510 subject courses FALL 2007

510:101 Development of Europe I  
Professor Alastair Bellany

This course surveys the history of Europe from the early first to the mid-eighteenth century, and combines lecture classes with discussion sections focusing on primary documents. Among the topics we will study are the rise of Christianity; the fall of Rome and the making of medieval civilization; Europe, Islam and the crusades; courtly love; power and persecution in the high middle ages; the late medieval crisis; the Renaissance; the Reformation, Counter-Reformation and the European wars of religion; the witchcraze; European expansion and the emergence of the Atlantic economy; and the Scientific revolution. Readings will include: *Beowulf* (trans. Seamus Heaney, Norton Press); *The Song of Roland* (trans. Burgess, Penguin Classics); and Daniel Defoe, *Robinson Crusoe* (Penguin Classics). There will be three short writing assignments and a final exam in this course.

510:207 Byzantium: Last Centuries  
Professor Stephen Reinert  
sreinert@rci.rutgers.edu

Byzantium was the state and civilization that evolved from the Roman order in the Balkan Peninsula and Asia Minor, its capital and cultural center being Constantinople (modern Istanbul). Byzantium's long history may be divided into three broad periods: (1) "Late Antiquity," from the later third through the middle seventh centuries (A.D.); (2) the "Middle Byzantine Period," from the middle seventh century to 1204; and (3) "The Late Byzantine Period," from 1204 through 1453, when Constantinople was conquered by the Ottoman sultan Mehmed II "The Conqueror."

In this semester length course, 510:207, we will explore the fate of Byzantium from the eve of the Fourth Crusade (ca. 1204) through the 1460s -- that is, the entire "Late Period." Throughout these last centuries, Byzantium's political and military fortunes were increasingly determined by foreigners -- west Europeans on the one hand, and Turkic peoples on the other. Thus, an important theme of the course will be Byzantium's relationship with neighbors to the west and east, especially the Ottomans -- who eventually succeeded to the legacy of Byzantium in the Balkans and East Mediterranean. A second key theme we will explore is Byzantium's ultimate failure to sustain itself as a viable state in the face of these pressures, and how such failures impacted on cultural and intellectual developments -- which in some spheres were extremely remarkable. A third major theme we will consider is the nature of the Byzantine legacy, including its impact on the cultures of southeastern Europe and the Ottoman successor state.

Typically students are required to purchase the following books:

Grades are based on three in-class examinations, and a short project paper.

510:306 Roman Empire  
Instructor: Andrew Scott

This course will cover the major political, social, and intellectual developments of the Roman Empire, from the age of Augustus and to the time of Constantine (31 B.C.E. – 337 C.E.). In addition to the political and social life at Rome, we will explore the management of and life in the provinces, the Roman economy, the crisis of the third century, and religion in the Roman Empire, including the rise of Christianity. Students will read extensively from both primary and secondary sources. There will be a mid-term and final examination; one short (ca. 5 pages) and one long (ca. 10 pages) research paper will also be required.

510:320 WOMEN IN ANTIQUITY  
(190:320 / 510:320 / 988:320)  
Prof. Thomas J. Figueira  
figueira@rci.rutgers.edu

This course will provide an introduction to the social experiences, cultural accomplishments, and status of women in ancient Greek and Roman societies. After introductory lectures that will survey ancient Greek and Roman political and social history, we shall adopt a synthetic approach in which various categories of behavior and experience both among the Greeks and among the Romans will be treated in comparison and contrast. The significance of this subject is diverse. Classical antiquity provides us with significant variation in women’s historical experience so that our material is provocative for comparative reasons. Nevertheless, ancient Greek and Roman culture is antecedent to modern Western European and North American institutions so that investigation of the life experiences of ancient women permits to understand more deeply our own historical context. The content of the classes may include lectures, slide lecture(s), discussions of assigned readings, and opportunities for questions. Students will be expected to participate in classroom discussion as much as reasonably possible, given the size of the class. The readings (as of the time of the composition of this sketch) will include two general books on women in the ancient world (Eva Cantarella, Pandora’s Daughters: The Role and Status of Women in Greek & Roman Antiquity, trans. by M.B. Fant: Baltimore 1987; Sarah B. Pomeroy, Goddesses, Whores, Wives, and Slaves: Women in Classical Antiquity: New York 1975) and a collection of ancient sources (Mary R. Lefkowitz & M.B. Fant, Women’s Life in Greece & Rome3: Baltimore 2005). This material may be supplemented periodically with handouts. When feasible, class outlines may be circulated. The students are not only responsible for the readings and circulated materials, but also for the material presented in the lectures. Please note that the source passages are more demanding than an equivalent number of pages of other works and time should be reserved for reading them. In the dialogues in this class, students are
expected to maintain the proper academic demeanor in their comments. Students are advised to consult the Department of History web page, which provides a good summary of student responsibilities.

510:391 Historical Studies: Gender and Society in Modern Europe
Professor Seth Koven

Why did the most powerful man in 17th Century Europe appear to our modern eyes to be dressed in drag for his official state portrait? What motivated some poor wives in the 18th century to participate in their own sale in the public market? How did gender shape class formation, industrialization and empire in the 19th century? This thematic course explores gender and society in Europe from the Enlightenment until the 20th century. Interdisciplinary in approach and scope, it draws on literature, art history, women’s studies, and political philosophy in charting major transformations in how men and women represented and experienced themselves as gendered subjects. While the course focuses on Europe it also insists on locating Europe within broader imperial and global systems.