

Religion 361: A Social History of Satan

Spring 2011

Satan: “*Better to reign in hell than serve in heaven*” (PL 1:263)

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Class time: MWF 12-1:10 PM, Kirby 110

Course Description:

This class will be a historical introduction to the development of the concept of Satan. We will explore the way Satan’s description and function changed over time. We will also consider the social location of the individual authors (as much as we can) and how their situation may have influenced their description or portrayal of Satan.

This class will *not* inquire into the existence (or non-existence) of Satan, the reality of Hell, or other similar issues. These are issues of belief, vary from person to person, and, since they cannot be proved objectively, are difficult to discuss in an academic setting. Rather, we will focus on the history of the **idea** of Satan. Discussing the development of ideas (whether correct or incorrect) and beliefs (whether you agree with them or not) is something that lends itself to academic study and classroom discussion.

Learning Goals:

This course will address the following learning goals the department has established for introductory religion classes:

Historical Knowledge: this class will expose students to a broad span of history; since the social location of authors will be discussed, knowing something about their historical setting will be crucial to understand their descriptions.

Literature: Rel 361 is a very literature intensive course; we will be learning about selected texts from the Hebrew Bible, Pseudepigrapha, New Testament, Patristic sources, Medieval, and Modern materials.

Constructive Scholarly Engagement: Students will develop a research project, in consultation with the instructor, and apply some of the scholarly methods that we will study over the course of the semester to modern “primary sources.”

Requirements:

1) Attendance & Participation:

Attendance at all class sessions is expected, unless you have an excused absence (described below). ***You may skip (that is, have an unexcused absence) one week of classes during the semester without affecting your grade. Every additional unexcused absence will lower your final grade by 2.5%.***

Class sessions will focus on discussion of readings and worksheets, so attendance is critical. Everyone is expected to come to class having read the assigned material, completed the chapter in the textbook, and be prepared to discuss it. Students must be ready to contribute questions, observations, and ideas about the material to be covered each day. *Every student is responsible for contributing to the education experience of the class as a whole.*

Note that poor attendance will also negatively affect your participation grade.

2) Notes

It is crucial that you take notes on all readings. Taking notes will enable you to understand materials better and make more coherent arguments, both in class discussions and in written form. To encourage you to take notes, all tests / quizzes are open-note (but closed book!).

3) Quizzes

“The parents have eaten sour grapes and the children’s teeth are set on edge” (Jer 31:29). We will have periodic quizzes to allow students to demonstrate their mastery of the assigned reading materials.

4) Papers

We will have two papers as we complete different historical periods. These will be opportunities for students to demonstrate their mastery of the material from each historic period.

5) Research project

You will do research on a contemporary example of Satan, either in a movie, piece of literature, or direct observation / field research. This will be the basis for your research paper, which will be due on Sat, May 7, at 5 PM. (This is the final exam time for this class.)

Evaluation:

Grades will be earned on the following basis:

Attendance and participation:	15%
Reading Quizzes	15%
Two Papers:	40%
Research Project:	
Presentation	10%
Paper	20%

Grading:

Final grades will be assigned as follows:

90-93.3 A -	93.4-100 A	
80-83.3 B-	83.4-86.6 B	86.7-89.9 B+
70-73.3 C-	73.4-76.6 C	76.7-79.9 C+
60-63.3 D-	63.4-66.6 D	66.7-69.9 D+
59.9 and lower:	F	

E-mail and Class web-page

Students are required to check their IC e-mail accounts regularly. If I need to contact you, I will do so via your IC e-mail address. Not checking your IC e-mail (whatever the reason) will not be considered a legitimate excuse for being unaware of class announcements.

Apart from this syllabus, all other materials will be distributed to the class from the class website. You are required to check it regularly.

Academic Integrity

The Department of Religion and Philosophy strongly supports the IC honor code and expects students in all classes to uphold the Academic Integrity Oath:

As a member of the Illinois College academic community, I agree to preserve the honor and integrity of this institution by always seeking to behave honestly and fairly. I will only present work that is my own and I will never damage the bond of trust that the Illinois College community values. I promise to be truthful at all times in my academic journey and I will accept the consequences of my offenses, as outlined in the Honor Code Statement.

All materials submitted for a grade in the department (including papers and exams) must have the following Honor Statement **hand-written and signed by the author(s)**:

This paper is my own work, all in my words unless specifically indicated. I have fully indicated all sources, cited directly or indirectly, in the in-text notes and the bibliography or works-cited list.

For more information on the department’s academic integrity policy, students should consult the department’s web page (<http://www2.ic.edu/philrel/honorcode.htm>).

Students suspected of plagiarizing papers or cheating on exams will be referred to the Honor Board, which will determine their punishment.

Attendance Policy

As noted in the “Requirements” section above, attendance at all classes is expected. There are only four types of absences that will be considered excusable:

Unexpected absences

- ▶ *unexpected* hospitalization
- ▶ bereavement due to the death of an immediate family member
- ▶ illness

You will need to show documentation for this category of absences. For example: a note/letter from your doctor explaining the circumstances of your hospitalization; a death certificate or obituary; or a note from your doctor or the school nurse. Calling me to tell me you are too ill to come to class, but not ill enough to go to the nurse or a doctor will not be considered an excused absence since I am incapable of evaluating illnesses (I’m a doctor but not that kind of doctor!).

For these types of absences, you will be allowed to make up quizzes and/or exams and I will consider granting an extension to turn in work late.

Anticipated absences

- ▶ participation in activities for another class
- ▶ participation on a varsity sport team

If you plan to miss class for one of these reasons, you must notify me via e-mail as early in the semester as possible. You need to tell me what class or team is requiring your absence and list the date(s) that you will not be present in class. You will need to arrange to take exams and to turn in papers ahead of time (or make provision to have one of your classmates turn it in for you.)

All other absences, for whatever reason (personal trips, work for other classes, a hot date, eel infestation, *et cetera*) will not be excused. Note, however, that you are responsible for all assigned readings and for material discussed in class.

Late Paper Policy

Papers that are not submitted on time will be penalized one letter grade, with an additional letter grade subtracted for each 24 hour period they are late.

Hence, a paper that is due at 10 AM on Monday is turned in at:

- 11 AM Monday: 1 letter grade decrease.
- 5 PM Monday: 1 letter grade decrease.
- 11 AM on Tuesday: 2 letter grade decrease.

This policy is based on fairness: if you have longer to produce your paper, it should be better than your colleagues. Hence, it is not fair for you to have more time than they do and not be penalized somehow. It is also not fair to the professor, who arranges his schedule carefully so as to be able to return papers promptly.

Contacting the Instructor. The location of my office and my office hours are listed at the top of the syllabus; if you cannot make these times, please call or e-mail me and we will arrange to meet at another time. If I am not in my office, you can leave a message on the voice-mail system and I will get back to you as quickly as possible.

Please do not see office hours exclusively as a time to address problems with the course. You can use the time to clarify points you don’t understand, to ask about additional readings, to talk about the subject matter in relation to your special interests, or to go over work in progress. You don’t need a crisis to make productive use of these hours.

Students with Disabilities. If you have a disability which requires accommodation in this course, please see me as soon as possible. I am happy to make appropriate accommodations, *provided timely notice is received*.

To receive a copy of this material in an alternative format, please contact me immediately.

Class Schedule:

For every day, readings are assigned from the textbook. You should complete the assigned chapter(s) **before** the day we will discuss them in class.

Jan

19 Intro

21 Evil & World Russell, Ch 1 & 2

BIBLE

24 HB Russell, Ch 3; Quiz #1

26 Evil in HB: Ps, 74: 12-17, 89:5-13, 104: 1-13, 24-26, Exod 7-10, 1 Sam 16-19, 1 Kg 22, Job 1-2

What is the source of evil in the HB?

28 Prophetic Ezek 1-6, 8-10, Daniel 7-12

Daniel is the latest book in the HB. Does evil have a different source than in older materials?

31 Apocalyptic Gen 5:21-24, 6:1-6; OLR: 1 Enoch 1-36; Collins, *The Apocalyptic Imagination* (NY: Crossroad, 1989): 33-46.

Why did the authors of Enoch choose this obscure character to put at the center of their story? What “hook” in the biblical text did they hang their complex new story upon? Where do you see the Genesis texts mentioned in 1 Enoch?

FEB

2 Gen 1-22; OLR: Jubilees 1-18 & Life of Adam & Eve

Read Jubilees & the Life of Adam & Eve and compare them to Gen 1-22. What changes have been introduced? What is the pattern or logic of these changes?

4 NT Russell, Ch 4; Quiz #2

7 Compare Mk 1 to Lk 4 and Mt 4; Compare Mk 14:10-11 to Mt 26:14-16 to Lk 22:3-6.

How does Satan function differently in these various narratives?

9 1 & 2 Cor, Rom 16:20, 1 Thess 2:18; OLR: Johnson, “Satan Talk in Corinth”

Do the references to Satan in the Deutero-Pauline and Pastoral epistles (2 Thess. 2:9; 1 Tim. 1:20; 5:15) differ from those in the above list? Would Johnson’s model work for these references?

11 Rev 1-11; OLR: Kirsch, *A History of the End of the World*, Ch 3

14 Rev 12-22

Early Church/Medieval

16 Russell, Ch 5-6; Quiz #3

18 OLR: Life of Antony

How do demons and devils function in this hagiography?

21 Russell, Ch 7

23 Augustine (TBA); **PAPER #1 DUE**

25 Russell, Ch 8-9 Quiz #4

28 OLR: Dante's Purgatorio (Selections)

MAR

2 OLR: Dr. Faustus

4 OLR: Dr. Faustus; Kirsch, “Demonology. . .”

7 Break

9 Break

11 Break

14 Russell, Ch 10

16 Russell, Ch 11-12; Quiz 5

18 Paradise Lost books 1-3

When reading Milton, think of the following issues *continually*:

1) Where does he get the material for his poem (i.e., Bible, Classics, Patristic sources, etc.)?

2) How does he modify the Gen 1-3 story?

3) Who does he (perhaps unintentionally) present most sympathetically?

4) What is his theological goal?

21 PL 4-6

- 23 PL 7-9
- 25 PL 10-12
- 28 Russell, Ch 13-14
- 30 Shelly: Frankenstein (selections); **PAPER #2 DUE**

MODERN

APR

- 1 Russell Ch 15-16
- 4 OLR: Flesher & Torry, Ch on Horror Movies
- 6 MOVIE: *The Omen* (1976) - Kirby 110 @ 6:30 PM
- 8 Discussion of "The Omen"
- 11 OLR: Wyman, "The Devil We Already Know" (<http://www.unomaha.edu/jrf/Vol8No2/wymandevil.htm>)
- 13 Satan Scare OLR: Victor, Satanic Panic (selections); OLR: Video: May 1985: ABC Report on Satanism (3 parts); OLR: Satanic Ritual Abuse
- 15 OLR: Trott & Hertenstein, "Selling Satan: The Tragic History of Mike Warnke" (1992)
- 18 OLR: Graphic Novel Satan in Sandman, XXXX
- 20 OLR: Soledata Souza e Paula, "Him who Disobeys': A Comparative Analysis of Satan and Lucifer"
- 22 Break
- 25 Break
- 27 MOVIE: *Bedazzled* (2000) - Kirby 110 @ 6:30 PM
- 29 OLR: Delbanco, *The Death of Satan*, ch 6: "The Culture of Irony"; Bolt, "Satan is Alive and Well"

MAY

- 2 Student Presentations
- 4 Student Presentations

Sat, May 7, at 5 PM - Research Paper due