Hell.

Sheol, Tarturus, Hades, Gehenna. This course explores the variety of ways people have imagined Hell. Is it a land of the dead? A place of eternal torment? How do ideas about Hell develop? How do these ideas shape attitudes toward death and influence understandings of morality? How is Hell related to religion? These are among the questions we will ask as we explore depictions of Hell from the ancient world to today, including literature, architecture, art, film, video games, and music.

LEARNING OBJECTIVES. This course fulfills the General Education requirements for Liberal Studies: Cultural Practice (LSCUL). As such, it is designed to help you become a thoughtful patron of and participant in cultural practices. By the end of the course, students will:
1. Interpret intellectual or artistic works within a cultural context.
2. Use a cultural, artistic, or philosophical approach to analyze some aspect of human experience.
A serious note from Dr. Falcasantos:

Much of the following syllabus is light-hearted and quite tongue-in-cheek. This is intentional, as the material we will cover this semester often will be graphic and disturbing. Among this material we will encounter images of torture, sexual violence, and genocide. I expect there will be moments of discomfort on all our parts (mine included). For some of us, the nature of this material may evoke memories of other traumas, whether to ourselves, our families, close friends, or others that we know. I hope that we can be sensitive to each other’s reactions.

If at any time you find the readings too disturbing to complete, I encourage you to discuss them with me privately in advance. This said, I also remind you that by law I am a mandatory reporter and must report any acts of sexual misconduct or discrimination disclosed to me, including acts that may be inadvertently disclosed during class discussion.

If you feel like you need them (whether or not you are in crisis), you can contact the following offices:

- Counseling Center 850-644-8255
  [https://counseling.fsu.edu](https://counseling.fsu.edu)
- Crisis Help Line 211 (from local land line)
  224-6333 (from local cell)
  1-877-211-7005 (toll free)
- FSU Student Resilience Project [https://strong.fsu.edu/](https://strong.fsu.edu/)
REQUIRED TEXTS


Recommended:


Additional readings will be made available on Canvas or through library reserve.

EVALUATION

• Participation. 20%
  A portion of your grade will depend upon active participation in class; consequently, class attendance is essential. Active participation means more than having read the assigned reading and listening to lecture attentively: it means asking thoughtful questions, helping your classmates make connections between readings and outside material, and offering points for analysis and debate.

• Quizzes and in-class writing. 10%

• Essays. 30%
  This semester you will write three short papers (5-6 pages). More information about the papers will be circulated in class.

• Final Project. 40%
  This could be a multi-media presentation, website, artwork, musical composition, etc. It must be accompanied by appropriate research and a shorter paper (5-7 pages) contextualizing the project.

If you need more time on an assignment, you need to talk to Dr. F. before it’s due.
Out-of-Class Time Expectations: According to federal definition, a credit hour consists of “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit.” Students work at different paces, but most find it necessary to devote more time than specified in the federal definition. My expectation is that you will spend at least three hours preparing for class for every hour that you are in the classroom. Look ahead at your readings as some will take more time than others.

Oh, and your prof reserves the right to administer pop quizzes in class.
RELIGIOUS HOLIDAYS
As stated in the Florida State General Bulletin, University regulations stipulate that no student shall be penalized for missing class due to a religious holiday. Please notify the instructor in advance if a religious holiday you plan to observe falls on a day scheduled for class.

UNIVERSITY ATTENDANCE POLICY
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “be honest and truthful and... [to] strive for personal and institutional integrity at Florida State University,” (FSU Academic Honor Policy at http://academichonor.fsu.edu/policy/policy.html).

The policy of the Dept. of Religion is that all violations of the FSU honor code, even first offenses, will result in a grade of 0 for the assignment and will be reported to the Office of the Dean of the Faculties. Additional sanctions may be imposed by FSU as part of the procedure for resolving academic honor allegations.

PLAGIARISM IS A SERIOUS OFFENSE. Using someone else’s ideas or words without proper documentation, allowing someone else to write your essay, or taking an essay from another person or place (i.e., the Internet) is plagiarism. Plagiarism is but one of several forms in violation of the Academic Honor Policy. If you are uncertain about whether a practice would be considered a violation, do not hesitate to ask me. My interest is not in penalizing you but rather in teaching you how to be part of an academic community and to understand your participation in a lineage of learning.
ADA REQUIREMENTS
Students with disabilities needing academic accommodation should
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.
Please note that instructors are not allowed to provide classroom accommodation to a student until
appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

SYLLABUS CHANGE POLICY
Except for changes that substantially affect implementation of the evaluation (grading) statement, this
syllabus is a guide for the course and subject to change with advance notice.

Additional resources that you might find helpful:

Dean of Students 850-644-2428
Disability Resources 850-644-9566
http://www.disabilitycenter.fsu.edu/

Academic Center for Excellence http://ace.fsu.edu

Reading Writing Center https://wr.english.fsu.edu/reading-writing-center

Victim Advocacy 850-644-7161
850-644-1234 (after hours)
https://dos.fsu.edu/vap/

FSU Police 850-644-1234

Counseling Center 850-644-8255
https://counseling.fsu.edu

Crisis Help Line 211 (from local land line)
224-6333 (from local cell)
1-877-211-7005 (roll free)

FSU Student Resilience Project https://strong.fsu.edu/
Outline of Course & Reading Schedule

Caveat: The following schedule is subject to change. Any changes will be communicated by email and posted on Canvas. Readings not included in the required textbooks will be linked on the Reading Schedule page on Canvas.

Week 1-

<table>
<thead>
<tr>
<th>1.8</th>
<th>Course Introductions</th>
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| 1.10 | • “Tartarus,” from Hesiod’s *Theogony* (Bruce, pp. 7–11)  
|      | • “Netherworld Megafauna,” from Seneca the Younger’s *The Madness of Heracles* (Bruce, pp. 12–14)  

Week 2-

| 1.15 | Homer, Odyssey, bk 11 |
| 1.17 | Virgil, *Aeneid*, bk 6 |

Week 3-

| 1.22 | • Selections from *The Homeric Hymn to Demeter*  
|      | • Ovid, *Metamorphoses*, 10.1–85 and 11.1–66  
| 1.24 | • “The Punishment of Souls,” from Plato’s *Phaedo* (Bruce, pp. 19–21)  
|      | • Plato, “Speech of Er,” from the *Republic*, bk. 10, 613c–621d |
| 1.25 | **Paper 1 due via Canvas** |

Week 4-

| 1.29 | • 1 Enoch 102–104  
|      | • “Lazarus and the Rich Man,” from the Gospel of Luke (Bruce, pp. 45–46)  
|      | • Revelation 19.11–20.3, 20.7–15  
|      | *We will discuss this chapter with Thursday’s readings.*  
| 1.31 | • “The Fire and the Worm,” from the *Apocalypse of Paul* (Bruce, pp. 37–44)  
|      | • Finish Miller’s “The Moral Life of Disgust” |

Week 5-

| 2.5  | • “The Harrowing of Hell,” from *Gospel of Nicodemus* (Bruce, pp. 47–56)  
|      | • Romanos the Melodist, “On the Victory of the Cross” |
| 2.7  | • Selections from the Babylonian Talmud (Rosh Hoshana 16b–17a; Eruvin 19a)  
Week 6-

2.12 • Quran, Surahs 7.35–51, 44.40–56, 56.41–56
• Selections from Abu Hamid al-Ghazali, Iḥyāʾ ʿalām al-dīn (Revival of Islamic Knowledge)

2.14 • “Beyond the Black River,” from Gregory the Great’s Dialogues (Bruce, pp. 61–64)
• “The Fire Draws Near Me,” from Venerable Bede’s Ecclesiastical History of the English People (Bruce, pp. 65–67)
• “Dryththelm Returns from the Dead,” from Venerable Bede’s Ecclesiastical History of the English People (Bruce, pp. 68–74)
• “The Island of the Fire Giants” from The Voyage of Saint Brendan (Bruce, pp. 75–80)

Week 7-

2.19 • Vision of Tundale (Bruce, pp. 83–107)

2.21 • “Lessons in Horror,” from Honorius of Autun’s Elucidarium (Bruce, pp. 112–114)
• “Preaching Pain,” from the Treatise concerning the Principal Mysteries of our Religion (Bruce, pp. 114–117)
• “Three Tales of Torment,” from Caesarius of Heisterbach’s Dialogue on Miracles (Bruce, pp. 118–124)
• “Warnings from Beyond the Grave,” from Caesarius of Heisterbach’s Dialogue on Miracles (Bruce, pp. 125–129)

2.22 Paper 2 due, via Canvas

Week 8-

2.26 • “The Abominable Fancy,” from Thomas Aquinas’s Summa Theologica (Bruce, pp. 130–135)
• Dante, Inferno, Cantos 1–3

2.28 • Dante, Inferno, Cantos 4–11

Week 9-

3.5 • Dante, Inferno, Cantos 12–19

3.7 • Dante, Inferno, Cantos 20–27

Week 10-

3.12 • Dante, Inferno, Cantos 28–34

3.14 • “The Sharp Pangs of a Wounded Conscience,” from William Dawes (Bruce, pp. 171–178)
• “Into the Eternal Furnace,” from Giovanni Pietro Pinamonti’s Hell Opened to Christians to Caution Them from Entering It (Bruce, pp. 179–192)
• “A Living Hell Shall Feed Upon Them,” from John Bunyan’s The Resurrection of the Dead and Eternall Judgement, or, The Truth of the Resurrection of the Bodies Both of God and Bad at the Last Day (Bruce, pp. 193–196)

3.18-3.22 SPRING RECESS—NO CLASSES

Week 11-

3.26 • Milton, Paradise Lost, bk 1

3.28 • Milton, Paradise Lost, bk 2
### Week 12

| 4.2 | • “Hell for Children,” from John Furniss’s *The Sight of Hell* (Bruce, pp. 201–221)  
|     | • “A Place at Odds with Mercy,” from Austin Holyoake’s *Heaven & Hell: Where Situated? A Search After the Objects of Man’s Fervant Hope & Abiding Terror* (Bruce, pp. 222–227) |
| 4.4 | • “The Death Factories,” (Bruce, pp. 232–239)  
|     | • “Fire in the Sky,” from Yoshitaka Kawamoto’s testimony (Bruce, pp. 241–243)  
|     | • “The Sum of Suffering,” from William Blake’s “A Sentence Worse Than Death” (Bruce, pp. 245–252)  
|     | • “Guantánamo Mix Tape” (Bruce, pp. 253–254) |
| 4.5 | Paper 3 due, via Canvas |

### Week 13

| 4.16 | • Mike Carey, “A Dalliance with the Damned,” *Lucifer* 1, nos. 17–19 |

### Week 14

| 4.23 | • Watch *The Good Place*, Season 1, episodes 1 and 13 (available on Netflix)  
| 4.25 | Retrospectives |

**Final Projects Due TBD**