

Term Information

Effective Term Spring 2024
Previous Value Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding new GE Foundations LVPA.

What is the rationale for the proposed change(s)?

This class is a good fit for this new GE category.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Near Eastn Lang and Cultures
Fiscal Unit/Academic Org	Near East S Asian Lang/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2680
Course Title	It's The End of The World!: Apocalypticism in Christianity, Judaism, and Islam
Transcript Abbreviation	Apocalypse in Rlgn
Course Description	This course will explore how the end of the world—generally understood to be preceded by enormous wars and disasters as well as the judgment of people and a reckoning of their deeds—was imagined over two millennia by Christians, Jews, and Muslims. The course will cover primary and secondary historical works, as well as fictional bestsellers, about the apocalypse from around the world.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Recitation
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor

Previous Value

Prereq or concur: English 1110.xx, or permission of instructor.

Exclusions

Not open to students with credit for History 2680.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Cross-listed in History.

Subject/CIP Code

Subject/CIP Code

38.0201

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Historical Study; Global Studies (International Issues successors); Literary, Visual and Performing Arts; Historical and Cultural Studies

The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Historical Study; Global Studies (International Issues successors); Historical and Cultural Studies

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Course Details

Course goals or learning objectives/outcomes

- Students will gain an understanding of how the end of the world has been imagined over time and within the different major religions of the world
- Students will work with primary and secondary documents to discover the origins and contexts of apocalypticism and their impact on current events
- Students will gain an understanding of the interaction of psychological, sociological, political, economic and religious elements in apocalypticism
- Students will understand how people of widely varying backgrounds make sense of events that unfold every day

COURSE CHANGE REQUEST
2680 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/22/2023

Content Topic List

- Apocalyptic thought and mindset
- Messianism
- Christianity
- Islam
- Judaism
- The Near East
- Reformation and modernity in Europe
- Apocalypticism in Latin America
- Apocalyptic thought in American religious groups
- Mahdism and Jihad in the Middle East

Sought Concurrence
Previous Value

No

Attachments

- History 2680 GE Foundations form.pdf: GE Rationale
(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)
- History 2680 LVPA Foundation proposal.docx: Syllabus
(Syllabus. Owner: Carmichael, Phoebe Cullen)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Carmichael, Phoebe Cullen	02/20/2023 02:14 PM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	02/20/2023 02:19 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/22/2023 01:42 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/22/2023 01:42 PM	ASCCAO Approval

HISTORY 2680:**IT'S THE END OF THE WORLD! APOCALYPTICISM IN CHRISTIANITY, JUDAISM AND ISLAM**

Wednesday & Friday 11:10 – 12:30, McPherson Lab 2015

Instructor: Matt Goldish 148 Dulles Hall, 230 W. Annie & John Glenn Ave.
E-mail: goldish.1 Office Hours: after class or by appointment

What it's About

Just as Christianity, Judaism and Islam believe that there was a specific beginning to the world in time, they have also believed that the world will come to an end at some specific time. What and when this "End" will be are matters of debate. Many believe that the End will follow enormous wars and disasters, and will include the judgment of people with a reckoning of their deeds. Our course will explore how the end of the world has been imagined over two millennia by Christians, Jews and Muslims. Many thinkers have used literature, art and drama both to imagine these developments for themselves and to convince others of their respective views. Our study of this journey will take us from the biblical prophets to the imams of ISIS, and from King David to President Trump, with many stops in between. Our reading will include samples from the Bible, fictional bestsellers, art, and films about the apocalypse as well as primary and secondary historical works.

Purposes

The purposes of this course are: to learn about the origins and history of apocalyptic thinking; to understand something of the deep human impetus to prepare for the world's end; to learn how arts and literature are used to conceptualize as well as to propagandize; to consider the impact of apocalyptic thinking in our own world; and to practice the analytical and communications skills called for in working with both secondary and primary sources.

Warning

This course deals with biblical prophecy and other topics concerning religion in an academic manner which may be challenging to some people's beliefs.

Electronics Policy

I am aware that many people take notes on their computers or other devices but my experience has been that electronics present too many distractions. I therefore request that all phones, iPads and laptops be put away throughout the class. Please take notes with pen and paper. (Students working with SLDS may receive an exception.) If you absolutely must take a call or text, please step out of the room. If I see someone using a phone or computer in class I may ask that person to step out of the room, but be prepared that the request may be out loud in front of the class.

Attendance Policy

I do not take attendance but I expect each student to be present for each class unless she or he is ill, quarantined, or has an emergency. Please do not bring me notes from your doctor or your mother. There will be a designated Zoom coordinator so you should be able to participate virtually even if you are in quarantine. If you do miss a class you are likely to miss quizzes and you will certainly miss material which may appear on the final. I am unable to repeat classes for you if you miss and don't participate by Zoom, *so get excellent notes from at least one other person who was in class*. I also do not grade for participation. I will, however, expect everyone to take part in class discussions. I hope you will feel engaged with the material and have opinions to express.

Required Reading (any editions; books available online)

- > *Apocalypse Observed: Religious Movements and Violence in North America Europe & Japan*, ed. John R. Hall et al.
- > Norman Cohn, *Pursuit of the Millennium*
- > Further readings and films available on CARMEN

- The reading listed on the date for each class meeting must be done **before** that class meeting
- We will often be reading primary sources together in class as well as discussing secondary sources

Enrollment

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

General Education (GE) Foundations Theme: Literacy, Visual and Performing Arts

This course fulfills the College's General Education Foundation Theme of Literacy, Visual, and Performing Arts.

The goals of that theme are:

- Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
- Successful students will experience the arts and reflect on that experience critically and creatively.

These goals will be achieved in the following ways:

- We will be reading literature from the Bible and other ancient texts (see 27 August, 17 Sept), medieval sources (see 22 Sept), and modern authors (see 1, 3 and 10 Sept).
- We will be watching both a Hollywood film (see 8 Sept) and some documentaries about apocalypticism (see 22 and 29 Sept, 12 Nov).
- We will be analyzing works of apocalyptic art (see 29 Sept) and reading about their meaning
- We will be analyzing each of these forms of expression in class discussion
- The first two of the students' thought papers will analyze (respectively) literature and art (see "Papers" description below in syllabus, pages 5-6).
- The final exam will further request students' reflections on apocalyptic literature, art and film.

The expected learning outcomes of that theme are:

1.1. Analyze and interpret significant works of visual, spatial, literary, and/or performing arts and design.

[We will accomplish this through our analysis of the Bible, biblical-era apocalyptic literature, medieval apocalyptic literature, medieval apocalyptic art (including Renaissance works such as Dürer and Bosch), Muslim Jihadist literature and cartoons, a modern apocalyptic novel, and a Hollywood film about the Apocalypse.]

1.2. Describe and explain how cultures identify, evaluate, shape, and value works of literature, art, and design.

[Our course is about apocalypticism rather than about art or design per se, so our entire purpose in studying these works of literature and art is to analyze what they meant to both the artists and their contemporaries, and what impact they had on society. Our studies of genre issues, selection of topics and sources, and details of execution are all aimed at understanding the use of the arts for cultural and religious ends.]

1.3. Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.

[A significant portion of our study of apocalypticism is dedicated to the analysis of the manner in which literature and art interact with apocalyptic movements and ideas over time. Literature and art were indeed the main tools for the propagation of apocalyptic ideas over millennia, and this will occupy much of our attention.]

1.4. Evaluate social and ethical implications in literature, visual and performing arts, and design.

[The Apocalypse is a *locus classicus* for the confluence of religious ideology and ethics, especially social justice. The art and literature we will study brings us to the heart of these issues, sometimes promoting the improvement of the poor and downtrodden, other times glorifying the use of violence in achieving apocalyptic ends. The Jihadist cartoons give one example of this, and the late medieval art connected with the movement of Joachim of Fiore offer another example.]

2.1. Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. [Our class discussions on ancient, medieval and modern literature, and medieval, Renaissance and modern art (including film), as well as our Papers #1 and #2, and our final exam, all ask students to reflect on these observations, bringing students into active participation and analysis.]

2.2. Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design. [Our class discussions on ancient, medieval and modern literature, and medieval, Renaissance and modern art (including film), as well as our Papers #1 and #2, and our final exam, all ask students to reflect on these observations, bringing students into active participation and analysis.]

GE Foundation: Historical and Cultural Studies

This course fulfills the Historical and Cultural Studies GE Foundation category. In this Foundation, successful students will meet the goals for either Historical Studies or Cultural Studies course. Historical Studies goals and ELOs are listed below.

Historical Studies Goal:

Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Historical Studies Expected Learning Outcomes (ELOs):

Successful students are able to ...

1. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
2. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
3. Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.
4. Evaluate social and ethical implications in historical studies.

This course will fulfill the new GE category Foundations: HCS in the following ways:

History 2680's diachronic exploration of the apocalyptic mindset will directly enlighten us on the working of that same thinking in today's world—thinking that has a deep impact on current events. We will find that apocalypticism, Mahdism and messianism involve the interaction of psychological, sociological, political, economic, ethical, and religious elements. We will, of course, be investigating and writing about various perspectives on these phenomena, and examining their respective merits, within our own intellectual laboratory.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student

Conduct <http://studentlife.osu.edu/csc/>.

Grade Grievances and Academic Complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

Please Take Care of Yourself! (Mental Health Statement)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Disability Accommodations Statement

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Once registered, you can receive services that will level the playing field with your peers. Examples include but not limited to: a peer note-taker or a special recording pen, extended time or distraction-free space for exams, flexible attendance and deadlines. The SLDS will provide a letter listing only the services you need; you have every right to keep your health conditions private from me. Bring that letter with you to discuss the ways I can help you in my course. You are more than welcome to set up an appointment with me to discuss this matter privately. There is no need to come during my office hours when my door is open to other people. However, if you have a readily apparent need for accommodations, let us talk and determine the best course of action, to maximize your success and participation in the course.

Self-advocacy is a critical life skill and it is important that you reach out to SLDS and me to ensure your own success. For more information, go to <http://slds.osu.edu/>, call 614-292-3307, or e-mail slds@osu.edu.

Reading and Lecture

Please be aware that, while we will discuss the readings in lecture, the main part of the lecture and discussion will sometimes cover topics entirely different from the day's reading as well. *Come to class having already read the assignment listed for that day.*

Writing Ability

If you are concerned that your writing is not proficient enough, both technically and conceptually, to succeed in a 2000-level history course, contact the Writing Center: <http://www.cstw.osu.edu> . I will grade down for poor grammar and other technical errors as well as content problems.

Grading

I may consider improvement when determining final grades. The usual breakdown is: A: 92 and above; A-: 89-92; B+: 87-88; B: 82-86; B-: 79-82; C+: 77-78; C: 72-76 C-: 69-72; D+: 67-68 D: 62-66; E: below 62.

Your grade will be based on the following assignments. I may adjust a borderline grade either up or down depending on active participation in class discussions. Each grade is expressed as a number of points. Each point equals 1% of your grade in the class. So, for example, a quiz is worth five points. 5/5 is an A; 4/5 is a B, etc.

Quizzes	12 @ 5 points each; lowest 2 dropped	=50%
Reflection Papers	3 @ 10 points	=30%
Final exam	(take-home; see end of syllabus)	=20%

HOW TO GET AN A IN HISTORY 2680

- Give it all you've got. Don't think of this as your easy course which you can work on in your spare time. Enjoy the reading, films and discussions, but treat it with the seriousness with which you would treat a Chemistry or Political Science course.
- Do each reading carefully, not in a rush. *Take some notes on names, terms and topics* which are discussed at any length. *Use chapter or article titles and sub-chapter headings* to guide you about the main topics. *Look up any terms* with which you are not familiar and/or ask about them in class.
- Participate in class discussions in a meaningful, informed way and take notes in class.
- Do not miss classes unless there is an emergency. If you need to miss, get excellent notes from classmates who were present.
- Answer the quiz questions accurately. If you have read carefully and taken some notes (and watched the film, if there is one) this should be fairly easy.
- Write well structured, grammatical, sophisticated essays. Be sure you are answering the question I actually asked. Write an introduction with a thesis sentence and a summarizing conclusion. In the body paragraphs use references (quotations or paraphrases with references) from the reading to prove your

thesis. Proofread carefully. Do not throw in filler material just to make your paper longer—I deeply dislike that. *Proofread* very carefully to eliminate errors which I will catch.

- Think about the larger themes we discuss in class and readings in order to do great on the final exam.

Getting a **B**

Do all the same things you would need to do to receive an A, but: perhaps you miss one or two classes, or you do not take such careful notes on the reading. Your papers are still tightly organized but the thesis is not quite as sharp or the writing not as carefully proofread as an A paper.

Getting a **C**

Do the same things you would need to do to receive a B, but: your reading is not sufficiently careful to receive full credit on the quizzes, your papers have a few grammatical or structural issues, and your grasp of the material is not as sophisticated as it should be in a college course.

Getting a **D** or **E**

You miss several class periods, your reading is not careful and your grasp of the ideas from the readings is not sufficient to show you are following the course. You miss turning in papers or you write them so poorly that I am unable to give them a passing grade.

If you are concerned during the semester that you are not receiving the quiz or essay grades you want, look carefully at the criteria above and consider seriously whether you are doing what it takes to receive those better grades. Evaluate your reading habits in particular. At the university level it is not enough to just “do” the reading—you need to really understand and remember what is there.

Information About Assignments

Quizzes

Quizzes may be given at any time during any class period (i.e. they are pop-quizzes). Each quiz will be worth 5 points, which is 5% of your class grade. The two lowest quiz grades will be dropped. This means that if you miss class for any reason—illness, emergency, Comicon—on a day when there is a quiz, you should not worry. That will be one of your two low quiz grades and it will disappear. It also means that it is unwise to miss class for anything which is not an emergency.

Quizzes will usually consist of five multiple choice and/or short answer questions based entirely on the reading (and film, if that was part of your assignment) for that specific day. (On class days following a no-class day on which there is a film, the quiz may also cover that film.) They do not include lecture material and are not cumulative. They are never intended to be difficult. The purpose of quizzes is to confirm that you are keeping up with the reading, remembering the basics of what you have read, and understanding it. Please *use the reading thought questions* to help you focus on major ideas and prepare for the quizzes. I also very strongly advise *taking notes* on the reading as well as in class. If you find that you are not doing as well as you would like on the quizzes, please try *spending more time and effort on the reading and taking notes*.

Final Exam

The final will cover everything we have done in the class—reading, films, class discussion. Study for it by reviewing your class notes, reading notes, and thought questions from the syllabus. The final will focus on major names, terms and topics from the class rather than on finer details. Most of it is likely to be in the form of short essays (one good-sized paragraph each), and short answers (a few words to a few lines long) though other types of questions may be included.

Papers

You will write three reflection papers of approximately 750-1000 words (3-4 double-spaced pages) each, on the days marked in the syllabus. You will turn in your essays on Carmen in .doc or .docx format. I am a little flexible on the length, but only a little. The more important thing is for your essay to be tightly written and carefully argued.

Please write in standard essay style: a (brief) introduction, around five to six body paragraphs, and a (brief) conclusion. I care very much about all aspects of the paper: conception, structure, argumentation (cite or quote *specific* sources to support your argument), paragraph breaks, word usage, sentence structure, grammar, syntax, and citations. *Write in short declarative sentences; avoid long, convoluted ones!! Use active voice (e.g. Bob went to the prophet) rather than passive voice (The prophet was visited by Bob.)*

When you quote, paraphrase, or refer to information from the reading, lectures, or other sources, give an in-text citation in this style: "Thus all messiahs turn out to come from Abilene, Texas, for reasons still unknown to modern scholarship." (Cohn, *Pursuit*, 37-39) On the other hand, other scholars (Popkin and Katz, *Revolution*, 38) argue that..." *All quotations, paraphrases, information and ideas you learn from any source require a note of this type.* You do not need a bibliography if you do not use material from outside our class reading, but in most cases you will want to use external material, in which case please add a basic bibliography. It will not count in your word or page count.

Please use block quotations (i.e. set the long quotation in its own paragraph, all of which is indented) in any situation where you are quoting more than 3 or 4 lines from a source. The whole paragraph is indented and there are no quotation marks around it. A reference note is needed at the end.

Essay Prompt #1 (29 Sept): Literature

Select a paragraph or two from any literary work we have studied—e.g. the Bible, ancient messianic literature, medieval apocalypses, the *Left Behind* novels, Muslim apocalyptic tracts—and analyze its significance. Some questions you might consider in your essay:

- Is the author trying to elucidate or sketch out an apocalyptic scenario? If so, what is it?
- Is the author trying to convince others of his or her apocalyptic vision? How do you see that?
- Does the author use language which is designed to engender certain emotions or responses?
- Is the author involved in a polemic (trying to convince an audience of a certain position)?
- What significance does the use of the literary genre of this passage have on its message? (I.e. is it a novel, a story, a prophecy, a theological tract, or something else? What is the significance of the genre?)

Essay Prompt #2 (15 October): Visual Culture

Select a medieval apocalyptic image from our reading, a Muslim apocalyptic cartoon, or a clip of a single scene from one of our films and analyze its significance.

- What is the impact of the visual genre on the viewer? Why did the creator pick that genre?
- What ideas or emotions are stirred up in the viewer because of the visual genre?
- What is communicated by the visual genre which would not be as clear in writing or speech?
- Does the message of this film, picture, or cartoon support or undermine some particular set of apocalyptic ideas? How does it do this?

Essay Prompt #3 (24 November): Critique

Select one chapter from Cohn, Hall, or other scholarly secondary sources we have read for class. Look at your class notes and analyze what the thesis or point of view for which the author is arguing is. Consider what you have learned in this class, your other university courses, and your own reading, and come up with an alternative thesis or a major criticism of the author's thesis.

- What kind of problems can you find with the logic or facts supporting the author's thesis?
- Are there factors (economics, politics, religion, social factors) not considered by the author?
- What kinds of alternative explanations can you imagine for the facts?
- Why and how do you think the author missed the errors you saw, or the alternatives?

Topical Outline

These readings are to be done *before* you arrive in class on each day listed

Wed 25 Aug Reading Thought Qs	Introduction to the apocalyptic mindset None God; the Bible; Christianity, Judaism and Islam; the Roman Empire; Byzantium; Islam; Why do people believe that the world will end in a cataclysm and judgment day? What kinds of scenarios do people envision when they speak of the “end of the world”? Is this a strictly religious kind of belief? What are its origins? Why is the story of the Bible so important in understanding this phenomenon? What is a messiah, and what is the role of the messiah in these events?
Fri 27 Aug Reading Thought Qs	Origins of apocalypticism and messianism Patai, <i>Messiah Texts</i> , passages; NT texts on the End; Revelation text (all on CARMEN) What are the Middle Eastern and biblical origins of apocalyptic ideas? What is a messianic movement? What are the major elements of the Jewish and Christian conceptions of the end of the world? What elements are emphasized in the biblical books of Daniel, Ezekiel, and the Apocalypse of St. John?
Wed 1 Sept Reading Thought Qs	What does the Christian apocalypse look like to some modern authors? LaHaye & Jenkins, <i>Left Behind</i> , excerpts (on CARMEN) How do the fiction authors LaHaye and Jenkins incorporate elements from the Bible into a novel about the Rapture? Where do you see those elements? Is theirs a complete picture? How do they fit the scriptural prophecies into a modern world story? The books in this series have sold 80 million copies and seven of them have been #1 bestsellers. Why do you think they resonate with so many people in the 21 st century?
Fri 3 Sept Reading Thought Qs	Analysis of <i>Left Behind</i> Forbes, “How Popular are the <i>Left Behind</i> Books...and Why?” (on CARMEN) Who are the authors of this series and why is it important? How have various kinds of people responded? What are some of the larger implications of the authors’ approach? What can the popularity and message of these books tell us about our world?
Wed 8 Sept Assignment Thought Qs	NO CLASS Watch film, “The Rapture” (1991; Michael Tolkin) streaming through OSU Library (https://library.ohio-state.edu/search~S7?/X(the+rapture)&searchscope=7&SORT=D&v=vz/X(the+rapture)&searchscope=7&SORT=D&v=vz&SUBKEY=(the+rapture)/1%2C8%2C8%2CB/frameset&FF=X(the+rapture)&searchscope=7&SORT=D&v=vz&2%2C2%2C) How do the filmmakers envision the end of the world unfolding? What are the potential explanations of Sharon’s actions? Is this really a movie about the Christian rapture or is about other things? How does the story line compare to what we saw in <i>Left Behind</i> ?
Fri 10 Sept Reading Thought Qs	Hal Lindsey’s vision of the End Hal Lindsey, <i>Late Great Planet Earth</i> , excerpts (on CARMEN) Hal Lindsey’s book was a huge bestseller when it appeared in 1970. Who is he? Why do you think this book spoke to people so much? Why at that time? Do you think it would resonate as much today? What are his main points or messages? Has he been proven right or wrong?
Wed 15 Sept Reading Thought Qs	Jewish messiahs in the time of Jesus Smith, “Messiahs”; Horsley, “Popular Messianic Movements” (on CARMEN) The messiahs about whom w read today lived in roughly the same time and place as Jesus. How do they compare to Jesus? What is the Temple of Jerusalem? What else was

happening around the time of Jesus? Why was messianism so popular then? Who were the purported messiahs that appeared? What was the relationship between the idea of a messiah and a king? Who was Bar Kochba? What are the Dead Sea Scrolls? Who was Josephus Flavius?

<p>Fri 17 Sept Reading Thought Qs</p>	<p>Back to the origins of the apocalyptic idea Cohn, <i>Pursuit</i>, Foreword, Intro, Chapter 1 (9-36)</p> <p>What is an apocalypse? Messiah? Millennium? Eschatology? What are the origins of the idea of an apocalyptic end-of-world scenario? In what atmosphere and historical context was that idea formed? What is the Bible? The Apocrypha? What was the setting in which Jesus and his movement appeared? What were the ideas in the Books of Daniel and Revelation? How were they regarded in the early church? What events are supposed to occur with the Second Coming of Christ? Who are Gog and Magog? The Antichrist? What were the Sibylline Oracles and the <i>Tiburtina</i>? Who is the Last World Emperor (or Emperor of the Last Days)? What is "Pseudo-Methodius" and its importance? Who were Montanists?</p>
<p>Wed 22 Sept Reading Film Thought Qs</p>	<p>Apocalypse in medieval literature Lerner, "The Medieval Return to the Thousand-Year Sabbath," in Emerson & McGinn "Apocalypse" with Morgan Freeman (https://fod-infobase-com.proxy.lib.ohio-state.edu/p_ViewVideo.aspx?xtid=138060)</p> <p>Why is it the "thousand year Sabbath"? What caused medieval Christians to renew their interest in apocalypticism? What kinds of authors were involved? In what genres did they write? What kinds of literary devices did they use? How did these authors seek to involve their readers in their apocalyptic enterprise? Did literature cause activism?</p>
<p>Fri 24 Sept Reading Thought Qs</p>	<p>Messiahs and apocalyptic ideas in the early Christian centuries Cohn, <i>Pursuit</i>, Chapter 2 (37-52)</p> <p>What caused widespread messianism and millenarianism in the Middle Ages? Who was the monk Henry? The messiah of Bourges? Aldebert? Eon? Tanchelm of Antwerp? Zulu messiahs? Why did poor people follow these figures?</p>
<p>Wed 29 Sept Reading Film: Thought Qs</p>	<p>Apocalypse in medieval art ESSAY #1 DUE ON CARMEN BY 11:59 PM Klein, "The Apocalypse in Medieval Art," in Emerson and McGinn Film, "Waiting for Armageddon" (2009; documentary) (https://fod-infobase-com.proxy.lib.ohio-state.edu/p_ViewVideo.aspx?xtid=142136)</p> <p>Why were sculpture and painting such important media for the apocalyptic message in the Middle Ages? Did this popularization work against Augustine's attempt to neutralize apocalyptic activism? Where was this art located? Who created it and who consumed it? On what themes did these works focus? What messages did they convey?</p>
<p>Fri 1 Oct Reading Thought Qs</p>	<p>Church, state and millennium in the Crusades Cohn, <i>Pursuit of the Millennium</i>, Ch. 3</p> <p>Why did millenarianism and apocalypticism become a hot-button issue for both the church and the state? Why was it so appealing to peasants? Who were the <i>pauperes</i>? How did apocalypticism become tied to social and economic movements of the poor? How is apocalypticism related to the Crusades? How did it express itself? Who were the Tafurs, and their alleged king? How did the Crusades become a sort of genocide? How did European Jews become a target of crusading peasants?</p>
<p>Wed 6 Oct Reading</p>	<p>The Crusades of the poor Cohn, <i>Pursuit of the Millennium</i>, Ch. 4-5</p>

Thought Qs	(4) What was the myth of the Last World Emperor? Why did Emperor Charlemagne (Charles; the Carolingian Dynasty) seem to fit the myth? Why was he so much remembered during the First Crusade? What of France's Louis VII? What made the Crusades more than just a war for territory? How did clergy (priests) become a target? (5) Who was Fulk of Neuilly? Baldwin and Pseudo-Baldwin (Bertrand of Ray)? Jacob? What was the Children's Crusade? Crusades of the Shepherds? What was their impact?
Fri 8 Oct Reading Thought Qs	Joachim of Fiore; the High Middle Ages; influence of Joachimism on art and literature Cohn, <i>Pursuit of the Millennium</i> , Ch. 6 Joachim of Fiore was one of the most influential messianic thinkers in history. What were his ideas and why were they important? Why was he considered revolutionary or even radical? Who were the Spiritual Franciscans? Why was Emperor Frederick II important in our story? What does Cohn mean by Frederick's "resurrection"? What was the literature that grew up around the "future" Frederick?
Wed 13 Oct Reading Thought Qs	Flagellants; the Amaurians and the Heresy of the Free Spirit Cohn, <i>Pursuit of the Millennium</i> , Ch. 7-8 (7) What is self-flagellation? Flagellant movements? The Black Death? What did the flagellant movements, and much apocalyptic activity, have to do with Church reform? Who was Konrad Schmid? St. Vincent Ferrer? What is heresy? What was the heresy of the Free Spirit and why is it part of our story? Who were the Amaurians? Amaury of Bène? Pantheism? Antinomianism? Willem Cornelis?
Fri 15 Oct	NO CLASS ESSAY #2 DUE ON CARMEN AT 11:59 PM
Wed 20 Oct Reading Thought Qs	Mystical anarchism; millenarian egalitarianism Cohn, <i>Pursuit of the Millennium</i> , Ch. 9-10 (9) Why did the Free Spirit heresy rise and fall in various places (Germany, France, Netherlands)? What is Neo-Platonism? Self-deification? Mystical anarchism? Amoralism? Who was Heinrich Suso? Why is Adam central to the story? (10) What is egalitarianism and why is it so closely tied to apocalypticism? What did the ancients and medieval believe was the "state of nature"? Who were the Stoics? How was the state of nature adapted by the early church?
Fri 22 Oct Reading Thought Qs	Taborites; peasants' revolts and the Millennium Cohn, <i>Pursuit of the Millennium</i> , Ch. 11 Who was John Ball? What was the English Peasants' Revolt? Who was John Wyclif? Who were the Taborites and where was their movement? Who was John Milič? Matthew of Janov? John Hus and the Hussites? Waldensians? What does Cohn mean by "anarcho-communism" in Bohemia? Who were the Bohemian Adamites?
Wed 27 Oct Reading Thought Qs	The Protestant Reformation; Anabaptists; Münster and Müntzer Cohn, <i>Pursuit of the Millennium</i> , Ch. 12-13, Conclusion (12) Who were the Wirsberg brothers? Why did Taborite ideas shift to Germany? Who was young Hans Böhm of Niklashausen? What was the role of the Virgin in this movement? Who was the hermit who influenced him? What were the Bundschuh movements? Who was Martin Luther? Thomas Müntzer? Niklas Storch? What did they teach? What was the German Peasants' War, and how was Müntzer connected? (13) What were some of the results of the Lutheran Reformation? What is Anabaptism? Why were Anabaptists persecuted? Who was Melchior Hoffmann? Jan Mattys? John of Leyden? Knipperdollinck? Rothmann? Divara? What was the role of women in this movement? Of nakedness and polygamy? Why was Münster "the new Jerusalem"? (concl) How different were millenarian movements from other social movements? To what sorts

of people did prophets appeal? What was the political significance of these groups? How can the structure of millenarian movements be preserved in secular movements?

- Fri 29 Oct
Reading
Thought Qs
- Apocalypticism and messianism in the Renaissance; Savonarola; Christopher Columbus
Popkin & Katz, *Messianic Rev.*, Ch. 1; Columbus, *El libro de las profecías*, Intro (CARMEN)
What was the Renaissance? How were its intellectual, political and religious movements connected with apocalypticism and messianism? Who was Girolamo Savonarola? What was Christopher Columbus's interest in all this? How did he see the role of his own voyages and accomplishments? Is this the way you learned it in school?
- Wed 3 Nov
Reading
Thought Qs
- Muslim messianism (Mahdism) in the Middle Ages and in the Reformation era
Cook, "Early Islamic...Apocalyptic Movements" in *Oxford Handbook* (on CARMEN)
What is the Qur'an? What are *Hadith*? How are Muslim apocalyptic ideas presented in these sources? What kinds of ideas are found there? Are they similar to apocalyptic ideas of Jews and Christians, or different? Who are the Sunni and the Shi'a? What is a Mahdi? What kinds of Muslim messianic movements appeared in history? When, where and why?
- Fri 5 Nov
Reading
Thought Qs
- Jewish messianism in the Middle Ages and in the Reformation era
Saperstein, *Messianic Movements* and Lenowitz, *Jewish Messiahs*, selections (CARMEN)
Do Jewish messianic movements and ideas essentially resemble those of Christians? What is similar and what is different? How does the Jews' status as a tiny religious minority with no state play a role in their visions of the end of days? Who are the leaders of messianic movements among them?
- Wed 10 Nov
Reading
Thought Qs
- Radical messianism from the Scientific Revolution through the French Revolution
Katz and Popkin, *Messianic Revolution*, Ch. 4-5 (89-141) (on CARMEN)
What would Sir Isaac Newton, the father of modern science, have to do with our story? From where did his millenarian commitments come? What is a Utopia? What was the Enlightenment? How could apocalypticism and millenarianism thrive in the Age of Reason?
- Fri 12 Nov
Reading
Thought Qs
- Jonestown (we will watch part of a documentary with footage in class)
Hall, *Apocalypse Observed*, 1-43 (Intro and Ch. 1)
What is the authors' sociological theory about apocalyptic violence? What occurred in Jonestown? In what sense might it be considered apocalyptic violence? How did the People's Temple mutate from being a legitimate church to being the occasion of mass death?
- Wed 17 Nov
Reading
Thought Qs
- Waco
Hall, *Apocalypse Observed*, 44-75 (Ch. 2)
(Waco) How do the authors connect Jonestown to Waco? Who was David Koresh? What occurred in Waco? How did the apocalyptic mindset impact Waco? Koresh was more obviously an apocalyptic thinker than was Jones. What went wrong when he tried to discuss Revelation with the authorities? How did the Branch Davidians become involved in violence? Can Waco legitimately be considered an event of apocalyptic violence?
- Fri 19 Nov
Reading
Thought Qs
- Aum Shinrikyō
Hall, *Apocalypse Observed*, 76-110 (Ch. 3)
Aum Shinrikyō is not an "Abrahamic" (i.e. Jewish, Christian or Muslim) religion so it does not look to the Bible as a governing text. In what sense, then, can it have an "apocalyptic" approach, if apocalypse is a specifically Christian concept? (We have talked a little about this in connection with Judaism and Islam as well.) Where did Aum

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical or Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

This course introduces students to the careful analysis and interpretation of sources in the literary, visual and performing arts related to apocalypticism and messianism. Our literary sources include the Bible; medieval Christian, Jewish and Muslim texts; and modern fiction and non-fiction writings on the subject. The visual sources include medieval and Renaissance apocalyptic art, and Muslim Mahdist cartoons. The performing arts sources are a feature film about the apocalypse and documentary films on the subject. The latter while not scripted, still contain performative elements, such as footage of Christian, Jewish and Muslim religious rituals related to apocalyptic and messianic hopes. Our analysis will take place in class discussion, papers, and the final exam.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

We will accomplish this through our analysis of the Bible and biblical-era apocalyptic literature (August 17, Sept 17), medieval apocalyptic literature (Sept 22), medieval apocalyptic art (including Renaissance works such as Dürer and Bosch), Muslim Jihadist literature and cartoons, a modern apocalyptic novel, and a Hollywood film about the Apocalypse. This is a discussion-oriented class, so the course reading schedule includes thought questions to help students prepare for discussion where we will analyze and interpret these works in-depth together as a class.

In addition, the first two papers, on literature and visual culture, respectively, offer an opportunity for students to give sustained attention to in-depth written observation and analysis of their chosen works.

For example:

Essay Prompt #2 (15 October): Visual Culture

Select a medieval apocalyptic image from our reading, a Muslim apocalyptic cartoon, or a clip of a single scene from one of our films and analyze its significance.

- What is the impact of the visual genre on the viewer? Why did the creator pick that genre?*
- What ideas or emotions are stirred up in the viewer because of the visual genre?*

Course Subject & Number: _____

- What is communicated by the visual genre which would not be as clear in writing or speech?*
- Does the message of this film, picture, or cartoon support or undermine some particular set of apocalyptic ideas? How does it do this?*

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Our course is about apocalypticism rather than about art or design per se, so our entire purpose in studying these works of literature and art is to analyze what they meant to both the artists and their contemporaries, and what impact they had on society. Our studies of genre issues, selection of topics and sources, and details of execution are all aimed at understanding the use of the arts for cultural and religious ends. The third essay, in particular, invites students to think critically about the evaluation and interpretation of these works.

For example:

Essay Prompt #3 (24 November): Critique

Select one chapter from Cohn, Hall, or other scholarly secondary sources we have read for class. Look at your class notes and analyze what the thesis or point of view for which the author is arguing is. Consider what you have learned in this class, your other university courses, and your own reading, and come up with an alternative thesis or a major criticism of the author's thesis.

- What kind of problems can you find with the logic or facts supporting the author's thesis?*
- Are there factors (economics, politics, religion, social factors) not considered by the author?*
- What kinds of alternative explanations can you imagine for the facts?*
- Why and how do you think the author missed the errors you saw, or the alternatives?*

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A significant portion of our study of apocalypticism is dedicated to the analysis of the manner in which literature and art interact with apocalyptic movements and ideas over time. Literature and art were indeed the main tools for the propagation of apocalyptic ideas over millennia, and this will occupy much of our attention. Our readings of various religious texts will serve as a foundation throughout much of the course as we tie back various historic moments to these foundational themes and ideas found in the texts. Throughout the course we will frequently discuss how artistic works are connected to and shape behavior, though one such example can be seen in the discussion of Medieval sculpture and painting and the Crusades.

For example:

Course Subject & Number: _____

Wed 29 Sept Apocalypse in medieval art ESSAY #1 DUE ON CARMEN BY 11:59 PM

Reading Klein, "The Apocalypse in Medieval Art," in Emerson and McGinn

Film: Film, "Waiting for Armageddon" (2009; documentary) (https://fod-infobase-com.proxy.lib.ohio-state.edu/p_ViewVideo.aspx?xtid=142136)

Thought Qs Why were sculpture and painting such important media for the apocalyptic message in the Middle Ages? Did this popularization work against Augustine's attempt to neutralize apocalyptic activism? Where was this art located? Who created it and who consumed it? On what themes did these works focus? What messages did they convey?

Fri 1 Oct Church, state and millennium in the Crusades

Reading Cohn, Pursuit of the Millennium, Ch. 3

Thought Qs Why did millenarianism and apocalypticism become a hot-button issue for both the church and the state? Why was it so appealing to peasants? Who were the pauperes? How did apocalypticism become tied to social and economic movements of the poor? How is apocalypticism related to the Crusades? How did it express itself? Who were the Tafurs, and their alleged king? How did the Crusades become a sort of genocide? How did European Jews become a target of crusading peasants?

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The Apocalypse is a *locus classicus* for the confluence of religious ideology and ethics, especially social justice. The art and literature we will study brings us to the heart of these issues, sometimes promoting the improvement of the poor and downtrodden, other times glorifying the use of violence in achieving apocalyptic ends. The Jihadist cartoons give one example of this, and the late medieval art connected with the movement of Joachim of Fiore offer another example. In class discussion we will explicitly connect our analysis of artistic works with the social and ethical implications. There are multiple examples of thought questions for the readings to help students' frame their discussion in this way

For example:

Fri 3 Dec ISIS and recent Muslim apocalypticism

Reading Ostránský, Jihadist Preachers of the End Times, Ch. 1 (on CARMEN)

Thought Qs What functions would the revival of Muslim apocalyptic traditions fill for ISIS? What is "The Hour" in Islam? What is meant by the lesser and greater signs of The Hour? What are the major terms associated with Muslim apocalyptic? Who are the main figures? Are they the same as the ones in Christian or Jewish tradition? What are the main literary sources of Muslim messianism? Is all Muslim messianism apocalyptic (i.e. cataclysmic) in nature?

Wed 8 Dec The ISIS Mahdi; Donald Trump and the Apocalypse

Reading Ostránský, Jihadist Preachers of the End Times, Ch. 2; Trumpocalypse (on CARMEN)

Course Subject & Number: _____

Thought Qs (Jihadist) How did obscure Mahdist texts from the Middle Ages turn into workable tools for ISIS? How do the differences between Sunni and Shi'I Muslims affect this story? What are the literary sources on which jihadist apocalyptic draws? What purposes does apocalyptic serve for militant jihadists, and what does it not do for them? How have Western conspiracy theories and other elements been incorporated into jihadist apocalyptic? What is Salafism? Who are Wahhabis? What is "Zarqawiism"? "Takfirism"? What is the role of Iran, Saudi Arabia and Israel in this story? How did al-Zarqawi and other jihadist apocalyptic authors use the material available to them? [Trump] How do the authors of this book see the relationship between Donald Trump and the Apocalypse? What do they make explicit and what do they imply? Does this material seem different now that Trump is no longer the president?

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Our class discussions on ancient, medieval and modern literature, and medieval, Renaissance and modern art (including film), as well as our Papers #1 and #2, and our final exam, all ask students to reflect on these observations, bringing students into active participation and analysis. The course begins, for example, with careful readings and analysis of the religious texts that will inform much of our discussion throughout the class.

For example:

Fri 27 Aug Origins of apocalypticism and messianism

Reading Patai, Messiah Texts, passages; NT texts on the End; Revelation text (all on CARMEN)

Thought Qs What are the Middle Eastern and biblical origins of apocalyptic ideas? What is a messianic movement? What are the major elements of the Jewish and Christian conceptions of the end of the world? What elements are emphasized in the biblical books of Daniel, Ezekiel, and the Apocalypse of St. John?

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Our class discussions on ancient, medieval and modern literature, and medieval, Renaissance and modern art (including film), as well as our Papers #1 and #2, and our final exam, all ask students to reflect on these observations, bringing students into active participation and analysis. Thought questions provided on the course reading list are to direct students toward critical thinking around

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these works, which will provide a framework for that day's class discussion. For example, our discussion of the *Left Behind* book series contemporary popularity will focus on connecting the message of these books to previous examples of apocalyptic messages in art and literature, and allow students to connect historic and contemporary examples, within the context of their current-day experience.

For examples, see:

Wed 1 Sept What does the Christian apocalypse look like to some modern authors?

Reading LaHaye & Jenkins, Left Behind, excerpts (on CARMEN)

Thought Qs How do the fiction authors LaHaye and Jenkins incorporate elements from the Bible into a novel about the Rapture? Where do you see those elements? Is theirs a complete picture? How do they fit the scriptural prophecies into a modern world story? The books in this series have sold 80 million copies and seven of them have been #1 bestsellers. Why do you think they resonate with so many people in the 21st century?

Fri 3 Sept Analysis of Left Behind

Reading Forbes, "How Popular are the Left Behind Books...and Why?" (on CARMEN)

Thought Qs Who are the authors of this series and why is it important? How have various kinds of people responded? What are some of the larger implications of the authors' approach? What can the popularity and message of these books tell us about our world?

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)