“Prophecy and History in the West”
Prof. Matthew Gabriele

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Spring 2013

Th 1-3:30pm
Ambler Johnston Lobby (1st Floor)

151 Lane Hall

Scholar: http://scholar.vt.edu/
Twitter: http://twitter.com/prof_gabriele
Facebook: http://facebook.com/VTMEMS

Description
We are always caught in-between, never able to meet past or future. Yet, we seek to discover, always seek to know. This course will examine that quest through revelation and discovery, by interrogating moments when mankind sought to make sense of time. Ultimately, always, and regardless of how it was done, the search for the future and the search for the past was really a search for meaning in the present.

Requirements will include attendance and participation in discussions, an abstract & bibliography (tied to the final paper), a short paper (tied to the final paper), and a final research paper.

Office Hours
MW 3:45-4:30pm
If you can’t make this time, just get in touch so we can work something out. I check my email regularly, and can always be reached after class to set up an appointment.

ADA Statement
If you have a university-sanctioned condition that requires my special attention, please come to my office hours or email me to set up an appointment.

Course Etiquette: Classroom & Email

Classroom:
• You may eat and drink in class, so long as it isn’t a distraction to others. You will win brownie points for bringing me coffee.
• You should plan on talking – asking questions, responding to prompts, etc. – in this class. Feel free to disagree with anything either your classmates or I say, but be respectful in your tone.
• Please be sure to turn off all cell phones, PDAs, iPods, etc. before class begins. Also, feel free to use your computer to take notes but please mute the volume. What you do with VT’s wireless network is up to you. You’re all adults and I trust that you’ll make intelligent choices.
• Be aware, however, that if I determine that your actions are becoming a distraction to your fellow students – for any reason – I will ask you to leave the classroom.

Email:
• Email is an essential component of this course and one of the primary means by which I’ll communicate with you during the semester. Email, however, is not IM, nor is it Facebook. It’s a more formal communication that you will undoubtedly use in your professional life both throughout the rest of our time at VT and in your future workplace.
• Until the end of the semester, I’m not your Dad. I’m not your friend. I’m not your boyfriend. Until the end of the semester, I’m essentially your boss. To that end, be sure the message you’re composing is appropriate to the person receiving it (in this case, me).
• If you have any questions, please ask me or take a look at David Shipley and Will Schwalbe’s Send: The Essential Guide to Email for Office and Home (with website -- http://www.thinkbeforeyousend.com/) or the briefer review article http://www.salon.com/books/feature/2007/07/13/email_etiquette/.

VT Honor System and Academic Research
Academic dishonesty (defined as cheating, plagiarism, and falsification) is taken very seriously in this class. Please refer to http://www.honorsystem.vt.edu/ for a fuller statement of the Honor Code, as well as the Undergraduate Honor System Constitution. Also, consult this online web test for plagiarism at http://education.indiana.edu/~frick/plagiarism/.
You may, of course, study together but everything you turn in should be a product of your own understanding and analysis of the material. Be aware that certain sources of information (such as non-academic websites – like SparkNotes.com or Enotes.com – and encyclopedias – like Wikipedia) are inappropriate to use for academic research. Also, material you get from other sources must be cited/referenced properly, using MLA or Turabian/Chicago style.

  - basics also at [http://owl.english.purdue.edu/owl/resource/557/01/](http://owl.english.purdue.edu/owl/resource/557/01/) and [http://www.lib.berkeley.edu/TeachingLib/Guides/MLAstyle.pdf](http://www.lib.berkeley.edu/TeachingLib/Guides/MLAstyle.pdf)
- Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago, 1967).
  - basics also at [http://www.libs.uga.edu/ref/turabian.html](http://www.libs.uga.edu/ref/turabian.html) and [http://www.lib.berkeley.edu/TeachingLib/Guides/Chicago-Turabianstyle.pdf](http://www.lib.berkeley.edu/TeachingLib/Guides/Chicago-Turabianstyle.pdf)

If you ever have any questions about any of this, please ASK ME. I bite only rarely.

**A Note on Grading**
Consider a car’s speedometer. It is a tool that performs two interrelated functions: (1) It measures speed, and (2) it communicates that information to the driver. In a somewhat similar way, grading is a tool that also performs two interrelated functions: (1) It assesses academic performance, and (2) it communicates that information to the student. When driving, you glance at the speedometer to determine the speed of the vehicle—if it is what you want, you try to maintain it; if not, you make appropriate adjustments. It’s perfectly normal to desire good grades since they serve as evidence that a student has demonstrated competence in a particular area. But problems arise when students assume that their primary goal in college is to earn good grades so they can maintain a certain GPA. That is like believing that the primary goal of driving a car is not to reach a particular destination but to achieve or maintain a certain speed.


**Grading/Requirements**
The grading breakdown is as follows: class participation (20%), an abstract & bibliography (tied to the final paper) (20%), a short paper (tied to the final paper) (20%), and a final research paper (40%).

***Items will be considered “late” if not received by 2pm on the day they are due.***

***I will not accept ANY late assignments without a written, university-recognized excuse.***

- **Class Participation** – Class participation is absolutely required. You must talk in this class because a substantial portion of your grade is determined by your participation in discussion. Consequently, a significant number of absences will adversely affect your grade.
  - Participation *DOES NOT* mean knowing the right answer; it means coming prepared to every class and offering an analysis or asking questions.
- **Abstract and Bibliography** – This is a short (1-2 pages, typed, double-spaced) summary of what your final paper will be about. It must include a clear thesis statement and a thorough, though not necessarily complete, properly-formatted (MLA or Chicago/Turabian) bibliography on which you’ll base your final paper.
  - You will turn this in electronically, via Scholar. I will comment on it electronically and return it to you again. We’ll talk about this more in class.
- **Short Paper** – This will be a 5-7 page typed analysis of something related to the subject of the course. A handout for the assignment will be provided with more information. Please also see below (under “Final Research Paper”) for more information on paper writing.
  - You will turn this in electronically, via Scholar.
- **Final Research Paper** – The paper should be no less than 20 (full) pages long and no longer than 25. Page count does NOT include title page and/or bibliography.
  - You will turn this in as a hard copy.
  - **Topic**
    - You will pick your topic near the beginning of class. Your topic will be a case study of a thinker who has dealt with prophecy and/or history. You will be expected to make significant steps towards mastering the thought of that thinker. Regardless of topic, at least 2 of your sources must be in a language other than English.
- The topic can be something touched on in this class or something outside of it (I’m open to suggestions), but **YOU MUST HAVE YOUR TOPIC APPROVED** before proceeding.
  - Papers must have a clear thesis, be organized well, be properly referenced/cited, and be proofread. Please refer to the various handouts given throughout the course, or talk to me for more information.
- **NB** – This is a major assignment that governs a substantial portion of your final grade. You are being asked to quickly become masters of an unfamiliar landscape and produce a thoughtful, critical, analysis of a personage and a period. Begin working on it early. You CANNOT complete it in the last weeks of the semester and expect to do well in this course.

**Readings**

Things to buy: Buy from Bookstore, BN.com, Amazon.com, etc. Everything that our library owns is on 48-hour reserve too.

**REQUIRED**

On-Line Texts (Scholar.VT.edu):
- Many of the readings for this course are available online, via Scholar ([http://scholar.vt.edu/](http://scholar.vt.edu/)).
  - The appropriate PDFs for each week are in the “Resources” section of Scholar, then in the folder entitled “Weekly Readings”.

**Schedule of Lectures & Readings**

**YOU MUST BRING YOUR READINGS TO CLASS EVERY MEETING!**

**Week 1**

**Thurs. 1/24**

**Introduction & Syllabus**

Syllabus

SCHOLAR

Southern, “History as Prophecy,” 159-80.

**Week 2**

**Thurs. 1/31**

**Classical Antiquity**

SCHOLAR

Josephus, *Fall of Jerusalem* (Selections)

Livy, *History of Rome*, Book 1

**RECOMMENDED**

SCHOLAR

Vergil, *Aeneid*

Antony Kamm, *The Romans: An Introduction*

**Week 3**

**Thurs. 2/7**

**Bible**

SCHOLAR

Joshua

Daniel

2 Thessalonians

Revelation
Week 4

**Early Christianity**
Thurs. 2/14
Augustine, *City of God*, books 1, 17, 18, 22
SCHOLAR
Orosius, *Seven Books against the Pagans*, books 1-2
RECOMMENDED
SCHOLAR
Orosius, *Seven Books against the Pagans*, book 7
Augustine, *Confessions*
Pseudo-Methodius, *Revelations*
Gillian Clark, *Christianity and Roman Society*

Fri. 2/15
**ABSTRACT & BIBLIOGRAPHY DUE**

Week 5

**Early Middle Ages**
Thurs. 2/21
*Second Thessalonians*, ed. Cartwright
Haimo’s Commentary
SCHOLAR
Adso, *Letter on the Antichrist*
Glaber, *Five Books of the Histories*
Guibert, *Deeds of God through the Franks*
RECOMMENDED
SCHOLAR
Scholz, *Carolingian Chronicles*
Roger Collins, *Early Middle Ages*

Week 6

**Late Middle Ages**
Thurs. 2/28
SCHOLAR
Otto of Freising, *The Two Cities*, books 1, 7-8
Joachim of Fiore, *Selections*
RECOMMENDED
SCHOLAR
*The Play of the Antichrist*
Barbara Rosenwein, *Short History of the Middle Ages*, vol. 2

Week 7

**The New World**
Thurs. 3/7
SCHOLAR
Columbus, *Book of Prophecies*, 53-77
Reformation Documents
Müntzer, *Sermon to the Princes*, 11-32
Twelve Articles of the Peasants, 231-38
RECOMMENDED
Oberman, *Luther: Man between God and the Devil*
John Bossy, *Christianity and the West*, 1400-1700

Fri. 3/8
**SHORT PAPER DUE**

Week 8

**NO CLASS – SPRING BREAK**
Week 9  
**Secular vs. Sacred**  
Thurs. 3/21  Lowith, *Meaning in History*  
SCHOLAR  
Troeltsch, *Protestantism and Progress*  
RECCOMENDED  
Habermas & Ratzinger, *Dialectics of Secularization*

Week 10  
**What is the past?**  
Thurs. 3/28  
SCHOLAR  
Nietzsche, *Use and Abuse of History*  
Spiegel, “Social Logic of the Text,” 59-86  
RECCOMENDED  
Spiegel, *Past as Text*

Week 11  
NO CLASS  
Work on Papers

Week 12  
**What is the end?**  
***SPECIAL GUEST – Dr. James Palmer (Univ. of St. Andrews, UK)***  
Thurs. 4/11  O'Leary, *Arguing the Apocalypse*  
SCHOLAR  
Holsinger, “Empire, Apocalypse, and the 9/11 Premodern,” 94-118  
RECCOMENDED  
Hardt & Negri, *Empire*

Week 13  
**What is the present?**  
***SPECIAL GUEST – Prof. Brett Whalen (UNC-Chapel Hill)***  
Thurs. 4/18  Koselleck, *Futures Past*  
SCHOLAR  
Stein, “American Millennial Visions,” 187-211  
RECCOMENDED  
Cohn, *Pursuit of the Millennium*

Week 14  
NO CLASS (Individual Meetings)

Week 15  
NO CLASS (Work on Papers)

Week 16  
NO CLASS  
Fri. 5/10  PAPER DUE BY 5PM @ MY OFFICE