porter, S. E. “Linguistic Schools.” In *Linguistics and New Testament Greek: Key Issues in the Current Debate*, edited by David Alan Black and Benjamin L. Merkle, 11–36. Grand Rapids: Baker, 2020.

Porter, S. E. “Linguistic Theory in Hebrew and Greek Language Study.” In *Putting the Pieces Together: Formalizing Units and Structures in the Biblical Languages*, edited by Stanley E. Porter, Christopher D. Land, and James D. Dvorak. McMaster New Testament Studies. Eugene, OR: Pickwick (forthcoming, 2024), for Hebrew students

Students are encouraged to read about as many different models of linguistics used in biblical studies as they are able. Volumes in Brill’s Linguistic Biblical Studies (LBS) and Peter Lang’s Studies in Biblical Greek (SB) are highly recommended as sources of books.

Brief discussion of progress toward presentations and papers

October 28: Discussion of Variety of Linguistic Models

Student presentations of linguistic model. All students should come to class having read the papers distributed by the end of the previous Friday. They are to be prepared to discuss a range of different linguistic models, including how theirs is positioned in relation to these others.

Paper on Variety of Linguistic Models due.

Paper to be electronically submitted to the Professor in PDF format

November 4: Systemic Functional Linguistics

Systemic Functional Linguistics, especially in New Testament studies, is described and evaluated

Readings:

Bartlett, T., and G. O’Grady, eds. *The Routledge Handbook of Systemic Functional Linguistics*. London: Routledge, 2017.

Halliday, M. A. K. *Introduction to Functional Linguistics*. London: Arnold, 1985. 4th ed. Rev. Christian M. I. M. Matthiessen. London: Routledge, 2014.

Halliday, M. A. K. *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. London: Arnold, 1978.

Halliday, M. A. K., and R. Hasan. *Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective*. Oxford: Oxford University Press, 1989.

Hasan, R. *Linguistics, Language, and Verbal Art*. 2nd ed. Oxford: Oxford University Press, 1989.

Martin, J. R. *English Text: System and Structure*. Amsterdam: John Benjamins, 1992.

Porter, S. E. “Systemic Functional Linguistics and the Greek Language: The Need for Further Modeling.” In *Modeling Biblical Language: Selected Papers from the McMaster Divinity College Linguistics Circle*. Edited by Stanley E. Porter, Gregory P. Fewster, and Christopher D. Land, 9–47. LBS 13. Leiden: Brill, 2016.

Porter, S. E. “Recent Developments in Systemic Functional Linguistics: A Review Article.” *Biblical and Ancient Greek Linguistics* 8 (2019) 5–32 (available online).

Thompson, G., W. L. Bowcher, L. Fontaine, and D. Schönthal, eds. *The Cambridge Handbook of Systemic Functional Linguistics*. Cambridge: Cambridge University Press, 2019.

Feel free to read individual entries within the Martin and Doran volumes reviewed in *BAGL* or other SFL works if you have read the above and have time, especially those in the Linguistic Biblical Studies series published by Brill.

November 11: Discourse Models

Various discourse analytic models are described and evaluated

Readings:

- Beaugrande, R. de. *Text, Discourse, and Process: Toward a Multidisciplinary Science of Texts*. London: Longman, 1980.
- Brown, G., and G. Yule. *Discourse Analysis*. Cambridge: Cambridge University Press, 1983.
- Georgakopoulou, A., and D. Goutsos. *Discourse Analysis: An Introduction*. 2nd ed. Edinburgh: Edinburgh: University Press, 2004.
- Halliday, M. A. K., and J. J. Webster. *Text Linguistics: The How and Why of Meaning*. London: Equinox, 2014.
- Hyland, K., B. Paltridge and L. Wong, eds. *The Bloomsbury handbook of Discourse Analysis*. London: Bloomsbury, 2021.
- Levinsohn, S. H. *Discourse Features of New Testament Greek*. 2nd ed. Dallas: SIL International, 2000.
- Longacre, R. D. *The Grammar of Discourse*. 2nd ed. New York: Plenum, 1996.
- Porter, S. E., and M. B. O’Donnell. *Discourse Analysis and the Greek New Testament: Text-Generating Resources*. London: T&T Clark, 2024.
- Van Dijk, T. *Text and Context: Explorations in the Semantics and Pragmatics of Discourse*. London: Longman, 1977.

There are many other discourse analytic models available for consultation.

November 18: Cognitive Models

Various cognitive linguistic models are described and evaluated

Readings:

- Chomsky, N. *Language and Mind*. Enl. ed. New York: Harcourt Brace Jovanovich, 1972.
- Croft, W., and D. A. Cruse. *Cognitive Linguistics*. Cambridge: Cambridge University Press, 2004.
- Danove, P. L. *New Testament Verbs of Communication: A Case Frame and Exegetical Study*. London: T&T Clark, 2015.
- Evans, V., and M. Green. *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press, 2006.
- Gleitman, L. R., and M. Liberman, eds. *Language: An Invitation to Cognitive Science*. 2nd ed. Cambridge, MA: MIT Press, 1995.
- Kövecses, Z. *Metaphor: A Practical Introduction*. Oxford: Oxford University Press, 2002.

Lakoff, G., and M. Johnson. *Metaphors We Live By*. Chicago: University of Chicago Press, 1980.

Porter, S. E. *Linguistic Descriptions of the Greek New Testament: New Studies in Systemic Functional Linguistics*. London: T&T Clark, 2023. Part two.

Sampson, G. *The Linguistic Delusion*. Sheffield: Equinox, 2017.

Winters, C. T. *Argument is War: Relevance-Theoretic Comprehension of the Conceptual Metaphor of War in the Apocalypse*. Leiden: Brill, 2020.

November 25: ETS/SBL (no class meeting)

December 2: Major Paper Presentations

Papers to be presented are to be distributed one week in advance, so the previous Monday, by midnight. The response is to be distributed on Friday by 4:00 p.m. at the latest.

December 9 (Final week): Final Meeting (and Major Paper Presentations if required)

Discussion of general responses to topic

Major Paper and Revised Response due December 13

Papers to be electronically submitted to the Professor in PDF format.

This syllabus for this course is for information only and remains the property of the respective professor. This syllabus is prepared with the best information available, but the professor reserves the right to change the content and format of the course at any time.