

SCRIPTURE AND TRADITION 132: APOCALYPSE NOW
RELIGIOUS STUDIES SEMINAR
FALL 2002

Instructor: Catherine Murphy
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SCTR 132.26562
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 MW 2:15–4:00 p.m.
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Recommended Text:

The Bible, NRSV. New York: Oxford University Press, 1989. [ISBN 0-19-528380-5] [\$20.00/\$15.00]

Required Texts:

Ted Daniels, ed. *A Doomsday Reader: Prophets, Predictors and Hucksters of Salvation.*
 New York: New York University Press, 1999. [ISBN 0-8147-1909-0] [\$19.00/\$14.25]

John J. Collins. *The Apocalyptic Imagination: An Introduction to Jewish Apocalyptic Literature,*
 2d ed., Biblical Resource Series. Grand Rapids, Michigan: Wm. B. Eerdmans, 1998.
 [ISBN 0-8028-4371-9] [\$30.10/\$22.60]

Mark Juergensmeyer. *Terror in the Mind of God: The Global Rise of Religious Violence,*
 updated ed. Berkeley: University of California Press, 2000; 2001 printing.
 [ISBN 0-520-23206-2] [\$16.95/\$12.75]

Toni Morrison, *Sula.* New York: Plume, 1987; original 1973. [ISBN 0-452-26349-2] [\$13.00/\$9.75]

Various articles on ERes [no cost, unless you decide to print them]

Course Description and Objectives

This course explores characteristic themes in apocalyptic literature and theories about the social origins of apocalyptic movements. Each unit of the course takes a classic text of ancient Jewish, Christian or Muslim apocalyptic literature and pairs it with a contemporary “text” (novel, movie, event or social movement). The interplay of ancient and modern texts allows questions and issues from the one to inform our inquiry into the other. Questions we will address include: Why do people turn to ancient texts in contemporary crises? Does apocalyptic function to justify violence? What are the chief apocalyptic, millennial and/or messianic scripts in Islam, Christianity and Judaism? What constellations of social and historical factors combine to create apocalyptic groups? How does the classic literature affect interpretations of time and meaning? What are the implications of the fact that different communities interpret this literature in vastly different ways?

The Religious Studies and Core Requirements

The Religious Studies Department at Santa Clara University offers courses in three major areas: 1) Scripture and Tradition, 2) Theology, Ethics and Spirituality, and 3) Religion and Society. This course is in **Area 1, Scripture and Tradition**, which means that it focuses on sacred texts and the interpretation of them. And because it is an advanced level course, its goal is critical engagement with current, open-ended issues in religion. The course mirrors these two foci: each unit pairs a classic text with a contemporary text or group in order to probe the open-ended issues of religion and violence, the dynamics and functions of apocalyptic responses to social crises, and the adaptation of cosmic spectacle in cinematic representation and performance violence. The course will also raise “meta-questions,” such as the nature of divine justice (theodicy), the role of teleology in mythic systems, and the interaction of socio-political forces and religious imagination.

This advanced-level course is part of the **University core**, whose theme at this level is “Leadership.” This course will enhance your leadership in the community as you develop competence in understanding the global phenomenon of apocalypticism that has so influenced Western and to some extent Eastern history. The centrality of ethical issues in apocalyptic will demonstrate the significance and repercussions of injustice in the history of ideas, while the close correlation of violence with this genre will raise ethical questions of its own.

Course Requirements

Attendance

You are expected to be present and on time to class. Should illness or circumstance necessitate absence, please notify the professor in advance of or soon after the class. Notice renders the absence excused; lack of notice constitutes an unexcused absence. After the first excused absence, and for all unexcused absences, your attendance and class participation grades will be affected. At two or more unexcused absences (10% of the course) your entire grade for the course begins to drop. Five unexcused absences (25% of course) will result in a failing grade. Daily roll will be taken. 5% of grade (+).

Class Participation

Class participation is a critical part of any seminar. Classes will typically begin with a short question and answer period in which the professor will assess how well randomly selected students have comprehended that day's assigned reading. This is partly a check on you, but also partly a diagnostic for the class so that we can determine together how to allocate our time given the range of texts and issues we might discuss. While each class will include some lecture, there will be ample time for your informed oral questions and remarks, and these too will factor into class participation. In addition, when other groups are leading the seminar, you will be asked to identify their major points and questions when they have completed their presentation. 25% of grade.

Examinations

There will be no examinations in this course.

Critical Inquiry

Synthesis Papers

Each student is responsible to write four synthesis papers in the course out of the five synthesis opportunities your small group is not leading. As you read the ancient primary texts and encounter the contemporary movie, novel, religious movement, or historical event, your challenge will be to find points of contact between the ancient and the modern representations of apocalypse. Each paper should discuss 3-4 such points of contact. If the synthesis presenters opt to hold an online discussion in advance of their presentation, they will have first "dibs" on points of contact; the three points they post on day 1 of the unit pre-empt you from writing about those three. 4 pages each; first paper 6 points, remaining 3 papers 8 points each, 30% of grade total.

Seminar Leadership

Working with 2-3 other people, you will be responsible for leading the seminar twice during the quarter. On one of these occasions, you will introduce the "texts" for the day; on the other occasion, you will lead a discussion that helps the seminar synthesize the ancient and modern texts we have examined in the unit.

For your leadership of the seminar on a "text" day, your group will need to do some research outside of the assigned texts; a few background readings are posted at the course ERes site, and you are free to locate other professional sources on your own. After the professor introduces the day's assigned text(s) and relevant historical background, your group will lead an in-depth discussion of the texts and issues. For this presentation, you will prepare a 1-2 page typed handout that:

- outlines the contents or plot of your text,
- identifies the apocalyptic method, theme, and features/elements of the text, and
- presents 4-6 questions about the apocalyptic or millennial nature of the text that you and your group have generated in advance.

You will be required to submit an electronic copy of this handout to the professor via e-mail two days in advance of your presentation so that she can post it to the course ERes site (Text Intros & Lecture Notes folder). 5 points each, 10% of grade total.

For your leadership of the seminar on a “synthesis” day, there is no research outside of the assigned texts. On this occasion, your analysis of the material should be more creative. Begin with the synthesis points your group members have generated for their synthesis papers. Take three of the best points and discuss them as a group, either in person or on the ERes discussion board (if you’d like the professor’s or other students’ feedback). ***If you opt to use the discussion board, you should post your questions on the first text day of that unit and alert the class, because no student will be able to use your three points for their papers and all may want to participate in the advance online discussion.*** You do not need to prepare a written handout, but you do need to facilitate a 45-minute class discussion on your three points. As you discuss your topics in advance, develop questions and positions, muster supporting citations, and read any outside professional information you would like in order to develop your material. On the day of your synthesis presentation, you do not need to submit a synthesis paper.

Research Paper

Each student will prepare a research paper on a contemporary apocalyptic “text.” Again, the text may be literary, cinematic, social, or the interpretation of an historical event; but if you choose literary or cinematic texts, analyze two. This paper will be due in the stages listed below. The final paper will be submitted with all prior stages in a folder. 10-12 pages, 30% of grade total.

Topic statement and sources	3rd week	Friday, October 11
Outline	6th week	Monday, October 28
Optional draft of entire paper	8th week	Wednesday, November 13
Final paper	Exam week	Monday, December 9

Grading

Grade Philosophy

Your level of engagement in a course determines your success in that course. That does not mean that a lot of effort will earn you an “A”; it does mean that a lot of effort will enable you to exceed yourself in several measures of performance beyond grades, such as self-discipline, note-taking, coherent writing, oral confidence, initiative, creativity, and group participation.

Grade Breakdown

Class Participation (verbal participation 25%, attendance 5%)	30%
Seminar Leadership (2 occasions @ 5% each)	10%
Synthesis Papers (1 @ 6 %, 3 @ 8% each)	30%
Research Paper	30%

Grade Scale

93.5–100	A	86.7–89.9	B+	76.7–79.9	C+	66.7–69.9	D+
90.0–93.4	A-	83.3–86.6	B	73.3–76.6	C	63.3–66.6	D
		80.0–83.2	B-	70.0–73.2	C-	60.0–63.2	D-

Academic Integrity

You are expected to collaborate to share ideas, resources, and questions, particularly for group work and in the initial discussion of ideas for papers. This sharing becomes cheating or plagiarism when you present as your own work the insights or work of another. It thus includes copying someone else’s work without attribution, whether the source is a friend, a book, or the web, as well as misrepresenting the attribution of an idea. Work on your papers is expected to be original to you. That does not mean that every idea and insight you write about will be your own. What it does mean is that your assignments should be guided by your insights and, when you do rely on an authority other than yourself, you note that reliance through standard footnotes and bibliography (see the online “Research Tips” and “Style Sheet”). If you are caught cheating or plagiarizing on a required assignment, you will receive an “F” on the assignment and in the course, and the matter will be forwarded for further action to the Office of Student Life.

➤ The arrows point to important events: bold entries represent required events in or outside of class, plain-text entries represent extra credit opportunities. An updated list of extra credit events is posted online at the Extra Credit tab.

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
BACKGROUND			
1	9/23		INTRODUCTIONS & ORIENTATION TO APOCALYPTIC
	9/25	[74]	<p>THE GENESIS OF APOCALYPTIC: JEWISH PROPHECY AND WISDOM</p> <p><u>Primary Reading:</u> Exodus 19–20, Deuteronomy 18:15; 2 Samuel 7:8-29; 1 Kings 17–19; 2 Kings 2; Isaiah 6–12; 24–27, 40–50; 65:17-25; Malachi 3:22-24 (all NRSV)</p> <p><u>Secondary Reading:</u> Collins 1-42</p> <p><u>Optional Reading:</u> <i>The Vision of the Netherworld</i> and the <i>Dynastic Prophecy</i> (Babylon); the <i>Bahman Yasht</i> and the <i>Oracle of Hystaspes</i> (Persia); Homer, <i>Odyssey</i>, Book 11 (Greece; ERes)</p> <p>➤ Sign-ups for Seminar Leadership</p> <p>➤ Globalization Institute, Thomas Friedman, “How Globalization Is Changing Our World” Leavey Activities Center, 7 p.m.</p>
UNIT 1.			
TECHNOLOGY AND SPECTACLE & THE APOCALYPTIC CRISIS			
2	9/30	[100]	<p>1 ENOCH: THE BOOK OF THE WATCHERS & THE APOCALYPSE OF WEEKS</p> <p><u>Primary:</u> Genesis 1–12 (NRSV); Reddish 143-62, 54-7 (ERes)</p> <p><u>Secondary:</u> Reddish 19-38; Collins 43-59, 62-7, 70-79; Wallace, “Revitalization Movements” (ERes)</p> <p><u>Optional:</u> Reddish, 163-6 (Commentary on the <i>Similitudes of Enoch</i>, ERes)</p> <p>➤ Jump-Start your Research Project: Library Classroom, SE corner of Reference Room in Orradre Library, 4:30–5:15 p.m.</p>
	10/2	[56]	<p><i>THE MATRIX</i></p> <p><u>Primary:</u> We will watch the movie in class; you may want to rent/review it before or after class as well</p> <p><u>Secondary:</u> Combs, “Pox-Eclipse Now: The Dystopian Imagination in Contemporary Popular Movies”; Bozeman, “Technological Millenarianism in the United States” (ERes); Daniels 1-18</p>
3	10/7	[35]	<p>SYNTHESIS #1</p> <p><u>Secondary:</u> Juergensmeyer 119-44</p> <p>➤ Synthesis Paper #1 Due</p>
	10/9		Student Planning Day - No Classes
	10/11		➤ Topic Statement and sources for Research Paper due in my box in the Religious Studies office (Bannan 344) by 5 p.m.

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
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UNIT 2.
APOCALYPTIC PLOTS: THE ENDS & BEGINNINGS OF HISTORY

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| 4 | 10/14 | [113] | <p>DANIEL</p> <p><u>Primary</u>: Daniel 1-12 (NRSV); Begin Morrison, <i>Sula</i>, 3-66</p> <p><u>Secondary</u>: Collins 85-115</p> <p><u>Optional</u>: Wilder, <i>The Rhetoric of Ancient and Modern Apocalyptic</i> (ERes)</p> <p>P <i>Globalization Institute, Jerry Mander, "The Case against Globalization"</i>
<i>Mayer Theater, 7 p.m.</i></p> |
| | 10/16 | [120] | <p>TONI MORRISON'S <i>SULA</i></p> <p><u>Primary</u>: Morrison, <i>Sula</i>, 67-174</p> <p><u>Secondary</u>: Montgomery, "Toni Morrison, <i>Sula</i>" (ERes)</p> <p><u>Optional</u>: Baker, <i>Freedom and Apocalypse: A Thematic Approach to Black Expression</i> (ERes)</p> |
| 5 | 10/21 | [32] | <p>SYNTHESIS #2</p> <p><u>Secondary</u>: Read ahead: Daniels 19-51 (for 10/28)</p> <p>P <i>Synthesis Paper #2 Due</i></p> |

UNIT 3.
APOCALYPTIC SOCIAL GROUPS & MOVEMENTS

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| 5 | 10/23 | [60] | <p>UTOPIA BEFORE THE END TIMES: THE DEAD SEA SECT</p> <p><u>Primary</u>: The Community Rule (1QS): I 1-VIII 19, The War Scroll (1QM) 1; 15-19; The New Jerusalem (5Q15; Reddish 224-6, 229-40, with García Martínez for 1QS; ERes)</p> <p><u>Secondary</u>: Collins 145-76; Aberle, "A Note on Relative Deprivation Theory as Applied to Millenarian and Other Cult Movements" (ERes)</p> <p><u>Optional</u>: Davies, "The Social World of Apocalyptic Writings" (ERes)</p> <p>10/24 P <i>Globalization Institute, Douglas Irwin and Lori Wallach, "The Free Trade Debate"</i>
<i>Mayer Theater, 7 p.m.</i></p> |
| 6 | 10/28 | [62] | <p>THE ZIONIST UTOPIA & MODERN JEWISH MESSIANISM</p> <p><u>Primary</u>: Selected web sites; see class prep</p> <p><u>Secondary</u>: Ravitzky, "The Messianism of Success in Contemporary Judaism"; Dein, "What Really Happens When Prophecy Fails: The Case of Lubavitch"; Juergensmeyer 44-59; Daniels 19-51</p> <p><u>Optional</u>: Daniels, "Nazism: Adolf Hitler and <i>Mein Kampf</i>"; Ellwood, "Nazism as a Millennialist Movement" (ERes)</p> <p>P <i>Outline of Research Paper Due</i></p> <p>P <i>(Synthesis Paper #3 will be due on 11/6)</i></p> <p>10/29 P <i>Globalization Institute, Amartya Sen, "Globalization and Poverty"</i>
<i>Mayer Theater, 7 p.m.</i></p> |

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
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**UNIT 3.
APOCALYPTIC SOCIAL GROUPS & MOVEMENTS (CONT'D)**

6	10/30	[86]	<p>UTOPIA IN THE END TIMES: THE EARLY CHRISTIAN SECT</p> <p><u>Primary:</u> 1–2 Thessalonians; 2 Corinthians 12:2-4; 1 Corinthians 7:29-31; Mark 1:1–3:6; 8:1–9:29; 11:1–16:8; Acts 2; 4:1–5:11 (all NRSV); Didache 16 (class prep); the <i>Shepherd of Hermas</i> and <i>Sibylline Oracles</i> 2:34-55, 149-347 (Reddish 255-65, 334-42; ERes);</p> <p><u>Secondary:</u> Collins 256-68; Gager, “The End of Time and the Rise of Community” (ERes)</p> <p>P Globalization Institute, “People’s Globalization vs. Corporate Globalization” A Screening of the documentary “Life and Debt,” commentary and conversation with Keven Danaher, <i>Sobrato Commons</i>, 4 p.m.</p>
7	11/4	[91]	<p>ISRAEL IN CHRISTIAN END-TIME SCRIPTS</p> <p><u>Primary:</u> Daniels 93-125</p> <p><u>Secondary:</u> Moorhead, “Apocalypticism in Mainstream Protestantism, 1800 to the Present”; Barkun, “Politics and Apocalypticism” (both on ERes); Juergensmeyer 30-36</p> <p><u>Optional:</u> Katz and Popkin, “From British Israel to Christian Identity and Aryan Nation”; Harding, “Imagining the Last Days: The Politics of Apocalyptic Language”; Shepperson, “The Comparative Study of Millenarian Movements” (ERes)</p>
	11/5		<p>P Globalization Institute, Student Workshop on “Living with Conviction in a Globalizing Context,” with peace activist John Dear, S.J. facilitating, <i>Benson Parlors</i>, 5 p.m.</p> <p>P Globalization Institute, J. Bryan Hehir, “Globalization and World Politics: The U.S. Role” <i>Mission Church</i>, 7:30 p.m.</p>
	11/6	[28]	<p>SYNTHESES #3 & #4</p> <p><u>Secondary:</u> Juergensmeyer 187-215</p> <p>P Globalization Institute, John Dear, S.J., “Globalization: Militarism and Nonviolence” <i>Sobrato</i>, 7:30 p.m.</p>
	11/7		<p>P Globalization Institute, Cardinal Oscar Rodriguez Maradiaga, Archbishop of Tegucigalpa, Honduras, “Globalization as Seen from the Developing World,” <i>Mission Church</i>, 4:30 p.m.</p> <p>P Globalization Institute, Panel discussions on “The Criterion of the Faith that Does Justice” and “Globalization and Poverty,” <i>Recital Hall</i>, 2:00 p.m.</p>
	11/9		<p>P Globalization Institute, Panel on “Impact of Globalization on Culture” <i>Recital Hall</i>, 9 a.m.</p>

Wk	Date	Pages of Reading	Topic of Lecture & Discussion
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UNIT 4.
THE COSMIC WAR: APOCALYPTIC & RELIGIOUS VIOLENCE

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| 8 | 11/11 | [93] | <p>REVELATION
 <u>Primary:</u> Revelation (NRSV)
 <u>Secondary:</u> Collins 269-79; Gager, "The Attainment of Millennial Bliss through Myth: The Book of Revelation" (ERes)</p> |
| | 11/13 | [53] | <p>THE BRANCH DAVIDIAN DISASTER AT WACO
 <u>Primary:</u> Daniels 128-43
 <u>Secondary:</u> Gallagher, "Theology Is Life and Death': David Koresh on Violence, Persecution, and the Millennium" (ERes); Juergensmeyer 119-44
 <u>Optional:</u> Katz and Popkin, "Rapture, Great Disappointment, and Waco" (ERes)</p> <p>➤ Optional Draft of Research Paper due</p> |
| | 11/14 | | <p>➤ Globalization Institute, Samuel Gregg, "Universal Principles for a Harmonious Globalization: Insights from Catholic Social Teaching," Brass Rail (Benson), 5:30 p.m.</p> |
| 9 | 11/18 | [18] | <p>SYNTHESIS #5
 <u>Secondary:</u> Juergensmeyer 145-63</p> <p>➤ Synthesis Paper #5 Due</p> |
| 9 | 11/20 | [44] | <p>APOCALYPTIC FEATURES OF THE QUR'AN
 <u>Primary:</u> Qur'an, <i>surahs 1; 57; 75</i>
 <u>Secondary:</u> Amanat, "The Resurgence of Apocalyptic in Modern Islam" (ERes)
 <u>Optional:</u> Al Qiyama.org (browse website)</p> |
| | 11/25-29 | | <p><i>Thanksgiving Holiday - No Classes</i></p> |
| 10 | 12/2 | [68] | <p>9-11, THE AFGHANISTAN WAR & APOCALYPTIC
 <u>Primary:</u> Exposition of <i>surah 75:20-21</i> at Al-Qiyama.org
 <u>Secondary:</u> Position papers on Islam and apocalyptic from the Center for Millennial Studies, Boston College (Landes, Cook, Oliver and Steinberg, and Wessinger; links available at class prep); Juergensmeyer 60-83, 164-86</p> |
| | 12/4 | [27] | <p>SYNTHESIS #6
 <u>Secondary:</u> Juergensmeyer 216-43
 <u>Optional:</u> Marty, "The Future of No Future: Frameworks of Interpretation" (ERes)</p> <p>➤ Synthesis Paper #6 Due</p> |
| | 12/9 | | <p>➤ Last Day to submit Research Papers (my office, Bannan 351, or my box in the Religious Studies Department office, Bannan 344)</p> |