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# The End of the World

(RELS 357 W)

*I wish to acknowledge the land on which CSU, Chico operates. For thousands of years it has been the traditional land of the [Mechoopda people](#). Today, this place is still the home to many Indigenous peoples from across Turtle Island, and we are grateful to have the opportunity to work on this land.*

“First of all, that thing is not a she. It's a damn robot. And second of all, what is the matter with you two chuckleheads? Have either one of you seen a movie in the last thirty years? The robots always attack.”

*-Alphonso "Mack" Mackenzie, Agents of S.H.I.E.L.D.*

## COURSE DESCRIPTION

This course introduces students to some of the ways human societies make sense of social upheaval, disasters, and catastrophes through ideas about the end of the world. We will see how religious ideas like the apocalypse provide resources to help explain catastrophes and make sense of suffering, despair, and death in our world. Throughout the semester we will consider a variety of narratives about the end of the world from both religious and secular perspectives. Students will come away with a better understanding of why such stories have come to dominate our cultural imagination and added insight into the historical and political realities that first gave rise to, and continue to feed, our worries about the end of the world.

## USING BLACKBOARD

This course will take place through the CSU Chico Blackboard Learn platform. Since this is an entirely online class, make sure **in advance** that you can access Blackboard, watch video on your computer, and have either a built-in or external webcam, or a phone with audio & video recording capabilities. If you have trouble with any of these requirements, call ITSS/student computing. Do not wait for the last minute and then ask for technical assistance.

## REQUIRED BOOKS

- **How to Survive the Apocalypse: Zombies, Cylons, Faith, and Politics at the End of the World.** Robert Joustra and Alissa Wilkinson. (Eerdmans Publishing Co, 2016)
- **Revelations: Visions, Prophecy, and Politics in the Book of Revelation.** Elaine Pagels. (Penguin Books, 2012)

## RECOMMENDED BOOKS (OPTIONAL)

- **A History of the End of the World.** Jonathan Kirsch. (Harper One, 2006)
- **Living with the Living Dead: The Wisdom of the Zombie Apocalypse.** Greg Garrett. (Oxford University Press, 2017)
- **The Last Myth: What the Rise of Apocalyptic Thinking Tells Us About America.** Matthew Barrett Gross and Mel Gilles (Prometheus Books, 2012)

## RECOMMENDED MOVIES/TV

These films provide background context on the readings about the apocalypse and end times in pop culture that will be covered in some fashion by our readings and class discussions. Students are encouraged to watch the following movies/series if they have time. Where available online, links are provided. Some are also available on various streaming services.

- **The Road** - Film based on of Cormac Cullan's book (2009)
- **Night of the Living Dead** - George Romero original cult classic (1968)
- **Dawn of the Dead** - George Romero (1978)
- **28 Days Later** - Danny Boyle (2002)
- **World War Z** - Film adaptation of Max Brook's book (2013)
- **The Late Great Planet Earth** - Film based on Hal Lindsey's book (1979)
- **A Thief in the Night** - Russell S. Doughten, Jr. (1972)
- **Left Behind I** - Film based on Jenkins & LaHaye novel by Vic Sarin (2000)
- **Left Behind** - Film based on Jenkins & LaHaye novel by Vic Armstrong (2014)
- **The Apocalypse (*San Giovanni - L'apocalisse*)** - Raffaele Mertes (2000)
- **This is the End** - Evan Goldberg & Seth Rogen (2013)
- **Her** - Spike Jonze (2013)
- **Battlestar Galactica Mini-Series** - SciFi Channel (2003)
- **Walking Dead** - AMC Series (2010-ongoing)
- **Game of Thrones** - HBO Series (2011-2019)
- **The Hunger Games** - Gary Ross (2012)
- **The Family** - Netflix Series (2019)
- **The Trump Prophecy** - Stephan Schultze (2018)
- **Good Omens** - Amazon Series (2019)
- **Anna and the Apocalypse** - John McPhail (2017)
- **Zombieland** - Ruben Fleisher (2009)

All other required content will be available as pdf or web links on our Blackboard Learn site.

*(\*Note: This syllabus is subject to change with fair notice.)*

# ASSIGNMENTS AND GRADING POLICY

## GRADED ASSIGNMENTS

Your final grade will be based on a total of **1000 points** earned from the following activities.

**Quizzes (25 points each x3 = 75 pts):** Each quiz will cover around 1/3 of the class, usually covering one thematic area or time period. The quizzes will be taken through the Blackboard Learn site with an open quiz time (usually from Fri morning to Sun night). Quizzes are open book/notes, but since there is a set time for answering each question, you won't have time to look up every single question. If you have done the readings (and watched any associated media) and taken basic notes, you should do fine.

**Research Paper (200 pts):** This research writing assignment (2,500-3,000 words, 6-8 pgs) will give students a chance to reflect in more detail on course material and concepts. Students will be asked to submit a first draft, a revised second draft, and a final edited version at the end of the semester in place of a final exam.

**Writer's Circle Groups (25 points):** Students will be placed into small writing groups (3-4 people) where you will share drafts of your final research paper. Students will be asked to provide written feedback to other members of the group on their first and second draft of the final papers, in addition to the feedback from the professor.

**Weekly Discussion Post & Response Post (50 pts each x 14 = 700 pts):** Weekly discussion posts should be either 250-300 words in length or a 3-5 min video, and will respond to questions posted on the Class Discussion page at the start of each week. Weekly posts are due by 12am PST each Wednesday unless otherwise noted. These posts will allow students to engage with each other around the weekly readings. Think of these as virtual class discussions! Weekly response posts should be 100-150 words in length, or 2-3 min video, and are basically response posts to another student or students. Weekly response posts are due by 12am PST each Friday. Please respond in a thoughtful, substantial, and collegial way to your peers, rather than a simple "I agree with what you said" comment. Like the initial posts, these response posts are a way to expand the discussions with your classmates, so more engagement in responding to posts is encouraged.

**Class Participation (25 pts):** Students should be actively engaged in all assignments and class discussions.

### Discussion/Response Post Grading Rubric:

**(20-25 pts):** Outstanding engagement with materials for the week. Post is thoughtful, creative, critical or original. Well-written with only minor grammar/spelling errors.

**(15-19 pts):** Solid understanding and engagement with materials. Relatively free of errors.

**(10-14 pts):** Some engagement with materials and attempt to understand issues. Arguments not fully developed or poorly articulated. Some grammar/spelling errors.

**(1-9 pts):** Minimal engagement with readings. Many grammar/spelling errors. Did not meet minimum required length for assignment.

**(0 pts):** Did not complete assignment. Did not follow instructions.

### **Paper Assignment Grading Rubric:**

**(180-200 pts):** Outstanding engagement with research topic. Paper is thoughtful, creative, critical, and original. Well-written with only minor grammar/spelling/citation errors.

**(160-180 pts):** Solid understanding of research materials. Relatively free of errors.

**(140-160 pts):** Some engagement with materials and attempt to understand issues. Arguments not fully developed or poorly articulated. Some grammar/spelling/citation errors.

**(120-140 pts):** Minimal engagement with readings. Many grammar/spelling/citation errors. Did not meet minimum required length for assignment.

**(100-120 pts):** Did not complete assignment or follow instructions.

### **Overall Assignment Assessment Rubric:**

- 25% of grade = Engaging with content (comprehension, analysis)
- 25% of grade = Creative thinking (originality, comparison, synthesis)
- 25% of grade = Technical skills (spelling and grammar, formatting, punctuation)
- 25% of grade = Minimum Guidelines (proper length, timely submission)

### **GRADING SCALE**

Your final grade will be based on a standard 100% grading scale as shown below.

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>F</b>
99-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-60	>59

### **Assignment Due Dates**

Please turn in all assignments on time. Late assignments will be accepted within 24 hours of the original due date with an automatic 25% grade reduction. No credit will be given for any assignment more than 1 day late without official documentation of an excused absence.

*[\*These deadlines loosened up due to Coronavirus--need to be updated text here still...]*

### **Sample Weekly Class Schedule**

Students should have completed weekly readings, including any online audio or videos, by Monday of each week so they can respond to discussion questions. For weeks with a recommended full movie(s), these can be viewed anytime during that week or earlier.

**Monday:** Weekly lecture posted on BB. Weekly discussion question posted on BB.

**Wednesday:** Student response to weekly BB discussion question due.

**Friday:** Student response to Wed posts due. Quiz opens for submission on BB (in am).

**Sunday:** Quiz submission closes on BB (in pm).

## Class Schedule

The following schedule is a general guide for our class. Please **always check** our Blackboard Learn class site **before** the start of each week for the latest official schedule and assignment due dates, as this schedule may be updated from time to time throughout the semester. All changes will be posted on the class Blackboard, so make sure you are checking your email.

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### ~~ INTRO: WELCOME TO THE END ~~

From mass extinction, global pandemics, and nuclear armageddon to the zombie and robot apocalypses and the Rapture, hopes and fears about the end of the world have deep roots. From religious proclamations about the End Times and God's final judgement to scientific reports about catastrophic climate change and technological disasters, what unites these diverse apocalyptic narratives is an obsession with the end. In this intro unit we explore why so many people are obsessed with "the end" and ideas of a coming apocalypse.

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### WEEK 1 (Jan 21-24)

#### **Topic: Apocalypse 101**

Readings:

- **"From Before the Bible to Beyond the Bible-Apocalypses throughout History"** Justin Jeffcoat Schedtler and Kelly J. Murphy [BB 15 pgs (p3-17)]
- **"The Apocalyptic Decade"** Jonathan Kirsch [BB 23 pgs (p17-40)]
- **"Apocalypse Is Now a Chronic Condition"** Megan Garber [[The Atlantic online](#)]
- **"The Secular Apocalypse: Irreligion, Pop Culture and the End of the World"** Deacon Steven D. Greydanus [[National Catholic Register online](#)]

Video:

- **"Thank God, It's Doomsday"** The Simpsons [[online video](#)]
- **"The Y2K Scare - 1999"** National Geographic [[online video](#)]
- **"2012 - Mayan Prophecy"** Sony Featurette [[online video](#)]

Audio:

- **“Apocalyptic Thinking - End Of World Meme”** To The Best of Our Knowledge, Barry Vacker [[NPR audio 12 mins](#)]

Discussion Board Post:

- Blog Post #1 (Introductory post due Wed)

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## ~ UNIT 1: THE ZOMBIE APOCALYPSE ~

*“When hell is full, the dead will walk the earth.”* - Dawn of the Dead

In this unit we turn to what has arguably become the dominant storytelling device in American popular culture regarding the end of the world—the zombie apocalypse. Although the Haitian cultural roots of zombie lore have largely vanished from the big screen, there remains something both mesmerizing and terrifying about the living dead. As monsters in our mythic imagination, they push us to decide right from wrong, good from evil, and in the process forge an ethics of survival to face the catastrophe. This is one reason why the zombie apocalypse is a powerful narrative vehicle for wrestling with shared human hopes and fears.

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### **WEEK 2 (Jan 27-31)**

**Topic: Zombie Hordes & The End of the World**

Readings:

- **“Shuffling Narratives: Apocalypticism, Postmodernity, and Zombies”** Steffen Wöll [23 pgs]
- **“Living with the Living Dead: The Wisdom of the Zombie Apocalypse”** (Introduction: Raising the Dead) Greg Garrett (BB pgs 3-34)

Video:

- **“Why Do We Love Zombies?”** [[online video](#)]
- **“Why is there a New Zombie Phenomena in Modern Culture?”** [[online video](#)]
- **“Investigating the Haitian Zombie - (Part 1)”** Vice Media [[online video](#)]
- **“Night of the Living Dead”** George Romero (1968) [[Watch movie](#)]

Audio:

- **“Learning from Living with Zombies - Interview with Greg Garrett”** George Miller [[Hedgehog & the Fox audio](#) (30 mins)]

Discussion Board Post

- Blog Post #2 (Post due Wed, Response due Friday)

### WEEK 3 (Feb 3-7)

#### **Topic: Ethics in the End**

##### Readings:

- **Living with the Living Dead: The Wisdom of the Zombie Apocalypse** (Carrying the Fire: The Ethics of the Zombie Apocalypse) Greg Garrett (pgs 129-182)

##### Video:

- **“Dawn of the Dead”** George Romero (1978) [[Watch movie online](#)]
- **“The Road”** John Hillcoat (2009) [[Watch movie online](#)]

##### Discussion Board Post:

- Blog post #3 (Post due Wed, Response due Friday)

### WEEK 4 (Feb 10-14)

#### **Topic: Disaster & Resilience in Zombie Narratives**

##### Readings:

- **Living with the Living Dead: The Wisdom of the Zombie Apocalypse** (And In the End: Is the Zombie Apocalypse Good or Bad? & Conclusion) Greg Garrett (pgs 183-216)

##### Video:

- **“28 Days Later”** Danny Boyle (2002) [[Watch movie online](#)]
- **“World War Z”** Mark Forster (2013) [[Watch movie online](#)]

##### Discussion Board Post:

- Blog Post #4 (Post due Wed, Response due Friday)

##### \* Quiz #1:

- Covers Weeks 1-4 readings. Available on Blackboard (Fri am - Sun pm)

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## ~~ UNIT 2: PROPHETIC VISIONS ~~

In this unit we step back from zombies and the undead to look at the source of our modern apocalyptic imagination—John of Patmos and the Book of Revelation. Early religious ideas about the apocalypse developed from a mix of Indigenous, Zoroastrian and Hebrew ideas, but the one that dominates American popular imagination is the Book of Revelation. To better understand John’s Revelation, we need to uncover the political and social context that first gave birth to these ideas. We will ask ourselves, what is it about this apocalyptic vision of the end times that continues to resonate thousands of years later in pop culture?

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## WEEK 5 (Feb 17-21)

### **Topic: Visions of the End**

#### Readings:

- **“A History of the End of the World”** (Something Rich and Strange; Spooky Knowledge and Last Things) Jonathan Kirsch [chs 1-2, pgs 1-18, 19-51]
- **“The Book of Revelation”** The King James Bible [BB pdf (14 pgs)]

#### Video:

- **“Crash Course World Mythology #23: The Apocalypse”** [[video online](#)]

#### Discussion Board Post:

- Blog Post #5 (Post due Wed, Response due Friday)

#### **\* Research Paper - Draft #1 Due:**

- 1st draft of research paper due in writer’s group. 1-2 pgs and bibliography.

## WEEK 6 (Feb 24-28)

### **Topic: Apocalypse and Social Unrest**

#### Readings:

- **“Revelations: Visions, Prophecy & Politics in the Book of Revelations”** (John’s Revelation: Challenging the Evil Empire, Rome; Visions of Heaven and Hell: From Ezekial and John of Patmos to Paul) Elaine Pagels [chs 1-2, pgs 1-36, 37-72]
- **“The Evolution of the Apocalypse”** Matthew Barrett Gross & Mel Gilles [pgs 67-100]

#### Video:

- **“The Apocalypse”** Raffaele Mertes (2000) [[Watch movie online](#)]

#### Audio:

- **“Apocalyptic Thinking - Revelation”** To The Best of Our Knowledge, Elaine Pagels [[NPR audio 10 mins](#)]

#### Discussion Board Post:

- Blog Post #6 (Post due Wed, Response due Friday)

## WEEK 7 (March 2-6)

### **Topic: Prophets and Politics**

#### Readings:

- **“Revelations: Visions, Prophecy & Politics in the Book of Revelations”** (Other Revelations: Heresy or Illumination?) Elaine Pagels [ch 3, pgs 73-102]



Video:

- **“The Late Great Planet Earth”** Hal Lindsey film 1975 [[Watch movie online](#)]
- **“Left Behind the Movie”** Vic Sarin (2000) [[Watch movie online](#)]

Discussion Board Post:

- Blog Post #7 (Post due Wed, Response due Friday)

### **WEEK 8 (March 9-13)**

**Topic: Revelation & Religious Contentions**

Readings:

- **“Revelations: Visions, Prophecy & Politics in the Book of Revelations”**  
(Confronting Persecution: How Jews and Christians Separated Politics from Religion)  
Elaine Pagels [chs 4, pgs 103-132]

Video:

- **TBD**

Discussion Board Post:

- Blog Post #8 (Post due Wed, Response due Friday)

### **WEEK 9 (March 16-20)**

**\*\* Spring Break - No Classes \*\***

### **WEEK 10 (March 30 - April 3)**

**Topic: From Outlaws to Orthodoxy**

Readings:

- **“Revelations: Visions, Prophecy & Politics in the Book of Revelations”**  
(Constantine’s Conversion: How John’s Revelation Became Part of the Bible;  
Conclusion) Elaine Pagels [chs 5-6, pgs 133-170, 171-178]

Video:

- **“Constantine and Christianity”** Tomorrow’s World Viewpoint [[online video](#)]

Discussion Board Post:

- Blog Post #9 (Post due Wed, Response due Friday)

**\* Quiz #2:**

- Covers Weeks 5-10 readings, Available on Blackboard (Fri am - Sun pm)

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## ~~ UNIT 3: APOCALYPSE & POP CULTURE ~~

In this unit we move from John and the apocalypse to look more deeply at how stories about the end of the world continue to shape our modern social condition, and what the secular imagination has to say about the end of the world. As we will see, every generation makes up new stories to help them wrestle with the trials and tribulations of their times. The 21st century is no exception to that rule, so what can we learn about our social condition by listening to the stories we tell ourselves about how the world is likely to end?

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### WEEK 11 (April 6-10)

#### **Topic: Apocalypse and the Modern World**

##### Readings:

- **“How to Survive the Apocalypse”** (Forward; The World Is Going to Hell; A Short History of the Secular Age; A Short History of the Apocalypse) Robert Joustra & Alissa Wilkinson [Chs 1-3, pgs vi-61]

##### Video:

- **“Battlestar Galactica Mini-Series”** SciFi Channel (2003) [[Watch movie online](#)]

##### Audio:

- **“Our Fascination with the End of the World”** Talk of the Nation (2009) [[listen to audio NRP](#) 30 mins]

##### Discussion Board Post:

- Blog Post #10 (Post due Wed, Response due Friday)

#### **\* Research Paper - Revised Draft #2 Due:**

- Revised draft of research paper due in writer’s group. 3-5 pgs and bibliography.

### WEEK 12 (April 13-17)

#### **Topic: Secular Apocalypse**

##### Readings:

- **“How to Survive the Apocalypse”** (Keep Calm and Fight the Cylons: New Ways to Be Human; Remember My Name: Antiheroes and Inescapable Horizons; A Lonely Man, His Computer, and the Politics of Recognition) Robert Joustra & Alissa Wilkinson [Chs 4-6, pgs 62-118]

##### Video:

- **“Her”** Spike Jonze (2013) [[Watch movie online](#)]

##### Discussion Board Post:

- Blog Post #11 (Post due Wed, Response due Friday)

### WEEK 13 (April 20-24)

#### **Topic: Return of the Dead - Zombie Redux**

##### Readings:

- **“How to Survive the Apocalypse”** (Winter is Coming: The Slide to Subjectivism; How to Survive the Zombie Apocalypse) Robert Joustra & Alissa Wilkinson [Chs 7-8, pgs 119-150]

##### Video:

- **“The Walking Dead: Season 1, Episode 1”** AMC [[online video](#)]
- **“Game of Thrones: The Massacre at Hardhome”** S5 E8 clip, HBO [[online video](#)]

##### Discussion Board Post:

- Blog Post #12 (Post due Wed, Response due Friday)

### WEEK 14 (April 27 - May 1)

#### **Topic: Apocalypse and Dystopia**

##### Readings:

- **“How to Survive the Apocalypse”** (The Scandal of Subtler Languages; May the Odds Be Ever in Your Favor: Learning to Love Faithful Institutions; On Babylon’s Side) Robert Joustra & Alissa Wilkinson [Chs 9-11, pgs 151-196]

##### Video:

- **“The Hunger Games”** Gary Ross (2012) [[Watch movie online](#)]

##### Discussion Post:

- Blog Post #13 (Post due Wed, Response due Friday)

##### **\* Quiz #3:**

- Covers Weeks 11-14 readings, Available on Blackboard (Fri am - Sun pm)

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## ~~ UNIT 4: CORONAVIRUS & PANDEMICS ~~

In this unit we take a look back at two of the worst global pandemics in human history and see how these earlier events were experienced as a kind of the end of the world for many of those who lived through them. The first is the 14th century Bubonic Plague, famously known as the Black Death, which swept down from the Central Asian Steppe into the Mediterranean and Europe, wreaking havoc and killing hundreds of millions in the process. The second is the 1918 Influenza outbreak, which started in the Midwestern US and rapidly spread around the world, propelled by the flames of World War I and US patriotism. In both of these cases we will look at how religious ideas and practices informed how individuals reacted and explore parallels and lessons learned that can help inform our own modern coronavirus pandemic.

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## WEEK 15 (May 4-8)

**Topic: Plagues and Pandemics - The Black Death**

**Readings:**

- ["The Black Death - The Greatest Catastrophe Ever"](#) Ole Benedictow
- ["Visualizing the History of Pandemics"](#) Nicholas LePan
- ["Religious Responses to the Black Death"](#) Joshua Mark
- ["Epidemics and Society: From the Black Death to the Present - Plague as a Disease"](#)
- ["Epidemics and Society: From the Black Death to the Present - Plague as a Disease - Alternative Formats"](#) Frank Snowden [\*BB 25 pgs]

**Video:**

- "Disease" Crash Course World History" [[Watch video online](#)]
- "How You Could Have Survived the Black Death" [[Watch video online](#)]
- "Europe on the Brink of the Black Death" [[Watch video online](#)]

**Discussion Post:**

- **Blog Post #14** (Post due Wed, Response due Friday)

## WEEK 16 (May 4-8)

**Topic: Plagues and Pandemics - The Spanish Flu**

**Readings:**

- ["1918 Pandemic Influenza Historic Timeline"](#) Centers for Disease Control and Prevention
- ["How the Horrific 1918 Flu Spread Across America"](#) John Barry, *Smithsonian Magazine*
- ["What New York Looked Like During the 1918 Flu Pandemic"](#) *New York Times*
- ["The Forgotten Epidemic: A Century Ago, DC Lost Nearly 3,000 Residents to Influenza"](#) *Washingtonian*
- ["How DC Churches Responded When the Government Banned Public Gatherings During the Spanish Flu of 1918"](#) Caleb Morell
- ["Some Reflections Growing out of the Recent Epidemic of Influenza in Washington DC - Nov 3, 1918 Some Reflections Growing out of the Recent Epidemic of Influenza in Washington DC - Nov 3, 1918"](#) Rev. Francis J. Grimke. [\*BB 12 pgs]
- ["A Pandemic Billy Sunday Could Not Shut Down"](#) John Fea, *Religion News Network*

**Videos:**

- "Influenza, 1918" PBS American Experience [[Watch video online](#)]
- "Spanish Flu: A Warning from History" Cambridge University [[Watch video online](#)]
- "How the Coronavirus Pandemic Compares to the Spanish Flu" New Yorker [[Watch video online](#)]

**Discussion Post:**

- **\*\* Optional \*\* Extra Credit Blog Post \*\* (Post due Wed, Response due Friday)**

**WEEK 17 (May 11-15)**

**\*\*FINAL EXAM WEEK\*\***

\* Research Paper - Final Complete Paper Due

- **Final research paper due by Wednesday, May 13 at 11:59 pm.**

**### END OF THE CLASS ###**

## Course Objectives and General Education Information

This is an approved upper-division humanities course in the Science, Technology and Values Pathway. It is a writing intensive class. By the end of the semester, students will be able to (1) explain the origins, history, and various expressions of apocalyptic thinking in different world religious traditions; (2) identify ways in which religious apocalypticism shapes broader social discussions of potential catastrophes such as nuclear war or environmental devastation; and (3) analyze novels, films and other popular cultural artifacts dealing with apocalyptic and post-apocalyptic scenarios and explain how they reflect culturally-produced hopes and fears about science, technology, and human possibility.

General Education Student Learning Objectives (SLO) this class will meet:

- **Active Inquiry:** Students in this class will formulate a research project related to the impact of apocalypticism on society, using research methods appropriate to religious studies.
- **Written communication:** This is a writing intensive class. Students will advance their written communication skills through a series of short reading response papers as well as writing a longer research paper. The instructor will give feedback on common writing problems, and the final paper will involve several drafts.
- **Sustainability:** Students will demonstrate knowledge of the impact of human actions on the environment, and analyze the way religious narratives help shape debates over sustainability in various cultural contexts.
- **Diversity:** Students will identify and analyze Jewish, Christian, Islamic, Hindu, Buddhist and other religious perspectives on the end of the world.
- **Critical thinking:** Students will examine religious and nonreligious texts on apocalypticism, and analyze how debates over everything from catastrophic climate change to the zombie apocalypse have been shaped by religious narratives.

## University Policies and Campus Resources

### Campus Policy in Compliance with the Americans With Disabilities Act (ADA)

Please notify me of any special need relating to your disability within the first two weeks of the semester. I will make every reasonable effort to facilitate your success in this course. Please note that you may be required to show documentation for your disability. If you need course adaptations or accommodations because of a disability or chronic illness, please email me. Please also contact the Accessibility Resource Center (ARC) as this is the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The Accessibility Resource Center is in Student Services Center 170, 530-898-5959 or [www.csuchico.edu/arc](http://www.csuchico.edu/arc).

## **Confidentiality and Mandatory Reporting**

State law makes university professors mandated reporters. This means I am required to report to the Title IX Coordinator whenever I learn about incidents of sexual harassment, sexual assault, domestic violence, or stalking that affect any member of the campus community. This includes disclosures that occur during our class discussions or in private. Students may make a **confidential** report to the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: [www.csuchico.edu/title-ix](http://www.csuchico.edu/title-ix).

## **Academic Dishonesty:**

If there is evidence that you have been involved in any form of academic dishonesty (e.g., plagiarism or cheating on exams), you will receive an “F” grade for the course, and a report will be provided to Student Judicial Affairs for further action. Be careful in all of work (classroom presentations as well as written assignments) to properly cite your sources (including online materials). If you borrow the ideas of others in composing your written work, they must be cited; if you borrow the words of others, they must be enclosed in quotation marks and cited. If you have any doubts as to whether or not something needs to be cited, play it safe and cite it—or ask me about it. Any standard citation format (MLA, APA, Chicago, etc.) is fine. Review the Academic Integrity policy: [csuchico.edu/sjd/integrity.shtml](http://csuchico.edu/sjd/integrity.shtml), and the “**Religious Studies Academic Integrity Policy**” under “Programs” on the CORH Department home page ([csuchico.edu/corh/crel/programs/academic-integrity.shtml](http://csuchico.edu/corh/crel/programs/academic-integrity.shtml)). Ignorance of proper citation methods is not a legitimate excuse for violation of these policies.

## **Other campus resources:**

There are many resources available to students such as tutoring through the Student Learning Center, assistance with personal crises through the Counseling Center, help with research through the library, help for students with food insecurity at the Wildcat Food Pantry, etc. Check out the “Student resources” tab on our Blackboard page for more information.

## **Library Liaison:**

For help with library research please contact George Thompson, [ghthompson@csuchico.edu](mailto:ghthompson@csuchico.edu), 898-6603, MLIB 305

Students graduating with majors in liberal arts are known for their overall educational preparation, their job flexibility, and their ultimate earning potential when compared to graduates receiving a more narrow, technical, or vocational undergraduate education. Graduating with a double major or even a minor in these fields provides extra evidence of open-mindedness, perseverance, inquisitiveness, and the ability to relate to people of other cultures and to those who are highly educated.

**Please consider the environment before printing this syllabus and print double-sided.**