Ancient
Medieval
Early Modern

Archaeology
Architecture
Art History
History
Languages
Literature
Music History
Philosophy
Religion

Undergraduate and
Graduate Courses
Spring 2018
PREFACE

Ancient, Medieval, and Early Modern Studies are an area of particular strength at Syracuse University. We encourage you to sample widely from these courses: learn Latin or Greek, study Renaissance Art History, analyze early modern English plays. Learning about the past allows our present moment to come into clearer focus. Religious conflicts are not new. Political strife is not new. Aesthetically marvelous art, music, and architecture was created centuries ago.

For those who wish to study these areas in greater depth, we offer a variety of Majors and Minors: Classics (which emphasizes the study of Greek and Latin languages); Classical Civilization (which emphasizes the cultural and historical aspects of Greco-Roman Antiquity); and the Minor in Medieval and Renaissance Studies (emphasizing European culture and history from the end of Antiquity to the beginnings of the Modern era).

If you have already taken several courses in these fields, check the requirements for our Majors and Minors. You might just be one or two courses short of adding another Minor to your degree!

Please note: since last year there is an Ancient/Medieval/Renaissance Student Club: The Dionysian Society. Everyone is welcome to join! If you are interested, contact Prof. Matthieu van der Meer (mhvander@syr.edu).

Prof. Jeffrey S. Carnes,
Program Coordinator, Classics and Classical Civilization

Prof. Albrecht Diem,
Director of Medieval and Renaissance Studies
The Ancient World

**REL 114/JSP 114 The Bible in History, Culture and Religion**  
James Watts

The Bible has been the most widely read literature in Western culture. It has influenced literature, law and politics as well as religious traditions. This survey of Jewish and Christian scriptures in English translation pays particular attention to the literary form of biblical books, their origins and original ancient Near Eastern and Hellenistic contexts, and their role in the development of Western religions and cultures.

**REL 120 Introduction to the Study of Religion**  
William Robert

Introduces students to the academic study of religion as a complex field given shape through a diversity of academic disciplines and questions. Terms, concepts, and ideas will be discussed.

**ARC 133 Introduction to the History of Architecture I**  
Jean-François Bédard

Themes, concepts, and problems in architectural history from ancient Egypt to 1500.  
(Counts towards the Medieval and Renaissance Studies Minor; counts towards the Classical Civilization Major and Minor by petition.)

**ANT 145 Introduction to Historical Archaeology**  
Douglas Armstrong

Role of history and archaeology in our understanding of 17th- to 19th-century Europe, Africa, and America. Historical archaeology as a mechanism to critique perceptions of the past. Firsthand record of ethnic groups and cultural settings not recorded in writing.  
(Counts towards the Classical Civilization Major and Minor.)

**REL 186 Buddhism**  
Gareth Fisher

This course will provide a general introduction to the life and teachings of Siddhartha Gautama (c. 563-483 BCE) who is better known as the "Buddha," meaning the awakened or enlightened one, and the philosophical and religious sys-
tems that have developed throughout history from those who have considered themselves his followers. Starting first with the Buddha’s life in India, the course will then move out to consider the major movements of Buddhist thought; patterns of Buddhist religious organization and practice; and the influence that followers of the Buddha have had on the development of society, politics, art, literature, and culture.

PHI 200 Chinese Philosophy
Paul Prescott

Chinese Philosophy is an introduction to the major philosophers of the classical period in China (ca. 600—221 BCE). Topics include Kongzi (Confucius), Mozi, Yang Zhu, Mengzi (Mencius), the Daodejing, Zhuangzi, Xunzi, and Han Feizi. The course also attends to issues in East-West comparative thought, and to the relevance of Chinese philosophy for the contemporary world.

HST 300 Plato In America
Elisabeth Lasch-Quinn

From philosophers to film-makers, many are finding Plato and other philosophers as relevant as ever in modern cultural history and contemporary life. Movies like the Matrix trilogy and Interstellar join the popular sword-and-sandals movies like Gladiator, which explores Stoicism, to draw on ancient Greek and Roman philosophical approaches to large questions about the individual, society, and the meaning of life. This course begins with some of Plato’s most famous dialogues, then examines modern sources that show the renewed interest in philosophy and Greco-Roman thought generally and Platonic ideas specifically, with attention to themes such as awe and wonder, time, friendship, beauty, excellence, wisdom, love, ideals, a practical philosophy for everyday living, and the good life. (Counts towards the Classical Civilization Major and Minor by petition.)

LIT 300/REL 300/HST 300 The Care of the Soul
Matthieu van der Meer

In this seminar, we explore the development of discussions in Antiquity and the Middle Ages on the ways in which people help themselves to become better human beings – be it happier, or at peace with themselves, or pleasing in the eyes of the gods/God. The emphasis will lie on texts on the care of the soul and on the relationship between body and soul – the latter topic being especially important in Christian discourses as a result of the doctrine of the bodily resurrection. Non-Christian authors, however, had developed the terminological and theoretical groundwork with their discussions on the place and function of emotions in relation to the body and the soul. We will investigate how the cultural and religious transformations in Late Antiquity led to changes in the perceptions of the soul and
the methods to direct it. This exploration will lead to the question how the transformation of philosophical discourses on the soul into religious discourses took place and to what extent religion itself is a category with a grown history. We will read texts of, among others, Plato, Aristotle, Lucretius, Seneca, Plotinus, Augustine, Cassian, and Heito of Reichenau.

(Counts towards the Classical Civilization Major and Minor by petition.)

**PHI 307 Ancient Philosophy**  
Christopher Isaac Noble

In this course we will discuss the ideas and arguments of some of the major ancient Greek philosophers. Topics will include the pre-Socratic origins of cosmological speculation, the beginning of philosophical ethics with Socrates, Plato’s moral theory and epistemology, and Aristotle’s ethics, philosophy of nature, and metaphysics. The course will end with a brief survey of philosophical developments in the Hellenistic period.

(Counts towards the Classical Civilization Major and Minor.)

**HST 353 History of Ancient Rome**  
Craige Champion

A comprehensive survey of ancient Roman political, economic, social and cultural history based on the interpretation of primary sources, both literary and archaeological, from the foundation of the city through the dissolution of the Empire in the west. Special focus is given to important topics and themes in Roman history, including Roman foundation legends, the interrelationship of Roman statecraft and Roman religion, Roman aristocratic ethical values and imperialism, the Roman reaction to Greek culture and literature, the imperial cult of the Roman emperor, the position of women in Roman society, the Roman institution of slavery, the origins and early growth of Christianity, the third century CE military and economic crises, and modern ideas on Rome’s transformation into medieval Europe. Short paper, mid-term and final examinations.

(Counts towards the Classical Civilization Major and Minor.)

**PHI 710 Seminar in Ancient and Medieval Philosophy**  
Kara Richardson

This course will introduce graduate students to the major themes and figures of Classical Arabic Philosophy, with an emphasis on the Metaphysics and Psychology of Avicenna (Ibn Sīnā, d. 1037).
This writing-intensive course offers a survey of British literature from its beginnings until 1789. We will read texts written during the Middle Ages, the Renaissance, the Civil War and Restoration, and the Eighteenth Century. Beginning with a study of Arthurian legend and the Saxon and Norman literary origins of Englishness, the course will move on to study the poetry and drama of Shakespeare, Spenser, and their contemporaries. We will examine the literary efforts of England’s monarchs, with readings by Elizabeth I and James I, along with samples from an increasingly scandalous, ‘libertine’ tradition. Other highlights will include Aphra Behn’s play, The Rover, and some Irish and Scottish texts. The course will close with a look at the rise of the novel in the eighteenth century, and will consider the role of sympathy and sensibility in Swift, Stede, and others. We will discuss literature and culture: heritage, identity, language, gender, sexuality, literacy, class, religion, and even witchcraft will all be political topics addressed at various points in discussion. We will learn about specific forms of literature including the lais, the sonnet, the mock heroic, the Restoration comedy, and the sentimental novel, and will write academic essays about them.
(Counts towards the Medieval and Renaissance Studies Minor.)

ETS 121 - Introduction to Shakespeare
Evan Hixon

This is an introduction to the world of Shakespeare through attentive study of five plays that will include As You Like It, Henry IV, Othello, Macbeth, and The Winter's Tale. These plays and the approaches we will take to them have been chosen to challenge the interpretive models by which you might have been introduced to Shakespeare and the Renaissance previously. We will move beyond the little world of man and the wheel of fortune to consider Shakespeare’s unexpected representations of historical norms and enormities, cultural codes and cultural change, modes of governance and comportment, and varieties in structures of belief. We will discuss questions of artistic enigma, canonicity, and the place of Shakespeare in the formation and dissemination of group and national identities. Even while we consider the cultural import of reading Shakespeare in (and outside of) the Western canon, our discussions will constantly return to a central problem: What does it mean to read Shakespeare when Shakespeare wrote plays to be played upon a stage? Stressing the multi-sensory experience of Elizabethan and early Jacobean play-going, we will read aloud for one another and work through practical dramaturgical questions and challenges.
REL 165/MES 165 Discovering Islam
Tazim Kassam

Islam as a faith and a civilization. Understanding its origins, beliefs, rituals, and the historical development of its intellectual traditions in the pre-modern and modern eras, and its geographic, cultural and theological diversity today.

ETS 175 World Literature: 1000 C.E. to the Present
Harvey Teres

This course will introduce you to some of the most valued and enduring examples of world literature since 1000 C.E. Texts will likely include Dante’s Inferno; the African epic Sundiata; Cervantes’ Don Quixote; Shakespeare’s Othello; Voltaire’s Candide; Wu Cheng’en’s Journey to the West; Basho’s haiku poetry; Goethe’s Faust; Ghalib’s and Tagore’s poetry; fiction by Chekhov, Lu Xun, Woolf, and Borges; T. S. Eliot’s The Waste Land; Anna Akhmatova’s poetry; and Soyinka’s Death and the King’s Horseman. The objective of the course is to enhance your global cultural literacy by familiarizing you with some of the most influential books and cultures from around the world. This will prepare you to become an informed global citizen and at the same time provide essential background for understanding English and American literature and culture. Classes will alternate between lectures and discussions. You will have the option of either producing shorter response papers or traditional midterm and final interpretive essays.

MES/REL 200 Gender in Islam
Tazim Kassam

HST211 Medieval and Renaissance Europe
Samantha Herrick

This introductory survey traces Europe’s transformation during the Middle Ages and Renaissance, from roughly 300 CE to roughly 1500 CE. It begins as the Roman Empire slowly gave way to new societies in both East and West, and then follows the fortunes of these societies over more than 1000 years. It explores the religious, political, economic, social, cultural, intellectual, and artistic aspects of these societies and how they changed over time. Readings will include both primary sources (those written at the time) and secondary sources (by modern scholars). Students will learn to analyze these sources in order to find out what happened in this period, how people understood events, and how historians use evidence to explain the past. Requirements include reading and participation, midterm and final exams, and two papers.
(Counts towards the Medieval and Renaissance Studies Minor.)
When does a trip become a pilgrimage? From the Crusades to contemporary tourism, travel has been a prominent motif in religious literature and in popular culture. We will look at accounts of both secular travel and pilgrimage narratives, mainly by Jewish travelers. Most claim authenticity, although the line between fact and fiction is not always easy to determine. In any case, travel narratives have played a central role in literary and religious history. (May count towards the Medieval and Renaissance Studies Minor by petition.)

An investigation of the complex relationship between humanity and divinity and its implication for the formation of Christian and Islamic philosophy and theology. (May count towards the Medieval and Renaissance Studies Minor by petition.)

Through extended use of the Ranke Collection - one of the most extensive collections of Italian historical manuscripts in the United States, unanimously considered a “European treasure” in the country - this course explores some of the major literary, artistic, political, and religious developments of Renaissance Italy and Europe by focusing on the central role played by Florence. Students will learn about literary, philosophical, artistic, and dramatic touchstones of the period (the Medici, Machiavelli, Savonarola, etc.) and will also familiarize themselves with the dark sides of the epoch. We will not only learn about Florence and the Renaissance but also about the history of SU and some important historic buildings on our campus, which were built to host the thousands of books composing the Ranke Collection. Additionally, students will develop transferable skills such as how to do archival research, how to manage rare old manuscripts, and how to transcribe and translate from pre-modern archival Italian into modern English. Discussion in English. Reading knowledge of Italian at the intermediate-high level (ITA 202) required. (Counts towards the Medieval and Renaissance Studies Minor by petition.)
HST 310 The Early Middle Ages  
Albrecht Diem

This course provides a survey of the most important political, cultural and social developments in the period between 300 and 900, or roughly between the reign of Constantine and end of the rule of the Carolingian kings, mostly focusing on Western Europe. In this period falls one of the most dramatic historical breaks: the “Fall of the Roman Empire” and the “Beginning of the Middle Ages.” But was there really a “Fall of the Roman Empire?” When, how and why did the Roman Empire come to an end? This still ferociously debated question will play a central role in the course. Other topics will be the rise of Christianity, the development of medieval institutions (such as kingship, church structures, and feudalism), and the continuity and discontinuity of intellectual traditions. A special emphasis will be laid on reading and interpreting (translated) primary sources and on methods of historical research.  
(Counts towards the Classical Civilization Major and Minor and the Medieval and Renaissance Studies Minor.)

ETS 311 Literary Periods Before 1900: Love and Marriage in Shakespeare’s England  
Melissa Welshans

The Beatles once famously sang, "All you need is love." This course will take this phrase as a starting point for exploring "love" and its iterations in early modern England, especially as it relates to the institution of marriage. What was the status of "love" in the time of Shakespeare—a time when romantic ideals often conflicted with the realities of match-making? How was it defined, expressed, cultivated, destroyed? How did it manifest in marriage, and what were other acceptable social sites of love? Texts under consideration will include a number of Shakespeare’s works, including Twelfth Night, Romeo and Juliet, and Antony and Cleopatra, as well as works by his contemporaries: Thomas Middleton and Thomas Dekker’s The Roaring Girl, Elizabeth Cary’s Tragedy of Mariam, and assorted poetical works by the likes of Edmund Spenser and John Donne. Assignments will include at least one short paper, an oral presentation, and one longer research paper. Pre-1900 course. This course will meet the Shakespeare requirement for English Education Majors.  
(Counts towards the Medieval and Renaissance Studies Minor by petition.)

ETS 311 Medieval Romance, or “What’s Love Got to do with it?”  
Patricia Moody

Arguably the most influential and also the most enduring genre to emerge from the European Middle Ages, romance’s evolving development is one of translation
and transformation, adaptation and refashioning, and fertile intertextual and intercultural exchange among the linguistic and political entities of medieval Europe. (Krueger). Before the twelfth century, western vernacular writings dealt almost exclusively with religious, historical, and factual themes, all of which were held to convey the truth. During the second half of the twelfth century, however, a new genre emerged: the romance, which was consciously conceived as fictional and therefore allowed largely to break free from traditional presuppositions. Medieval romances astound the modern reader—first, by their broad circulation throughout Europe; second, by the multitude and variety of stories, characters, themes, and motifs they reveal; and finally, by the sheer diversity of their forms and subject-matter, complexity of narrative strategies and perspectives, and critical responses they invite. (Green) This course offers an examination of medieval fictionality. Beginning with the origins, forms, and contexts of medieval romances, we examine the emergence of romance in its first formative period in the twelfth century, the role of magic and fantasy, and transformations of stories from ancient to modern times. Throughout we consider the difficulties of the genre and the kinds of sociological and cultural issues romance interrogates.

(Counts towards the Medieval and Renaissance Studies Minor by petition.)

**PHI 311 The Rationalists**
Kara Richardson

This course will introduce students to Rationalist philosophy in Early Modern Europe. Topics will include human nature, knowledge and certainty, freedom, the existence of God, and the social contract. Authors will include Descartes, Elizabeth of Bohemia, Malebranche, Pascal, Hobbes, Spinoza, Leibniz and Émilie Du Châtelet. (Counts towards the Medieval and Renaissance Studies Minor by petition.)

**HOA 312. Romanesque Art**
Matilde Mateo

Imagine a world where the East, and not the North, is at the top. Where the existence of people with gigantic ears that covered their whole bodies was beyond question. Where peasants and kings alike travelled for months just to pray in front of a body part of a dead saint. These are just but a minor sample of what turns the Romanesque world into something remote, foreign, but also fascinating for us. Created during the 11th and 12th cc in Western Christian Europe, Romanesque art seems very enigmatic to contemporary viewers. This course will enable you to gain a deeper understanding of it by introducing you to the main challenges faced by the artists and their solutions. Which were the favorite media and why? What agenda were the bishops, abbots and kings pursuing through the expensive art works they commissioned? What constituted a good art work, a good building, and a good artist at that time? What conventions were commonly used to create meaning? What view of the world was being supported by Romanesque art? How
did the viewers interact with the art works? What did artists think of the value of their work? These, and many other questions, will be addressed in lectures, class discussions, journals and papers. (Counts towards the Medieval and Renaissance Studies Minor.)

**HOA 320 Italian Renaissance Art**
Sally Cornelson

Survey of Italian art and architecture from c. 1200 to 1550 with an emphasis on style, patronage, artistic techniques, and the social, political, and devotional contexts of works by major artists and architects. (Counts towards the Medieval and Renaissance Studies Minor by petition.)

**ETS 320 Authors—J.R.R. Tolkien**
Patricia Moody

J.R.R. Tolkien was a university professor, philologist, poet, and writer—hardly the credentials that would cause him to be called “the writer of the century.” His writings, however, particularly *The Lord of the Rings* and *The Hobbit*, have propelled his name to such fame as he never dreamt of. This course will trace Tolkien’s career as academic AND writer: we’ll read his translation of *Beowulf* (paying close attention to his copious notes), his scholarly articles, and his edition of *Sir Gawain and the Green Knight*. We’ll learn about his friends at Oxford, known as The Inklings, and then turn to the works that have made him so famous, concentrating on how Tolkien’s vast learning and curiosity about myth and oral literature inform his fiction. We may even learn to write in runes and speak Elvish! (May count towards the Medieval and Renaissance Studies Minor by petition.)

**LIT/ARB/MES 336 Arabic Cultures**
Rania Habib

Arabic culture through geography, literature, religion (Islam and other religions), ethnic groups, social divisions, films, the media, music, art, food, gender issues, and everyday life.

**HST 355 The Italian Renaissance**
Brian Brege

This course examines the civilization that developed in the states of northern and central Italy between 1300 and 1520 and the concept of the Renaissance itself. The course is divided into three parts. The first part examines Renaissance Italy as the birth place of modern republicanism. In this part of the course we examine the republics of Florence and Venice and the art and ideology which accompanied those regimes. The second part of the course explores the social history of
Renaissance Italy (women, family, and sexuality) and the social significance of Renaissance art. The third part of the course looks at Renaissance Italy as the originator of the court system which dominated Europe until the time of the French Revolution. Here much consideration is given to the creation of an aristocratic style of life and princely art. The goal of the course is for students to understand not only the Renaissance itself but also the ways in which historians have interpreted the Renaissance to fit their vision of the world.

Concentration: Europe / Period: Pre-modern
(Counts towards the Medieval and Renaissance Studies Minor.)

**HST 357 Culture & Politics in Early Modern England: From Henry VIII to Charles I**  
Chris Kyle

This course examines the political, cultural and social history of Early Modern England. Topics covered will include the power and image of the monarchy (case studies - Henry VIII, Elizabeth I and Charles I); the role of the printing press in both ‘high’ and ‘low’ culture; the impact of crime and the treatment of criminals; the importance of London as a center of commerce and culture; the myth and reality of Shakespeare and the role of the theater; witchcraft and the dominance of religion in everyday life; and the role of women in a patriarchal society. The course will emphasize reading, discussion, visual culture and the use of primary sources. Requirements will include two papers, a midterm and final exam and class participation.

(Counts towards the Medieval and Renaissance Studies Minor.)

**ETS 361 Gender & Sexuality Before 1900: Sex and the City in English Renaissance Drama**  
Melissa Welshans

Before Carrie Bradshaw was writing about the struggles of dating in The Big Apple, writers in Renaissance England were exploring the nature of romance in the bustling metropolis of London. This course will attend specifically to the plays known as "city comedies" that proliferated at the turn of the seventeenth century and consider the ways in which they articulate the unique challenges urban living presented to matters of gender, sex, sexuality, courtship, and romance in Renaissance London. Specific texts under consideration will likely include Thomas Dekker’s The Shoemaker’s Holiday, Ben Jonson’s Bartholomew Fair, Thomas Dekker and Thomas Middleton’s The Roaring Girl, John Marston’s The Dutch Courtesan, and Thomas Middleton’s Chaste Maid in Cheapside. Assignments will include at least two short papers and an oral presentation.

(Counts towards the Medieval and Renaissance Studies Minor by petition.)

**REL 364 Enchanting Words: Muslim Poets, Singers and Storytellers**  
Tazim Kassam
Understand the power of words and language in Muslim cultures expressed in oral and literary genres including poetry, humor, fables, folksongs and travel journals. Explore key themes such as virtue, reality, divine and human nature.

**HST 373 The Crusades**  
Samantha Herrick

Starting in 1095, Christian armies from Western Europe attacked groups they viewed as their religious enemies. These campaigns took place in what is now the Middle East, but also within Europe itself. By studying these campaigns, this course explores what the crusades were, why people fought them, and how they justified violence in the name of religion. In particular, the course investigates the ways in which crusaders dehumanized their enemies and depicted their own violent acts as holy. Students will read and analyze primary sources (those written at the time) in order to learn what happened and to explain how it happened. We will also consider the significance and legacy of these wars.

The course emphasizes critical reading and analysis, and writing. Each class will involve a combination of lecture and discussion. Careful reading and active participation in discussion are vital. Requirements include in-class debates, in-class exams, and a final paper. Fulfills the Critical Reflections requirement. (Counts towards the Medieval and Renaissance Studies Minor.)

**HST 377 The History of Venice**  
Brian Brege

This course will examine the history of one of the world’s most famous cities. Today the city is known as a major tourist destination. But for many centuries, Venice was one of the economic powerhouses of Europe and on the frontlines of the conflict between Western Latin Christendom and Islam. Venice was also duly famous throughout the late medieval and early modern periods for its republican form of government. After a brief introduction to the origins of Venice as a Byzantine outpost in the lagoons of the northwestern Adriatic, this course will examine the development of Venice as a colonial and trading power, the evolution of its republican form of government, the peculiar configuration of its society, and the role of art and ritual in Venetian life. The final part of the course will be devoted to a consideration of Venice’s role in the world after its fall as an independent republic. Among other topics we will consider are the Romantic preoccupation with Venice, the development of mass tourism, and the city’s response to looming ecological catastrophes.  
(Counts towards the Medieval and Renaissance Studies Minor by petition.)

**HST 401 London: Henry VIII - Brexit**  
Chris Kyle
This course will explore the history of the City of London from the beginnings of its rise as a metropolis under Henry VIII to its place as the financial capital of Europe and status as one of the great cities of the world. Some of the topics we will explore include the role of entertainment and the theater under Elizabeth I, the Great Fire which destroyed the city in 1666, the Dickensian underworld of Victorian crime, poverty and social injustice, its rise to world prominence in the nineteenth century, life during the blitz of World War II, and the fight against Brexit. After a few weeks on the history of the city, students will undertake research on a topic chosen in consultation with the instructor on some aspect of London’s history. The culmination of this research will be a 20 to 25-page paper. (May count towards the Medieval and Renaissance Studies Minor by petition.)

**HOA 412 The Gothic Spell**
Matilde Mateo

Although the “Gothic” was invented in Europe in the Middle Ages, its life was prolonged well beyond its original context, embracing, through the centuries, such disparate phenomena as an architectural language, literary and film genres, and an underground pop culture. No doubt, the Gothic has been one of the most enduring and spellbinding artistic languages of all times. Why this has been the case is the subject of this course. The main lines of inquiry will be what do we mean by the term “Gothic”, how do we recognize it as such, and why people have been and still are drawn to it. This course will invite you to join in a journey of exploration of the source of its appeal, hoping it will help you to better understand the complexities of this enigmatic style. This will be done in two major stages. First, you will look at the Gothic through the eyes of successive past generations, who will unveil for you the different aspects of the Gothic that they “discovered” and enthused about, such as its sublime horrifying allure, its picturesque charm, its capacity to inspire religious spirituality, its ingenious engineering, or its fabulous potential to embody national, social or political ideals, as well as definitions of personal identity. Second, you will be challenged to look at the Gothic with your own eyes and those of your peers by means of an in-depth study of an specific Gothic object of your choice, which will be later presented and discussed in class. The course will be interdisciplinary, dealing with architecture, aesthetics, religion, art theory, history, literature, film, fashion, and historiography. The temporal frame is from the late Middle Ages to the present. (Counts towards the Medieval and Renaissance Studies Minor by petition.)

**ARC 435/HOA 389 Islamic Architecture**
Susan Henderson

Major building traditions of Islam in the Middle East, North Africa, Spain, Turkey, and India elucidated through in-depth examination of major works and principles
of architectural, urban, and garden design. Additional work required of graduate students. (May count towards the Medieval and Renaissance Studies Minor by petition.)

**ITA 436 Lies, Deception, Miscreants**  
Stefano Giannini

What are lies? Why do we lie? In a particular situation, is it possible to lie and, at the same time, do the right thing? Is there a difference between lying and deceiving? In this course, these notions will be explored and discussed with a journey across Italian literature from the Middle Ages to contemporary works of fiction and essays. Students will read the mis/advantages of a selection of the greatest miscreants, pathological liars, damned souls, evil characters that crowd literary texts, and fascinate writers and readers alike. We will read excerpts from Dante’s Commedia, Collodi’s Pinocchio, Pirandello’s Il fu Mattia Pascal, Andrea Pazienza’s Zanardi, Lorenzo da Ponte’s Don Giovanni (libretto for Mozart). Essays by: Augustine of Hippo, T. Accetto, F. Nietzsche, E. L. Doctorow, G. Manganelli, H. Weinrich.

**HOA 436 Baroque Art in Northern Europe**  
Wayne Franits

Painting and sculpture in Belgium, Holland, and France during the seventeenth century; Rubens, VanDyck, Jordaens, Hals, Rembrandt, Vermeer, Ruisdael, the Le Nains, and Georges de la Tour.  
(Counts towards the Medieval and Renaissance Studies Minor.)

**REL/JSP 439 Jewish Studies Seminar: Jewish Mysticism**  
Ken Frieden  
(May count towards the Medieval and Renaissance Studies Minor by petition.)

**HOA 521 Michelangelo**  
Sally Comelison

This seminar introduces students to the life, works and thought of the Florentine artist Michelangelo Buonarroti (1475-1564). Sculptor, painter, draftsman, architect, poet, engineer, politician, and exile, Michelangelo mastered multiple roles during his career. Special emphasis is placed on interpreting primary sources to understand Michelangelo’s life and works in their original contexts, and to analyze the powerful myth crafted around his persona.  
(Counts towards the Medieval and Renaissance Studies Minor by petition.)

**HOA 600 Caravaggio and his Followers**  
Wayne Franits
Ancient/Medieval Languages

**ARB 102 Arabic II**  
Eva Phillips & Manar Shabouk

Continuing proficiency-based course, which develops communicative abilities in speaking, listening, reading, and writing in culturally authentic contexts. Activities are conducted in Arabic.

**ARB 202 Arabic IV**  
Manar Shabouk

Continuing proficiency-based course, which further refines and expands linguistic skills in culturally authentic contexts. Incorporates reading, discussing, and analyzing texts as a basis for the expression and interpretation of meaning. Conducted in Arabic.

**ARB 302 Arabic VI**  
Manar Shabouk

Continuing proficiency-based Arabic language course which focuses on more advanced levels of proficiency in reading, speaking, writing, and listening.

**GRE 102 Ancient Greek II**  
Jeff Carnes

Continuing course with emphasis on morphology and syntax. Introduction to examples of unsimplified Ancient Greek prose of the classical period, read and interpreted within the cultural context of ancient Greek society.  
(Counts towards the Classical Civilization Major and Minor)

**GRE 420 Advanced Greek Poetry**  
Jeff Carnes  
(Counts towards the Classical Civilization Major and Minor)

**HEB 102 Hebrew II**  
Michal Downie

**HEB 202 Hebrew IV**  
Erella Brown Sofer
LAT 102 Latin II  
Matthieu van der Meer

Latin 102 is the continuation of Latin 101. If you have not done LAT 101 but have acquired sufficient knowledge of Latin through other trajecto-ries (e.g. Latin in high school), please contact the instructor. Why should you consider taking Latin? The Latin language will open your eyes to elements of world culture and history, social, philosophical, and artistic understanding, and the roots of language itself, including your own native language, whatever that may be. English owes some 40-50% of its vocabulary directly to Latin roots and French, a Romance language, and if you add the Greek learning that many Romans adopted, another 10% of English vocabulary can be better understood. Through study of grammar, and readings that teach Roman culture, we will learn a great deal about an influential foreign culture, and ultimately about world culture and American heritage. With the completion of this course, you can expect to know the most important elements of the Latin Language, have some ease at translating the classical author Caesar and have deepened your knowledge of Roman life and culture at the beginning of our era.  
(Counts towards the Classical Civilization Major and Minor.)

LAT 320 Latin Poets  
Jeff Carnes

Readings from Catullus and Ovid. Review of grammar and syntax. Latin metrics and prosody.  
(Counts towards the Classical Civilization Major and Minor.)

LAT 420 - Advanced Latin Poetry  
Jeff Carnes

(Counts towards the Classical Civilization Major and Minor.)
Since Classical Studies have traditionally played a central role in education they have left an indelible mark on the intellectual, political, and artistic development of Western Civilization. Countless authors, as diverse in time and place as Dante and Derek Walcott, have looked for inspiration to the classical tradition; political theorists and statesmen, including Thomas Jefferson and Alexander Hamilton, developed their political ideals through a close reading of ancient historians such as Polybius and Thucydides. Understanding the reception of classical texts and the ways subsequent generations adapted and modified classical ideals will grant students a greater degree of proficiency in civic and cultural history, and help them better understand the cultural politics of their own world.

**Curriculum Requirements**

**The Minor in Classical Civilization** requires 18 credits. At least 12 credits must come from courses numbered 300 and above; in addition, at least two courses must come from among the courses taught within the Classics program (those with the prefixes LAT, GRE, and LIT).

**The Major in Classical Civilization** requires 27 credits. No more than 9 credits may be selected from any one subject, and no more than 18 credits may be selected from any one department. At least 18 credits must come from courses numbered 300 and above; in addition, at least two courses must come from the courses taught within the Classics program (those with the prefixes LAT, GRE, and LIT).

**List of Courses:**
Other courses related to the ancient world may be substituted with the approval of the program director. Check this course catalogue.

- GRE 101/102/201/310/320/410/420 Ancient Greek
- LAT 101/102/201/310/320/410/420 Latin
- LIT 101 - Introduction to Classical Literature (Greek)
- LIT 102 - Introduction to Classical Literature (Latin)
- LIT 203 - Greek and Roman Epic in English Translation
- LIT 211 - Greek and Roman Drama in English Translation
Major and Minor in Classics

Coordinator: Jeffrey S. Carnes, Associate Professor
340 Huntington Beard Crouse Hall
315-443-2068
jscarnes@syr.edu

Why Study Classics?
First, Classics provides students with many fascinating intellectual opportunities. Because the range of Greek and Latin literature is so diverse, students interested in history, drama, poetry, political science, or philosophy, will find ample material to stimulate their curiosity. Moreover, students will develop the ability to read
some of the most influential works of western literature in their original lan-
guages, and learn about cultures that are radically different from our own, yet
at the same time provide the foundation of many modern ideas and institutions.

While not all Classics students wish to become classical scholars, a major
in Classics is among the most impressive degrees to have when applying for a
job in other fields. The work ethic required for success in the languages, the intel-
lectually challenging nature of the grammar and syntax of Greek and Latin, and
the interdisciplinary nature of the field are only a few reasons why Classics ma-
jors are highly respected and sought-after job candidates. Furthermore, be-
cause of the historical role of Classics in education many terms and concepts in
various fields are derived from Greek or Latin. For these reasons, Classics majors
often find employment in Law, Medical Sciences, Government/Politics, Writing
and Journalism, and Education.

Why study Classics? To find a challenging and immensely rewarding field
of study, and to explore the familiar yet foreign country that is our past.

Minor Requirements:

A minor in Classics consists of 18 credits in GRE and LAT courses, with at least 9
credits coming from upper-division courses. Courses from the approved list for
Classical Civilization may be substituted up to a total of 3 credits with the ap-
proval of the Director.

Major Requirements:

Greek Emphasis
The Major in Classics with Greek Emphasis consists of 27 credits in Greek, with at
least 18 credits coming from courses numbered 300 and above. Courses in Latin
numbered 300 and above may be substituted up to a total of 6 credits. Courses
from the approved list for Classical Civilization may be substituted up to a total
of 6 credits with the approval of the Director.

Latin Emphasis
The Major in Classics with Latin Emphasis consists of 27 credits in Latin, with at
least 18 credits coming from courses numbered 300 and above. Courses in
Greek may be substituted up to a total of 9 credits. Courses from the approved
list for Classical Civilization may be substituted up to a total of 6 credits with the
approval of the Director.
Minor in Medieval and Renaissance Studies

Coordinator: Albrecht Diem, Associate Professor
538 Eggers Hall
315-443-0785
adiem@maxwell.syr.edu
Office Hours: Tuesday 2:00-4:00 or by appointment

Medieval and Renaissance Studies explores the birth of our own familiar world while introducing students to an often alien and mysterious past. Students will embark an intellectual adventure through coursework that focuses on the advent of science, the voyages of discovery, the birth of democracy, the writings of the great poets from Dante to Shakespeare, the monumental achievements of artists such as Michelangelo and Rembrandt, the birth of print culture and censorship, monastic life, the Reformation, the beginnings of capitalism and consumerism, as well as the power of city states.

The minor is open to all undergraduates university-wide.

Curriculum Requirements

Please note: other courses related to topics in Medieval or Early Modern Studies may count towards the Minor by petition. Check this course catalogue.

I. Two courses (6 credits) from the group of courses listed below:
   - ARC 133 - Introduction to the History of Architecture I
   - ETS 113 - British Literature, Beginnings to 1789
   - ETS 121 - Introduction to Shakespeare
   - HOA 105 - Arts and Ideas I
   - HOM 165 - Understanding Music I
   - MHL 267 - European Music before 1800
   - HOM 267 - European Music before 1800
   - HST 111 - Early Modern Europe, 1350-1815
   - HST 121 - Global History to 1750
   - HST 211 - Medieval and Renaissance Europe
   - HST 231 - English History

II. The remaining 12 credits must be courses at the 300 level or above.
   - One upper division history [HST] course (3 credits) on a Medieval and/or Renaissance topic
   - Three additional upper division courses (9 credits)
• No more than three courses (9 credits) upper or lower division may be taken in the same discipline.

Current list of Upper Division Courses in Medieval and Renaissance Studies. More courses may count towards the Medieval/Renaissance Minor by petition.

• FRE 411 - Moliere
• HOA 312 - Romanesque Art
• HOA 350 - Art in Eighteenth Century Europe
• HOA 410 - Art and Ideology in Medieval Spain
• HOA 421 - Early Renaissance Art
• HOA 422 - High Renaissance Art/Mannerism
• HOA 424 - Sixteenth-Century Italian Art and Identity
• HOA 430 - Northern Renaissance Art: 15th Century
• HOA 431 - Northern Renaissance Art: 16th Century
• HOA 439 - French Architecture, Sixteenth and Seventeenth Centuries
• HOA 445 - Baroque Art in Southern Europe
• HOA 446 - Baroque Art in Northern Europe
• HOA 531 - Paper Arts in the Low Countries
• HOA 540 - 17th Century Dutch Painting
• HOA 541 - Arts and Ideas in the 17th Century
• HOM 561 - Music and Shakespeare
• HOM 562 - Bach and Handel
• HST 310 - The Early Middle Ages
• HST 311 - Medieval Civilization
• HST 312 - Reformation of the 16th Century
• HST 313 - French Revolution: Sun King to Guillotine
• HST 328 - Ancient and Medieval India
• HST 355 - The Italian Renaissance
• HST 357 - Culture and politics in Early Mod. England: Henry VIII to Charles I
• HST 373 - The Crusades
• HST 391 - Mary Magdalene: History of a Legend
• HST 398 - Saints and Sinners in the Middle Ages
• HST 399 - Utopia and Institution: Early Monasticism
• ITA 409 - Dante's Comedy: Inferno
• PHI 308 - Classical Islamic Philosophy
• PHI 311 - The Rationalists
• REL 310 - Medieval Christianities
• SAS 328 - Ancient and Medieval India
• SPA 441 - Medieval and Golden Age Literature
• SPA 443 - Cervantes