DEVELOPMENT OF EUROPE
PART ONE

FROM THE RISE OF CHRISTIANITY
TO THE DAWN OF THE ENLIGHTENMENT,
c.200-1700

Fall 2007: 01:510:101:08
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E-mail: bellany@rci.rutgers.edu
Office Hours: Tue. 9:30-10:30 and by appointment
Description: This course is an introduction to the history of Europe between the years 200 and 1700. (The period from c.1700 to the present is covered by Development of Europe II (510:102)). The course is also an introduction to the discipline of history—to the questions historians ask and some of the methods they use to answer those questions—and to various skills—analytical reading, writing, note-taking, debate and argument—that are essential to university-level academic study in the humanities and social sciences.

Course website: the website for this course is at https://sakai.rutgers.edu. If you are enrolled in the class, you have been automatically entered into the sakai system and can access it using your Rutgers e-mail username and password. The website contains a number of essential resources for the class. You should visit it regularly to download copies of lecture outlines, study questions for the assigned readings, paper and exam assignments and guidelines. Also included on the website is a bulletin board discussion forum.

FORMAT: This course is taught in three formats. (1) Lectures: The majority of class sessions will be lectures, which serve a variety of purposes. Some are designed to extend, deepen and, on occasion, challenge the basic narrative and analysis provided in the course textbook, the assigned portions of which you must read BEFORE each lecture. A number provide background and context for the readings assigned for discussion. Others attempt to capture the dynamics of a period or a historical problem by analyzing in detail a single piece of evidence—a ritual, an entertainment, a trial, a work of art, or an individual life. The lectures are primarily thematic and analytic; they do not usually provide a simple, chronological narrative (what happened when, what happened next, etc). You are expected to use the assigned textbook to give you the outlines of this basic narrative.

One of the skills you will be developing during lectures is the ability to take accurate, complete and relevant notes. This is sometimes difficult, but it is an important and useful skill, so keep working at it. Each lecture has an accompanying handout with an outline of the lecture and a list of key names and terms. This should help you with your note taking. Make sure to print out the handouts from the website BEFORE the lecture.

(2) Lecture/Discussion: there will be two sessions, both devoted to the use of visual evidence to answer historical questions, in which we will adopt a more interactive lecture style. In these sessions, the instructor will provide some periods of lecture, but will also ask students to discuss the readings and visual images assigned for these sessions.

(3) Discussion Sections: The goal of the discussion sections is to allow you to talk, under the instructors’ guidance, about the primary source readings assigned in this class. The discussion will hopefully bring you to some deeper appreciation of the reading and its historical significance, and help sharpen your skills of oral presentation and debate. The discussions are also intended to improve your reading skills. Many of the materials you will be studying are complex, strange, or difficult. To read them effectively requires concentration. Try not to be a passive reader. Approach the text critically and analytically; jot down questions, ideas, or disagreements. To help you prepare for these discussion sections (and for the lecture/discussions), and to help focus your reading, a number of questions on the readings will be posted on the course website. If you read the assignment with these questions in mind, you will be able to dig more effectively below the book’s surface; if you bring some thoughts about these questions to class, you will find it easier to jump into the discussion.

ASSIGNMENTS and GRADES: you will be graded on the following:
(A) Close-Reading Exercise: a short paper (4-5pp.) in which you analyze in detail a passage taken from either the Anglo-Saxon poem *Beowulf* or the crusader epic *The Song of Roland* [counts for 20% of the final grade].

(B) Essay: a medium-length paper (5-8pp.) in which you answer a question on either More’s *Utopia* or on the materials assigned for the two lecture/discussion sessions on visual evidence [counts for 30% of the final grade].

(C) A short commentary (2-3pp) on a passage from Defoe’s *Robinson Crusoe* [counts for 20% of the final grade].

(D) Final exam which will cover material from the second half of the semester (parts 5 and 6 on the syllabus, below) [counts for 20% of the final grade].

(E) Participation: participation credit will be given for (i) active and regular contributions to the discussion sections; (ii) asking questions or making comments during or after lecture or section, or during office hours; (iii) e-mailed questions and comments; and (iv) postings on the website bulletin board [counts for 10% of the final grade].

**DEADLINES & EXTENSIONS:** The deadlines for the written assignments and the date and time of the final exam are all listed in the syllabus. Extensions of the deadlines on written assignments will be given in cases of documented illness; they may be negotiated in other exceptional cases only in advance. All other late work will be penalized 1/3 of a grade (i.e. B+ to B) for every day it is late. Any assignment not handed in one week after the deadline will receive an F unless the student has contacted the Professor or TA to make arrangements for the paper to be submitted. Any student with 2 or more incomplete assignments by the date of the final exam will fail the class.

**ATTENDANCE POLICY:** At each meeting you will be expected to sign in on the sheets of paper circulated during the class. If you do not sign in, you will be marked absent; if you leave early without advance permission, you will be marked absent. Persistent absenteeism is both self-defeating— it will significantly lower your ability to do well on the class assignments—and will result in an automatic lowering of the final grade.

**CHEATING:** any student found to have cheated by copying from another student or from an outside source (book, website, etc.) will be subject to the severe penalties mandated by University regulations, which include suspension from the university and a permanent record on your transcript. For details of the University’s definitions and punishments of these academic offences, see http://teachx.rutgers.edu/integrity/policy.html. If you are ever unsure about correct practice, please contact the instructor.

**ASSIGNED READINGS:** (1) Primary source readings for discussion. You can buy these books from the Douglass Co-op Bookstore. If you want to buy them elsewhere, please try to get the assigned editions and translations—this will make it easier to follow along in discussions. The required books (and editions) are:

  - *The Song of Roland*, translated by G. Burgess (Penguin Classics edition)

(2) Readings for the lecture/discussion sessions on ‘Seeing History’: these consist of chapters from two secondary works—works of historical interpretation—by 20th century academic historians: “Art and
Life” from Johan Huizinga, *The Autumn of the Middle Ages* (1919; 1996 translation), and “Housewives and Hussies: Homeliness and Worldliness” from Simon Schama, *The Embarrassment of Riches: An Interpretation of Dutch Culture in the Golden Age* (1987). These chapters will be available on electronic reserve via the Rutgers Libraries website; copies of the books will be on reserve at the Douglass library; and copies of the books will also be available for purchase at the Douglass Co-op.

(2) **Textbook.** The textbook for this class, available at the Douglass Co-op, is Lynn Hunt et. al., *The Making of the West: Peoples and Cultures*, (Concise Edition) vol.1: To 1740.

**SYLLABUS AND CLASS SCHEDULE**

**Part 1: The Roman Empire and its Transformations**  
Textbook: *Making of the West (MOTW)*, vol. I, chapters 5-6

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<tr>
<td>Tue. Sep.4</td>
<td>Lecture 1</td>
<td>Introduction: What is Europe? What is History?</td>
<td><em>MOTW</em>, ch.5 “The Roman Empire”</td>
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<td>Fri. Sep.7</td>
<td>Lecture 2</td>
<td>Gladiator: The Amphitheatre and the Roman Empire</td>
<td><em>MOTW</em>, ch.5 “The Roman Empire”</td>
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<td>Tue. Sep.11</td>
<td>Lecture 3</td>
<td>Perpetua in the Arena: Pagans and Christians, c.200-312</td>
<td><em>MOTW</em>, ch.5 “The Roman Empire”</td>
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<td>Fri. Sep.14</td>
<td>Lecture 4</td>
<td>Constantine, Augustine and the Fall of Rome, c.300-500</td>
<td><em>MOTW</em>, ch.6, “Transformation of the Roman Empire”</td>
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**Part 2: The Making of Medieval Europe**  
Textbook: *Making of the West*, vol.1, chapters 7-8

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<tr>
<td>Tue. Sep.18</td>
<td>Lecture 5</td>
<td>Heroes and Ring-Givers: Germanic Culture and Christianization</td>
<td><em>MOTW</em>, ch.7, “The Heirs of the Roman Empire”</td>
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<td>Fri. Sep.21</td>
<td>Discussion 1</td>
<td>Beowulf, Germanic Warrior Culture and Religion</td>
<td><em>Beowulf</em>, complete poem.</td>
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<td><strong>Group A meet in RAB 001; Group B meet in RAB 207</strong></td>
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<td>Tue. Sep.25</td>
<td>Lecture 6</td>
<td>Power, Kingship and Religion in Early Medieval Europe</td>
<td><em>MOTW</em>, ch.8, “Unity and Diversity in Three Societies”</td>
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**Part 3: The Medieval Revolution? The High Middle Ages**  
Textbook: *Making of the West*, vol.1, chapters 9-10

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<td>Fri. Sep.28</td>
<td>Lecture 7</td>
<td>Crusade, Coexistence and Cultural Exchange: Christianity Faces Islam</td>
<td><em>MOTW</em>, pp.268-275, 303-309, 352-356</td>
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Tue. Oct.2  Lecture 8: The World of the Cathedral: The Twelfth-Century Renaissance  
*Reading: MOTW, ch.9 “Renewal and Reform”

Fri. Oct.5  Discussion 2: The Song of Roland and Crusading Ideology  
*Reading: Song of Roland, complete poem.  
**Group A meet in RAB 001; Group B in RAB 207

Tue. Oct.9  Lecture 9: Love, Sex and Marriage in the High Middle Ages  
*Reading: MOTW, ch.10 “Age of Confidence”

*Assignment 1 due in class

Part Four: The Late Medieval Crisis?

Tue. Oct.16  Lecture 11 / Video Presentation: Yersinia Pestis: The World the Plague Made  
*Reading: MOTW, ch.11, pp.425-48

*Reading: Johan Huizinga, “Art and Life”, from The Autumn of the Middle Ages  
**Groups A&B meet in RAB 001

Part Five: A Lute Unstrung: Renaissance, Reformation and the Early Modern Crisis  
Textbook: Making of the West, vol.1, chapters 11-14

Tue. Oct.23  Lecture 12: Fingerprint s of a New Age: Reading Holbein’s Ambassadors

Fri. Oct.26  Lecture 13: Man-Eating Sheep, Ill-Counseled Kings and Renaissance Humanism:  
Thomas More’s Utopia in Context  
*Reading: MOTW, ch.11 (pp.448ff.).

Tue. Oct.30  Lecture 14: Brave New Worlds: The European Encounter with America

Fri. Nov.2  Discussion 3: Society, Politics and Renaissance Humanism: Utopia’s Meanings  
*Reading: Thomas More, Utopia, complete book.  
**Group A meet in RAB 001; Group B in RAB 207

Tue. Nov.6  Lecture 15: How Am I Saved? The Reformation Shatters Christendom  
*Reading: MOTW, ch.12 “Struggles Over Beliefs”

Fri. Nov.9  NO CLASS MEETING TODAY

Tue. Nov.13  Lecture 16: Confessional Identities I: John Gerard and the Catholic Reform
Fri. Nov.16 Lecture 17: Confessional Identities II: Nehemia Wallington and the Godly Life

Tue. Nov. 20 NO CLASS MEETING TODAY: THANKSGIVING SCHEDULE SWITCH

Wed. Nov. 21 Lecture/Discussion: Seeing History II: Sex, Marriage, Family and Art
   *Reading: Simon Schama, *The Embarrassment of Riches*, ch.6
   **Groups A&B meet in RAB 001

Fri. Nov. 23 NO CLASS MEETING TODAY: THANKSGIVING BREAK

Tue. Nov.27 Lecture 18: Enemies of God: Witch Hunting in Early Modern Europe

   **Part Six: Paths to “Modernity”?**
   Textbook: *Making of the West*, vol.1, chapters 13-14

Fri. Nov.30 Lecture 19: Beyond the Pillars of Hercules: The Scientific Revolution
   *Assignment 2 due in class

Tue. Dec.4 Lecture 20: New Visions of Politics and the Quest for Stability, c.1647-1700
   *Reading: *MOTW*, ch.13 “State Building and the Search for Order”

Fri. Dec.7 Lecture 21: The Age of the Coffeehouse: Europe and the Atlantic World
   *Reading: *MOTW*, ch.14 “The Atlantic System and Its Consequences”

Tue. Dec. 11 Discussion 4: The Atlantic World of Robinson Crusoe
   *Reading: Daniel Defoe, *Robinson Crusoe*
   **Group A meet in RAB 001; Group B in Room RAB 207
   *Assignment 3 due in class

Final Exam

The final examination for this class is scheduled for Thursday, December 20, and will be held in RAB 001 from 9:30-11AM. The exam will cover the material in parts 5 and 6 of the class. More details and guidelines will be posted on the course website.