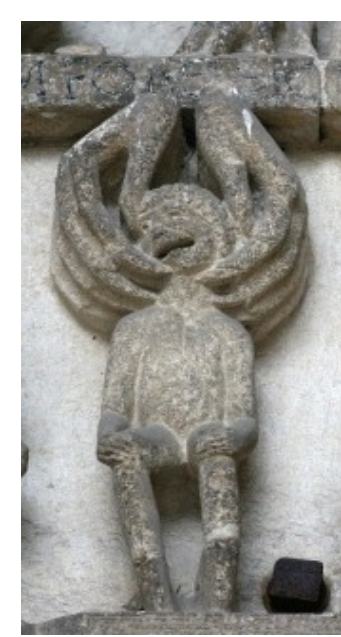


# • CPRL 485: Religious Visions of the End Times

- INSTRUCTOR: DR. BRAD STARR
- California State University, Fullerton / SPRING 2013
- Section 01 #11007 T 4:00-6:45am HUM 128
- OFFICE HOURS: T TH 11:30-12:30; TH 5:45-6:45. Also by appointment and *via* email.
- Instructor Office: UH 310; CPRL Department Office: UH 313 (657) 278-2442
- EMAIL: [bstarr@fullerton.edu](mailto:bstarr@fullerton.edu) PHONE: (657) 278-3917
- Course Web Site: <http://faculty.fullerton.edu/bstarr>
- Official web communication will be through CSUF / TITANIUM.



**Course Description:** Many adherents to the world's religions subscribe to beliefs and expectations related to events that await humanity in the "end times." This seminar explores the development, context, variety, forms, and consequences of religious apocalyptic and millennial expectations. Prerequisites: fifteen units in Comparative Religion, including CPRL 110 or 105 and CPRL 300, and junior standing or approval of undergraduate advisor. NOTE: This course fulfills the upper division writing course requirement for students majoring in Religious Studies. This course is not to be used for graduate study.

**Course Objectives:** Through study of the varieties of apocalyptic expectation in the world's religions, we will gain:

- > An understanding of the historical roots and development of apocalyptic and millennial perspectives
- > An ability to identify structures and roles typical of various millennial systems and movements.
- > An understanding of the pervasive influence and consequences of these ideas and movements in the contemporary cultural and political context.
- > Deepened familiarity with key themes, issues, and theories in the analysis of religious apocalypticism and millennialism.
- > Basic tools for research and analysis related to these movements.
- > Improved skills in conducting and presenting research in written and spoken forms of expression.

## Required Texts

- > Elaine Pagels, *Revelations* (Viking 2012)
- > Amy Frykholm, *Rapture Culture* (Oxford 2004)
- > Tim LaHaye & Jerry B. Jenkins, *Left Behind: A Novel of the Earth's Last Days* (1995 Tyndale)
- > Cormac McCarthy, *The Road* (Vintage 2006)
- > Course Readings (Course Reserves. For info, see below in schedule and go to our TITANIUM site.)

## Course Requirements

As an advanced senior capstone seminar for the Religious Studies major, the focus of this course is two-fold: (1) class discussion and participation and (2) student writing and research. The course focuses not on exams, but rather on each class session. This focus requires that each member of the class be present and prepared for each session. *Weekly* evidence of reading preparation will count heavily toward the semester grade. Absence of such evidence will have a serious impact on your success in this class.

### 1. READING AND READING RESPONSE SHEETS (40%)

- A. The readings for this course generally range about 80-90 pages per week.
- B. Each weekly reading assignment as a *whole* requires a response sheet, provided as a Word document on TITANIUM. Sheets are to be completed using a computer, printed out, and brought to the class session for which the assignment is due. Only computer typed, and printed response sheets will be accepted. Emailed sheets will not be accepted.
- C. EVALUATION AND GRADING: Each reading response sheet will be evaluated on scale of 0-10 based upon evidence of comprehensive understanding, clarity of expression, and reasoned interaction with the readings. Meager evidence will result in a meager score. SCALE: [0 -6=UNSATISFACTORY/ 7= SATISFACTORY/ 8=ABOVE SATISFACTORY/ 9=EXCELLENT/ 10=OUTSTANDING]
- D. Missing sheets will be assigned a grade of 0. Late sheets will be accepted for one week after the due date and will be assessed a 50% penalty. No response sheets will be accepted after one week. Exceptions will be made only in cases of verified excused absence.
- E. Scores on evaluated response sheets will be averaged for 40% of your semester grade.

### 2. RESEARCH PAPER (30%)

- A. One research paper, 8-10 pages (plus reference page), is due for this class.
- B. The topic of the paper is to be selected from the following items related to apocalypticism:
  - > Comparative analysis of two perspectives from the same or different religions.
  - > Critical analysis of one or more scholarly or theoretical perspectives.
  - > Critical or comparative analysis related to specific ancient religious groups or texts.
  - > Critical analysis of apocalypticism in literature, art, film, television, news, or other media
  - > Critical analysis related to a specific religious or non-religious movement or event.
  - > Other topic as approved by the instructor.
- C. Specific topics must be submitted to the instructor by March 26.
- D. The paper must include three basic components:
  - > An introductory paragraph that explicitly states the thesis of your paper and your plan for presenting evidence for this thesis.
  - > The body of the essay, presenting the arguments and expositions related to your thesis, as indicated in your introduction.
  - > A concluding paragraph repeating and summarizing the thesis and conclusions of your paper.
- E. REVISION of PAPER Using instructor comments and suggestions, you are required to revise and return your paper for re-evaluation. Revised papers are due at the beginning of the final exam period. When re-submitting, you must turn in three items: (1) the revised paper; (2) the original graded paper; (3) a page that briefly, but specifically, indicates what changes you have made, whether in grammar, style, form, or content. Please note that re-submissions that do not include these three items will not be re-evaluated.
- D. OVERALL GRADING OF ESSAYS: The original paper grade will be averaged with your revised paper grade to determine your final paper score.

### 3. PARTICIPATION (15%)

- A. **SESSION LEADERSHIP:** For most sessions, three students will take the lead in using their response sheets to generate class discussion and provide questions for consideration. This assignment is neither a group project nor a formal class presentation. Each student will be required to sign-up for two sessions. A sign-up sheet will be available Week 2. Session leadership begins Week 3.
- B. **RECOMMENDED ARTICLES:** Each student will sign-up to read, write and distribute a response sheet, and provide a brief oral report to the class on two recommended articles. A sign-up sheet for recommended articles will be available Week 2. Reports on recommended articles will begin Week 3.
- C. Each element of this requirement [3 leadership roles + 2 recommended reading response + 2 reports to the class] will be evaluated on a scale of 0-10 and averaged for 15% of your semester grade.
- D. **Additional participation:** Keep in mind that there are many ways to participate in class: responding to or asking questions, making contributions to class discussion, bringing media references to class topics to the attention of the instructor or the class, etc. Each student should find a way to become engaged in the topics of the class, but there is no substitute for reading the assigned materials, preparing thoughtful and reflective response sheets, and sharing your thoughts and questions in class discussion.

### 4. CLASS PRESENTATION (10%)

- A. During the final three weeks of class (see schedule), each student will present the class with a 20-25 minute report (including class questions and discussion) on the content of their essays.
- B. Each presenter must provide a handout with the thesis, key points and issues, and cited sources from their essay.
- C. This report will be evaluated on a 0-10 scale and count for 10% of the semester grade.

### 5. EXAM

There is no exam scheduled in this class, but the instructor will schedule an exam if needed to stimulate weekly preparedness. If scheduled, the exam date will be confirmed two weeks in advance. The exam would constitute 10% of the semester grade, and the response sheet grade would be reduced to 30% of the semester grade.

### 6. DEPARTMENTAL ASSESSMENT ACTIVITY (5%)

A. There is an additional two-three page self-evaluation of your experience as a Religious Studies major or minor. The essay is to reflect your experience of CSUF Religious Studies courses (not just this one course). You may reflect on such questions as:

- What are the goals (as you understand them) of the Religious Studies major/minor?
- What are your personal goals for majoring/minoring in this field?
- Are these goals being met?
- Are you acquiring an overall grasp of how the world's religious traditions are distinct yet interrelated?
- Do you feel you are able to study worldviews other than your own comfortably and fairly?
- What have you found most (a) rewarding, (b) insightful, (c) difficult in religious studies thus far?

NOTE: [If you are not a major or minor, you may write on how this (and other) religion course(s) compliments/augments your major and/or why you took this course.]

B. This self-reflection essay is worth 5% of your semester grade. The substance of your writing (your experience and personal perceptions) will *not* be graded. For this essay only, solely the clarity/organization and mechanics of your paper will be graded.

C. Assessment Essays are due at the Final Exam session - May 21.

### 6. ATTENDANCE

A. Attendance is required and students are expected to arrive in class on time and remain for the duration of the class session.

B. *Each class meeting consists of two sessions*. The roll will be taken at most sessions.

C. Students are responsible for making sure their attendance is recorded.

D. There will be no penalty for two *unexcused* absences. For the next five *unexcused* absences, two points each will be deducted from your *semester average*. Students with more than seven unexcused absences, including the initial two (equivalent to about 25% of the semester), will receive an automatic F or U for the semester.

E. For an absence to be excused, verification of a medical, personal, or employment emergency or necessity is required.

F. Absent students seeking excused status must contact me either prior to or within 48 hours of the class missed.

### 7. GRADING SUMMARY

> AVERAGE OF RESPONSE SHEETS = 40% of semester grade

> PARTICIPATION = 15% of semester grade

> RESEARCH PAPER = 30% of semester grade

> PRESENTATION = 10% of semester grade

> ASSESSMENT ACTIVITIES = 5%

> SCALE: 90-100=A / 80-89=B / 70-79=C / 60-69=D / 0-59=F.

> Semester Grade: RRS (40%) + PAPER (30%) + PARTICIPATION (15%) + PRESENTATION (10%) + ASSESSMENT ESSAY (5%) = Basic Grade –  
Absence Penalty = Semester Grade

> NOTE: + /-- grade designations will not be used for this course.

## OTHER IMPORTANT MATTERS

1. **REQUIREMENTS OF CLASS DECORUM** The right of each student to learn, question, and communicate must be respected by all students.

> Private conversations or other distracting activities during class time are prohibited.

> Use of laptops in this class is *prohibited* except where authorized by the DSS.

> Phones *must* be muted and stowed during class. Use for any purpose, including text messaging, is *prohibited* during class.

> Students are not permitted to move in and out of the room when class is in session (except in emergencies).

> Work for any other class or purpose is prohibited during class time.

2. **INCOMPLETES:** Semester Incompletes are *never* given by this instructor without verification of a serious emergency or other situation that prevents completion of semester requirements.

3. **ACADEMIC DISHONESTY:** CSUF policy on academic dishonesty will be strictly followed. If a student is caught cheating or plagiarizing in any manner, the result will be a "0" on that assignment, and an incident report and supporting materials will be *promptly* forwarded to the Judicial Affairs Officer in the Office of the Dean of Students. University policy requires that such reports are placed in the student's university file. Further action is determined by the Judicial Affairs Officer.

4. **SPECIAL NEEDS:** The University requires students with disabilities to register with the Office of Disabled Student Services (DSS) located in UH-101 and at (657) 278 – 3112, in order to receive prescribed accommodations appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes/tests/examinations.

5. Emergency Information: [http://www.fullerton.edu/emergencypreparedness/ep\\_students.html](http://www.fullerton.edu/emergencypreparedness/ep_students.html)



Resurrection of the Dead, North Portal, Reims Cathedral, Reims France

## CPRL 485: COURSE SCHEDULE

1. The schedule may need to be adjusted as we move through the semester. Any adjustments will be announced in class as well as through TITANIUM and your CSU email account.
2. For three sessions, reading assignments and/or topics have yet to be determined. These will be announced.
3. Note that "Recommended Readings" are only required if you signed up for that reading. For others, it is recommended only.
4. You are *strongly urged* to begin reading the two assigned novels right away, timing your reading so that you have completed them by the dates designated for class discussion. Note that in addition to the novel, a critical essay about the novel is assigned. A special Response Sheet is assigned to be used on the novels.
5. Reading assignments are due on the date listed in the schedule below.

WEEK	TOPIC AND ASSIGNMENT
	<b>PART ONE: INTRODUCTION</b>
1/29	INTRODUCTION TO THE SYLLABUS INTRO TO TOPIC: VIDEO: PBS Frontline: <i>Apocalypse!</i>
2/5	VIDEO CONTINUED Historical Overview: Boyer, "Origins of the Apocalyptic" and "Rhythms of Prophecy Belief" from <i>When Time Shall Be No More</i> (CR) Wessinger, "Millennial Glossary" from Wessinger, <i>Oxford Handbook of Millennialism</i> (CR) Wessinger, "Table of Contents" OHM (CR)
	<b>PART TWO: THEORETICAL TOOLS AND PERSPECTIVES</b>
2/12	THEORY: FOUR TYPES: Gallagher, Ashcraft, Wojcik, Rosenfeld (All four from OHM) (CR) Recommended: Dawson, "Prophetic Failure in Millennial Movements" OHM (CR) Recommended: Melton, "Spiritualization and Reaffirmation: What Really Happens When Prophecy Fails" from Stone, <i>Expecting Armageddon</i> (CR) Recommended: van Fossen, "How Do Movements Survive Failures of Prophecy?" EA (CR)
2/19	THEORY: Landes <i>Excerpt from The Varieties of Millennialism</i> (CR) Recommended: Hazari, "Apocalypticism, Symbolic Breakdown and Paranoia" from Baumgarten, <i>Apocalyptic Time</i> (CR) Recommended: Wojcik, "Fatalism and Apocalyptic Beliefs" from Wojcik, <i>The End of the World As We Know It</i> (CR) Recommended: Dawson, "Charismatic Leadership in Apocalyptic Movements" from OHM (CR)
	<b>PART THREE: APOCALYPTICISM IN EARLY CHRISTIANITY</b>
2/26	Early Christianity and Apocalypticism Pagels, <i>Revelations</i> , 1-72 Recommended: Gallagher, "Millennialism, Scripture, and Tradition" from OHM (CR)
3/5	Early Christianity and Apocalypticism Pagels <i>Revelations</i> , 103-177 Recommended: Pagels, <i>Revelations</i> , 73-102
	<b>PART FOUR: RECENT AMERICAN PROTESTANT APOCALYPTICISM</b>
3/12	Frykholm, <i>Rapture Culture</i> , 3-88 Recommended: Boyer, "The Atomic Bomb and Nuclear War" from WTSBNM (CR)
3/19	Frykholm, <i>Rapture Culture</i> , 89-187 Recommended: Dittmer, "Obama, Son of Perdition?: Narrative Rationality and the Role of...the President... in the End of Days" from Dittmer and Sturm, <i>Mapping the End Times</i> (CR)
3/26	Lahaye and Jenkins, <i>Left Behind</i> , Entire Gribben, "After Left Behind – The Paradox of Evangelical Pessimism" from Newport and Gribben, <i>Expecting the End</i> (CR); and Gribben, "The Left Behind Phenomenon" from Gribben, <i>Writing the Rapture</i> (CR) Recommended: Excerpts from LaHaye and Jenkins, <i>Glorious Appearing</i> (vol. 12 of the <i>LBS</i> ) (CR) Recommended: Nancy Schaefer, "The <i>Left Behind</i> Series and Its Place Within the American Evangelical Subculture" from Kinane and Ryan, <i>End of Days</i> (CR) Recommended: James Jones, "The Divine Terrorist" from Jones <i>Blood That Cries Out from the Earth</i> (CR)
4/2	SPRING BREAK
	<b>PART FOUR: APOCALYPTICISM IN COMPARATIVE PERSPECTIVE</b>
4/9	JUDAISM: BEN HUBBARD Reading To Be Announced

4/16	ISLAM: ZAKYI IBRAHIM Reading TBA
4/23	TOPICS AND READINGS TO BE DETERMINED PAPERS DUE
<b>PART FIVE: APOCALYPTICISM IN <i>THE ROAD</i></b>	
4/30	Cormac McCarthy, <i>THE ROAD</i> , Entire Essay TBA Recommended: TBA
<b>STUDENT RESEARCH PRESENTATIONS</b>	
5/7	STUDENT PRESENTATIONS No assignment
5/14	STUDENT PRESENTATIONS No assignment
5/21	STUDENT PRESENTATIONS No assignment FINAL REVISED PAPERS DUE ASSESSMENT ESSAYS DUE NOTE TIME CHANGE: 5-6:50 PM

## SPECIFIC REQUIREMENTS AND GRADING CRITERIA FOR PAPERS

- TECHNICAL SPECIFICATIONS:** Each paper must be composed on a computer, using 12 pt Times New Roman fonts, 1.5 or 2.0 spaced, stapled in the upper left hand corner. Do not use plastic or other kinds of binders. Please note that papers failing to meet these specifications will not be graded.
- At least six secondary scholarly sources must be cited in the paper, including at least two scholarly journal articles and at least two scholarly books other than articles and books from our course. Two sources from our course texts can count toward the required six. More than six sources may be cited, but all sources must be scholarly in nature.
- Chicago Manual of Style Author-Date Format is the required format for citations. No other formats will be accepted. Papers that are not in this format will be assessed a 5% penalty. Revised papers that fail to meet this expectation will be assessed an additional 20% penalty.
- CRITERIA FOR GRADING:** Your paper will be graded on the basis of
  - Clarity of the thesis and argument
  - Relevance and use of evidence
  - Accuracy
  - Critical and comprehensive understanding of the topic
  - Depth of insight and thinking about the topic
  - Observance of principles of good writing (see below)
  - Proper and coherent use and citation of sources
  - Overall coherence and organization.
- GRAMMAR:** Regarding.c(6) above--in addition to overall considerations of style, structure, and content, a distinction will be observed between "errors" and "serious errors." (1) Errors include such problems as misspellings, comma placement mistakes, subject-verb disagreement, singular-plural confusions, errors with contractions, and apostrophe placement mistakes. 1 point will be deducted for each error. (2) Serious errors are defined as comma splices, sentence fragments, and run-on sentences. 2 points will be deducted from the paper grade for each SE.
- Evidence of plagiarism will result in an automatic "0" for the essay and a promptly submitted formal report of the incident, with evidence, to the Dean of Student's Office of Judicial Affairs.
- PLEASE NOTE:** This assignment requires students to function as scholars in the field of Religious Studies. The point is to indicate to me that you understand and can work reflectively, critically, and perceptively with the concepts you have learned and the texts you have studied. Sermonic papers or papers written primarily to express personal religious or political views and beliefs are not appropriate and will not be graded. (A) You may discuss the content your paper with me at any time. (B) Papers are due in hard copy at the beginning of the class on their due date. Late or emailed papers will not be accepted.

- [For help identifying and avoiding comma splices, run-on sentences, sentence fragments, and other writing mistakes, click here: \[http://grammar.ccc.commnet.edu/grammar/index2.htm\]](http://grammar.ccc.commnet.edu/grammar/index2.htm)
- For useful brief summaries of CMS Author-Date format:
  - <http://www.lib.subr.edu/Chicago.pdf>
  - <http://www.calstatela.edu/library/guides/3chicagoAD.pdf>

## LEARNING GOALS & STUDENT LEARNING OUTCOMES FOR THE DEPARTMENT & THIS COURSE

All students majoring in Religious Studies shall achieve competence in the following domains of skill and knowledge:

### A. Skills

**Learning Goal:** Students possess the ability to perform research and interpret materials related to the study of religion.

Outcome 1: Students can analyze written materials related to the study of religion.

Outcome 2: Students have acquired information literacy in the study of religion.

**Learning Goal:** Students can effectively communicate in written and spoken mediums.

Outcome 3: Students are able to write well-organized critical and analytical research papers related to the study of religion.

Outcome 4: Students are able to speak clearly and effectively using relevant and adequate supporting evidence.

## **B. Knowledge**

**Learning Goal:** Students can demonstrate an understanding of the beliefs, rituals, texts, and figures related to a variety of religious traditions.

Outcome 5: Students can describe the basic teachings and practices of major religious traditions and can compare and contrast the principal similarities and differences between them.

Outcome 6: Students are able to identify the history and development of specific religions and their contemporary relevance.

Outcome 7: Students can compare key theories and theorists in the study of religion.

Outcome 8: Students can interpret key thinkers and figures within religious traditions.