

Religious Studies 6.66: History of Satan
Santa Rosa Junior College, Spring 2022

Course dates: 1/19/23-5/18/23 Section: 5234 Time: T/Th 12:00-1:30 Location: Emeritus 1519 Course website: https://canvas.santarosa.edu	Associate Faculty: Emily A. Schmidt (she/her) Email: eschmidt@santarosa.edu Office phone: (707) 535-3738 x5344 Direct voicemail: (707) 527-4999 x5344 Student Office hour: Th 1:30-2:30, or by appointment Make an appointment with me!
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Course Description:

This course traces the development of the character Satan or “The Devil” from its beginnings in Biblical literature and analogs in the ancient Near East. It will examine the evolution of the idea of Satan through Jewish and Christian texts, influences from neighboring religions, as well as related literary works and social movements of the Medieval and Renaissance and modern periods.

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

- Analyze religious, literary, and artistic portraits of the Satan character in relation to their historical, geographical, social, and cultural contexts.
- Name the sources of the major evolutionary stages of Satan’s development and list them in chronological order.
- Critique and evaluate explanatory appeals to the existence and activity of “The Devil.”

Required Reading:

Philp C. Almond, [The Devil: A New Biography Links to an external site.](#) (any edition or version)

A Christian Bible: I prefer the New Revised Standard Version (NRSV) translation, and the editions published by [Oxford University Press](#) or [HarperCollins](#) because they have good introductions, essays, etc. Those versions are useful if you plan on taking more college classes on the Bible. If you already own a Bible, it's fine. How do you know you have a Christian Bible? It has gospels and the rest of the New Testament. We can talk about translations when we find differences. (Why a Christian Bible? Because it contains the books of the Jewish bible and the Christian books of the New Testament.) If you own a Tanakh (the Jewish Bible), or are otherwise interested in owning separate Jewish Bibles and New Testaments, I can give you recommendations, just ask. My recommendations will depend on why you want two volumes.

You can also use the free online translations available at the [Oremus Bible Browser.](#)

Recommended: Anne Rice, [Memnoch, The Devil](#) (any edition or format). We will read some sections from this story, but there's a lot here. If you're into thinking about modern understandings of Satan and Hell, this book is kind of a big deal. It was apparently used at some seminaries in classes on lay (not clergy) understanding of God and Satan. If you're into vampires, and you haven't read at least the first 5 books of Rice's *Vampire Chronicles*, do even vampire, bro?

Recommended: David Frankfurter, [Evil Incarnate: Rumors of Demonic Conspiracy and Satanic Abuse in](#)

History (any edition or version) – This is a revision, we will not be reading enough for me to require this. I will provide pdfs of selected readings. This is, however, a very important book on conspiracies about Satan and demons, so if you're for *that*, this is the book for you.

Other readings, videos, & podcasts will be required. Additional readings will be available on Canvas. Videos & podcasts will often be available on Canvas. There will be some movies and tv episodes that you will be required to watch. It will ultimately be your responsibility to find access to them, but they should be available on streaming services or for cheap rental on YouTube.

I am trying to ensure that there are transcripts and captions for everything, but this takes time and isn't always possible for me since I'm not trained in captioning or transcribing. You & I might have to work together with Disability Resources to make this happen! If you know you need transcripts or captions, let me know ASAP. You have the right to this access & I will do what I can to support you. Note: DRD may require documentation of a disability to adequately support this, but I will do what I can whether or not you have "proper documentation."

Required Materials:

- Note-taking materials of your choice (notebook & pen/pencil or laptop/tablet computer)
- Access to a computer, printer (if you prefer to read hard copy), and the internet. A webcam & microphone will be helpful for Zoom appointments or making video/audio submission.
- Sticky-notes or pen/pencil/highlighter to annotate your readings if you read hardcopy AND/OR learn to use the annotation & highlighting tools on your e-reading software.
- Binder and/or folders. Keep all materials from this course until your course grade is filed.
- A dictionary. I recommend the Merriam-Webster Dictionary or their [website](#) or the [app](#).
- [SRJC Student ID/Library Card](#) SRJC students ride free on "Any line, Any time" on Santa Rosa CityBus, Petaluma Transit, and Sonoma County Transit. SRJC students show the bus driver their valid CubCard when boarding for travel anywhere in Sonoma County, not just for trips to and from campus.

Course Requirements & Grade Breakdown:

30% Exams

15% Quizzes

20% Essays

25% Other assignments

5% Office hour chats

5% Final exam period activities

Exams (30%) There will be 2 in-class exams and 1 take-home exam (the final). They may include a range of question types, including short essays. You will receive a study guide and you will be permitted one sheet of notes in 12 point font for the in-class exams.

Quizzes (20%) There will be 6 quizzes. The format may include multiple choice, matching, or short answer questions. Each quiz will have more possible points than the value of the quiz, if it's a 10 point quiz, it will have 12 possible points. No, you can't bank the extra points. Missed exams may be made up in office hours or by appointment, but they will be in a different format.

Essays (20%) There will be 2 essays of 750-1,000 words (3-4 pages). You will have a one-week grace

period and revisions will be allowed after consultation with me.

Other Assignments (25%) This includes in-class assignments, such as class openers (prompted writing or drawing at the start of each class), discussion reports, worksheets, or brief homework assignments. These will be graded as complete/incomplete: Did you complete the assignment? Did you demonstrate engagement with class materials and discussion? These are intended to ensure that students are doing the assigned reading, listening, or viewing. Students must be in class to complete these, but will be permitted to make up 4 classes assignments (roughly 10% of classes).

Office Hour Chats (5%) You are required to visit me for 10 minutes in student office hours or by appointment twice this semester, once by Week 8 and once by Week 16. You'll submit a brief write-up for each one.

Final Class Activities (5%) Our final exam period will include a range of in-class activities and assignments, TBA.

Grade Scale:

90% & up	A / P (Excellent & exceptional work)
80%-89%	B / P (Good work, more than minimum requirements)
70%-79%	C / P (Acceptable college work, meets minimum requirements)
60%-69%	D / NP (Work does not meet the standard for college work)
60% & below	F / NP (Work does not meet standards for college, is incomplete or missing)

Attendance & Participation Policy:

Attendance & participation in class activities are mandatory, but there are no points for putting a butt in a seat.

- Attendance will be recorded.
- Come on time. Stay until the end. Keep your coming and going to a minimum.
- Be an active participant in class: Ask or answer a question, speak up in small groups, etc.
- Check in with me if you miss 3 classes, if you miss 4 classes you will need to see me in office hours or make an appointment.
- Check in with a classmate to get notes and chat about what you missed.

Deadlines:

There is a one-week automatic grace period on essays. Although I urge you to turn your essays in on time, you may turn it in up to one week late with no penalty. If you need more than one week, you will have to contact me for an extension.

Reasons to Miss Class or Ask for Extensions:

Yes, extensions are ok. Here are some examples of why you might ask for one:

- Physical or mental health. You know what you need to do to take care of your health.
- Family/Friend/Other Emergencies.
- Special events like: weddings, funerals, graduations, other culturally significant events.
- School-sponsored or job-related events.
- Work or child/elder care crises.

- You just need an extension. You're a grown up.

Life happens. If you're having a rough time with school, work, or personal life I can help point you to resources & I can help you navigate the school side. *I don't need to know your details, but want to support you.* Extensions will be granted. Please contact me if I can help or support you. Missing a few classes won't ruin your grade.

How to ask for an extension:

Email me! Your name, which class & section #, which assignment, when you will turn it in, and tell me whether you need help with the assignment, or help finding other resources for academic or personal matters. That's it. You get an extension.

Incompletes & Withdrawals:

Incompletes will be granted only in extreme and rare circumstances. Students may withdraw from a course and receive a W for a number of reasons. Always check with an academic counselor, VA advisor (if you're a veteran), learning community leaders (if you're part of a learning community like Umoja or Lanzamiento) and financial aid before doing this.

A Note about Title IX & Sexual Harassment, Sexual Assault, and Rape:

Sex, gender, and sexuality discrimination, harassment, assault, and rape are crimes that one person commits against another. If you wish to talk about your experience as a survivor of these crimes, I will believe you & support you. These crimes can be committed against a person of any sexuality or gender by a person of any sexuality or gender. **It's not your fault. You are never responsible for the actions of another person.**

[Title IX](#) is a federal title that governs how sex & gender discrimination & violence. It mandates that SRJC employees report all identifiable accounts of sexual harassment, sexual assault, and rape to the Title IX Office, and if minor children are involved, to the police.

PAY ATTENTION TO THIS

I am a legally mandated reporter of sexual harassment, sexual assault, and rape. If you wish to speak to me while preserving confidentiality, please don't use names, or substitute names of characters or celebrities, and tell me you're concerned about "a friend." If I don't have any identifying information, I am not legally obligated to file a report. If you wish to file a report with the JC or the police, I will help you.

Students with Disabilities:

It is SRJC policy to provide equal educational opportunities for students with disabilities, according to state and federal laws. It's your right and my opportunity. Please Contact me ASAP about disabilities and/or chronic illnesses and register with the [Disability Resources Department](#) for facilitation. If you are unable to get the required documentation for DRD due to financial or other personal issues, please check in with the anyway because we can work together to figure something out. If you have accessibility concerns or suggestions, please share them with me. I'm trying to improve course accessibility.

Students with disabilities, chronic illness, or other situations that might necessitate late work, or alternative exams: please speak with me privately (and confidentially) as soon as possible

– before a potential situation becomes a real situation.

Academic Integrity (or NOT cheating & Plagiarizing):

Students are expected to do their own work. Santa Rosa Junior College holds that its primary function is the development of intellectual curiosity, integrity, and accomplishment in an atmosphere that upholds the principles of academic freedom. All members of the academic community - student, faculty, staff, and administrator - must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect. Because personal accountability is inherent in an academic community of integrity, this institution will not tolerate or ignore any form of academic dishonesty.

Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, copying another students work or knowingly allowing another student copy your work, plagiarism (using the words of another author without giving them credit), impersonation, misrepresentation of ideas or fact for the purpose of defrauding, use of unauthorized aids or devices (like cheat sheets or books when not permitted), falsifying attendance records, violation of testing protocol, inappropriate course assignment collaboration, and any other acts that are prohibited by the instructor of record. Any academically deceitful or dishonest behavior or act will meet with appropriate disciplinary sanctions, which might include an F on the assignment or in the course, academic probation, or suspension or expulsion from the College. **Your continued enrollment in the course indicates that you have read [the statement on academic integrity](#), [the statement on academic integrity and your grades](#), and that you will consult the instructor if you do not understand what cheating and plagiarism are.**

Communication Policy:

I generally respond to emails/Canvas messages within 24-48 hours M-F. I rarely respond to emails over the weekend. Do not expect a same calendar day response, though you may get one. The time stamp on your email will let me know when you sent it, if that's essential because your question is related to due dates or extensions. Please check the syllabus, Canvas, & check with your classmates before emailing me to get information that's already on the syllabus, or on Canvas. You can use the course Q & A discussion board to post questions. If you still can't find the answer, by all means email me! Remember that the Q & A discussion board is public, so avoid sharing personal or confidential information there. Please [How to E-mail a Professor without Being Annoying AF](#). Please check your email and check in on Canvas regularly. Please keep the email on file in your Cubby updated. I strongly encourage [registering for your SRJC student email](#). You can use it for student & professional matters and they're rarely caught in SRJC spam filters. They also give you a professional first impression when you email faculty or employers.

How to Contact Me:

Email: eschmidt@santarosa.edu (preferred) or Canvas Inbox
Office phone: (707) 535-3738 x5344
Direct voicemail: (707) 527-4999 x5344
Student Office Hour: Th 1:30-2:30
Or you can [make a virtual appointment](#) with me.

Office Hours:

Office hours will be at a time TBA. **Office hours are times faculty reserve for seeing students**

privately, in their offices (or virtually). My office hours are open; just drop in! If you can't make my regularly scheduled open office hours, you may [make a Zoom appointment](#) with me. My availability outside of scheduled office hours is limited by my other professional & personal responsibilities, but appointments are possible. **Office hours are for STUDENTS. I want to see you! Don't feel bad about interrupting me during office hours.** What to talk about: questions about class, questions about college in general, your favorite books, tv shows, movies, or games, religion news, personal/family things for which you need resources, celebrity gossip news, etc. See the "What Are Office Hours" page on Canvas for more ideas & info.

I *strongly* advise you to visit me in office hours or make an appointment with me at least twice: once before the middle of the semester and once before the end of the semester.

Golden Rule & Class Culture:

Do unto others as you would have them do unto you. *Act like an adult. Don't be a jerk.* Be respectful of the thoughts and opinions of your colleagues. Respectful disagreement and discussion are appropriate. Hostility and name-calling are inappropriate. We will discuss texts, ideas, and practices that relate to religions & cultures that are still being practiced. If you can't say something in a mature and respectful way, keep it to yourself. We should all be respectful – and that includes me. If I say something that offends or upsets you, please discuss it with me after class or in office hours. I'm a learning human, too, and I'm sure to mess up more than once!

- Questions are always ok, so please ask – in class, office hours, appointments, or by email! If you have a question, there is a very good chance that someone else has the same question.
- The classroom is a collaborative learning environment. Do the reading and be prepared to participate and help the entire class learn together. Class doesn't happen for me, you, or your classmates if we aren't prepared.

Content Warning:

This course is about religion. It may include topics of upsetting/distressing nature related to or discussions about: the meaning of life, death & mortality, suffering, violence, sacrifice, sexual violence, slavery, sexuality, gender roles, anti-LGBTQ and/or anti-woman ideologies, and religious, ethnic, racial, or ability prejudices. Learning about the human experience can often be uncomfortable or unpleasant. That means we're thinking about things that matter. But: please come speak to me if you suspect something might trigger an extreme emotional or physical reaction (PTSD, panic attack, etc.). I can help warn you, make alternative readings available (within reason), or point you towards appropriate services.

On the study of Religion:

This course is about the academic study of religion according to the historical-critical method. That means this course is about understanding the character Satan in various social, political, religious, and cultural contexts. We seek to *describe* religious ideas and practices, not to *evaluate* their religious "correctness"

Since this is a state school, the First Amendment to the Constitution does not allow this course to be Sunday school, but it does allow the secular, academic study of the history, material culture, texts, beliefs, and practices of religions. This class will not teach you who is the "real" god, which religion is "right" or how to stay out of "Hell." You'll have to talk to your religious leaders for that. You do not have to agree with the primary sources or with contemporary scholars – you just have to learn what

they say. It is essential to the establishment of a safe, civil classroom that we all remember this: Religion can be a personal, sensitive subject, so we must all be respectful and academic. It is an absolute rule that the classroom is not the place for preaching or to try to get someone to join your religion. It is an absolute rule that EVERY religion has made both positive and negative contributions to the human experience, and that the classroom is not the place for disrespectful comments about religions.

Statement of Inclusivity:

People of all races, religions, sexual orientations, gender presentations, and ability will be present and are welcome in the classroom. We are all (students and me) expected to treat each other respectfully. Act like an adult. Don't be a jerk. We will all call each other by the names we each choose to go by, and our correctly gendered pronouns (he/she/they etc.). Please let me know privately if something makes you uncomfortable and we can try to find a solution. Racist, sexist, homophobic, and transphobic language is not permitted. If you don't know what these words mean, you can ask me privately. If I screw something up in this regard, I appreciate the opportunity to be taught when you let me know I said or did something that I could change for the better. I'm a human, too, and I assure you, I *will* screw up at some point.

What it Means to Have an Adjunct as an Instructor:

Read page on Canvas.

Food & Housing Insecurity:

Many students here and across the US face food or housing insecurity – that is, students are struggling with affording food & rent. Many are hungry and homeless or couch-surfing. If you're one of them, I can help you find campus & community resources. Get in touch with me (confidentially) if I can help! See also: The "Campus & Community Resources" Page under the "Getting Ready" Module on Canvas.

Credit Hours and Workload:

This is a 3-unit course. The [SRJC Catalog defines a unit](#) as "One lecture hour and two hours of outside work throughout the semester ordinarily serve as a basis for one unit of credit." The expectation for this course is that you will spend **about 3 hours per week in class** and you will spend **at least 6 hours per week reading, completing assignments, and studying/reviewing** for this course. Your reading speed will affect the actual time it takes you to complete readings. As always, excellent or "A" students often spend more time on coursework and studying.

I suggest you book these hours in your calendar. The [SRJC Catalog suggests](#):

If you are taking:	Time in class/lab or reading/studying:	Limit jobs & activities to:
12-15 units (4-5 courses)	36-45 hours per week	8-15 hours per week
9-12 units (3-4 courses)	27-36 hours per week	15-20 hours per week
3-9 units (1-3 courses)	9-27 hours per week	20-40 hours per week

Your continued enrollment in this course indicates that you have read this syllabus carefully in its entirety and that you will ask the professor about any part of the syllabus that confuses you before the end of week 1 of the term.