IDH 3034 UHAA | The History of Evil

Mondays at 10 am – 1.20 pm in GC 272

Dr. Erika Harlitz Kern

COURSE DESCRIPTION

Lucifer on FOX. The femme fatale of Hollywood’s Golden Era. Salem witch trials. QAnon. Death metal. These seemingly disparate phenomena share one thing in common: the view of evil as an active force in the world. But what is evil? Where does evil come from? Is it something we carry within us? Or is it an external force? Is evil something that God allows to happen? Or is there an adversary who tempts us into behaving badly? In this course, we will explore the history of evil through history, art, religion, and politics with focus on the development of the Devil as concept in Christianity. The purpose is to understand how the belief in the Devil, and its two aspects Satan and Lucifer, affect how we view the world and how we relate to those who, throughout history, have been deemed as Other.

COURSE OBJECTIVES AND LEARNING OUTCOMES

During this semester we will reach the following course objectives:

- Course Objective 1 (CO 1). Gain an understanding of how and why the concepts of evil and the Devil developed in Christianity from c. 50–1600. (Interdisciplinary knowledge)
- CO 2. Gaining experience reading and analyzing written arguments by engaging with a variety of types of sources. (Critical thinking)
- CO 3. Apply the technique of creating argumentative, thesis-driven, and evidence-based texts and discussions. (Oral and written proficiency)

We achieve these goals by focusing on the following issues in particular:

- Learning Outcome 1 (LO1). Learn about and be able to explain some of the key developments in the history of evil and the Devil as concept in Christianity, c. 50–1600. (Interdisciplinary knowledge)
- LO 2. Become experienced in understanding, analyzing, and critically evaluating historical, philosophical, intellectual, and artistic processes as they relate to the history of evil and the Devil as concept in Christianity. (Critical thinking)
- LO 3. Learn and apply the techniques of creating argumentative, thesis-driven, and evidence-based texts and discussions using the knowledge acquired through the study of the history of evil and the Devil as concept in Christianity. (Oral and written proficiency)
This course is a discipline-specific Global Learning Foundations course that counts towards your graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course. Upon successful completion of this course, students will be able to do the following:

- CO 5. Construct an evidence-based argument demonstrating how local, regional, and inter-regional events shaped the interactions of two or more groups related to the history of evil. (Global Awareness).
- CO 6. Construct an evidence-based argument that integrates multiple perspectives on issues related to the history of evil. (Global Perspective).
- CO 7. Consider the different perspectives on a problem or controversy related to the history of evil and attempt to reach a resolution to this problem (Global Engagement).

**COURSE PREREQUISITES**

There are no prerequisites for this course.

**REQUIRED TEXTS AND/OR MATERIALS:**

In this course we will be reading the following texts in full or in part:


The readings will be made available on Canvas.

**ASSIGNMENTS AND GRADING POLICIES**

During the semester you will be responsible for coming to class on time and be prepared to attend lectures and participate in-class discussions. Each week you are responsible for participating in a self-reflective essay-based discussion on a designated discussion board where you in conversation with your peers critically assess your own learning development and acquisition of knowledge based on the required readings and in-class lectures and discussions.
Exams

This course does not have exams.

Grading scale (%)

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<th>Grade</th>
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<tr>
<td>A</td>
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Honors College Policies and Requirements

Academic Misconduct Procedures and Policies
In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php. Please refer to the following documents for additional information:


Student Portfolios
The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. http://honors.fiu.edu/current-students/portfolio/
Honors Education in the Arts (HEARTS)
The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets.
http://honors.fiu.edu/current-students/hearts/

Resources:
Panthers Care & Counseling & Psychological Services
If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.
Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

SCHEDULE

Week 1 Monday May 8.

- In-Class Lecture: Evil as Concept
- In-Class Discussion: Does evil exist?
- Discussion Board: What did I learn this week that I did not know before?

Week 2 Monday May 15.

- In-Class Lecture: Evil as Concept in Antiquity.
- In-Class Discussion: How would you explain evil as concept in Antiquity, and why?
- Discussion Board: What did I learn this week that I did not know before?

Week 3 Monday May 22.

- In-Class Lecture: Evil and the Devil as Concepts in Early Christianity.
- In-Class Discussion: How would you explain evil as concept in Antiquity, and why?
- Discussion Board: What did I learn this week that I did not know before?

NO CLASS ON MONDAY MAY 29 IN OBSERVANCE OF MEMORIAL DAY.
Week 4 Monday June 5

- In-Class Lecture: Evil and the Devil as Concepts in the Middle Ages.
- In-Class Discussion: How would you explain evil as concept in Antiquity, and why?
- Discussion Board: What did I learn this week that I did not know before?

Module 5 Monday June 12.

- In-Class Lecture: Evil, the Devil, Misogyny, and Antisemitism.
- In-Class Discussion: How are evil and the Devil as concepts connected to misogyny and antisemitism, and why?
- Wrap up of the semester.
- Discussion Board: What did I learn this semester that I did not know before?