Department of History
UNIVERSITY OF WISCONSIN-MADISON

HISTORY 233

Women, Sex, and Power in the Mediterranean World (c. 450 BCE – 1200 CE)

Instructor: Tiffany VanWinkoop (vanwinkoop@wisc.edu)
5269 Mosse Humanities Building
Student Hours: MW 1:00PM – 2:00PM; or
By appointment (in person or online)

Lectures: MWF 12:05 PM – 12:55 PM
1221 Mosse Humanities Building

Course Details
Requisites: Sophomore Standing
Level: Intermediate
Breadth: Humanities
Counts as LAS credit (L&S)

Course Description:

This class explores numerous cases in which women shaped history in Classical Antiquity and the Medieval Era. Starting with the streets and homes of Ancient Athens, we will traverse centuries to explore the hardened "gynecocracy" of Ancient Sparta, the court intrigues of the Macedonian and Hellenistic World, the treacherous empresses of Imperial Rome, the pious saints of Medieval Rome ("Byzantium"), and the leaders of nomadic Islamic tribes. We will conclude in the Great Palace of Constantinople where the first female historian, Anna Komnene, will tell us about the oncoming Normans who took part in the First Crusade. Using a wide variety of evidence – histories, statues, letters, and religious accounts – we will analyze how society shaped these women and most importantly how these women shaped their societies in everyday life, work, leisure, the arts, relationship, and governance. Finally, we will consider how the multi-faceted experiences of Ancient and Medieval Women can shape our own understanding of women's rights and contributions to society today.

Themes:

Our extensive inquiry will focus on the following three questions to ground us in our intellectual journey:

- How do societal beliefs and aspirations such as laws, religious expectations, and economic mobility affect the status of women?

- How can we analyze and interpret historical sources to reveal the historical realities of women situated in Ancient and Medieval contexts?
- How do historians today write about women, and how does that differ from how women were written about in their own time?

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Identify key trends and shifts in the roles and competencies of women in the correct chronological, geographic, and cultural context.
- Analyze the roles of women using primary source examples to interpret how these women shaped and were shaped by wider historical contexts.
- Evaluate conflicting views about women's history expressed in modern scholarship.

Credits:

This 3-credit course meets as a group for 3 hours per week. The course also carries the expectation that you will spend an average of at least two hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 6 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and papers for this class.

Regular and substantive student-instructor interaction:

This course involves regular and substantive student-instructor interaction through direct instruction during our weekly meetings. Further substantive interaction occurs through frequent feedback on written work and during individual or small group meetings. This course covers a substantial amount of material and I am readily available to provide additional resources and assistance to equip you to succeed in this course.

Email communication:

I can be reached through the Canvas "Message" function, or through my Wisconsin email (vanwinkoop@wisc.edu). Please allow for up to **24-hours to receive a response**. I will not respond to emails 12-hours before a paper or final project is due.

Grades and Evaluation:

Your grade for this course will be calculated as follows:

Attendance & Participation	**20%**
Short Writing Responses	**10%**
Online Quiz 1	**5%**
Online Quiz 2	**5%**
Online Quiz 3	**5%**
Analytical Paper 1	**15%**
Analytical Paper 2	**15%**
Final Project	**25%**

Each component of the course is described in greater depth below:

Attendance & Participation: Attendance and participation are **mandatory** for each class session and essential for your success in this course. **You can miss up to three classes** without penalty to your final grade, with no distinction made between excused and unexcused absences. **Each class missed after those three will subtract one percentage point from your final grade, in addition to a participation grade of zero for the missed day**. Frequent tardiness will also negatively affect your grade.

In the case of a religious or university-sanctioned commitment, please make arrangements with me **within the first two weeks of classes** and provide appropriate written documentation. Failure to do so will result in the reduction of your attendance and participation grades and your overall performance in the class. Emergencies will be handled as they arise.

The attendance and participation portion of your grade depends not merely on your physical presence in class, but also on your level of preparedness, and above all, on your active participation and contribution to class discussions. The success of this course will depend upon our shared responsibility to develop an active and respectful intellectual exchange. While attendance is required, it is only the first step toward meaningful participation. You are expected to come to class fully prepared to engage in lively, pointed, and collegial discussion. For more information, please refer to the rubric for in-class participation grade guidelines below and on our course website in Canvas.

In-class participation grading rubric

	Expected Behavior The student	**Percentage**	**Grade**
Exceeds Expectations	- arrives prepared for class. - is highly motivated, always focused, fully engaged	88-100%	AB / A

	- has the readings with them (physical or electronic) and clearly demonstrates that they are willing to discuss the readings - is always willing to take risks by answering tough questions - participates actively and completes all activities - provides work of the highest quality that reflects the student's best efforts - contributions are thoughtful, advance the level and depth of the discussion, and provoke additional comments from others - does not dominate conversation. - listens carefully and responds thoughtfully to comments made by others.		
Meets Expectations	- usually arrives prepared for class. - is engaged and tries hard. - has the readings with them (physical or electronic) and clearly demonstrates that they are willing to discuss the readings - participates actively, but not consistently, and completes most of the in-class activities. - provides quality work that reflects effort. - rarely dominates conversation. - usually listens carefully and makes a sincere effort to interact with peers.	78- 87%	BC / B
Meets Minimum Expectations	- is present and has the readings (physical or electronic). It is not clear if they have done the readings - is taking notes and paying attention. - contributes at least once to class discussion. - or participates through hand raising, taking notes, doing written assignments.	70-77%	C

Does Not Meet Expectations	- is physically present but mentally elsewhere. - doesn't contribute to conversation. - has the readings but has not read them in advance. - is distracted (e.g., playing with cell phone or other things).	60-69%	D
Does Not Meet Expectations	- is rude, disruptive, distracting. - does not have the readings.	< 60%	F

Short Writing Responses: There will be nine short writing responses throughout semester. You will submit short writing responses **on Canvas**. Most will be written and submitted during class time.

These assignments will ask you to respond to specific aspects of the short readings. These writing responses will be graded for completeness, quality, and relevance to the week's readings. **No late weekly writing responses will be accepted** and a failure to complete a short writing response on time will result in a grade of 0. **Short writing responses will not occur on weeks that Analytical Papers are due.**

In Week 8 there will be an optional short writing response due on Canvas on Friday, March 21st at 11:59PM. If you complete this short writing response, I will drop your lowest short writing response grade at the end of the semester.

Online Quizzes: During Weeks 4, 8, and 13, **online quizzes** will be administered on **Canvas**. Each quiz is worth 5% of your final course grade. **These are 50-minute, timed, closed-book exams.** Each quiz will consist of a combination of **multiple choice**, **true and false questions**, and **short paragraph questions**. These quizzes cover both lecture and reading material. The quizzes will open on Friday at 12:55PM (immediately after course meeting) and will close at 11:59AM on Monday (immediately before the course meeting). You may choose any time within this window to begin the quiz, but you will only have **one attempt** to complete each quiz. During Week 4, I will provide sample questions during lecture so that you feel confident about what to expect in the quiz.

Analytical Papers: Twice in the semester, you will write short (3-4pp.) analytical papers. You will be asked to construct an **argument** about one of the case-study individuals we have studied thus far. Essays will be graded on five criteria: **thesis statements**, **evidence**, **analysis**, **organization**, and **mechanics**. Full rubrics for the assessment will be available on Canvas and will be distributed with paper instructions well in advance of the assignment due dates. **Analytical Paper 1 will be due at 11:59 PM on Friday March 3rd**; **Analytical Paper 2 will be due at 11:59 PM on Friday, April 25th**.

A late penalty of -5% will be applied for each day (24h) that the paper is late.

Final Project: During the final portion of the course, we will devote considerable time to the final project of the course: a museum curation project! Here is a snippet of the instructions: "The Chazen is re-designing their exhibits on Ancient and Medieval lives and are seeking your input as museum curator. They are looking for fresh, creative ideas to introduce the broader public to women's history. You have been tasked with creating a **public history** exhibit for them!"

Instructions for the Final Project will be released **after** our own Chazen visit in Week 7, and the Final Project will be due on **Friday, May 9th** at 11:59PM in lieu of a Final Exam.

Grading Scale:

A: 93-100
AB: 88-92
B: 83-87
BC: 78-82
C: 70-77
D: 60-69
F: Below 60

Plagiarism & AI:

By enrolling in this course, you have demonstrated that you want to "learn" – or at the very least, you want the credits that showed you have "learned." In order to learn you must submit your own original ideas and thoughts. Plagiarism, the copying of someone else's words without acknowledging it, hinders your own learning!

Plagiarism also includes:

- Copying some portion of your text from another source without proper acknowledgement (This includes ANY and all AI software such as ChatGPT, Gemini, Copilot, and whatever softwares I have not named).
- Borrowing another person's ideas without documenting their source
- Having another person do, correct, or revise your work (you are encouraged to talk to one another about the content of the course, but the work you submit for grades needs to be your own).
- Turning in an assignment written by another person, from an essay "service," or from a website (including reproductions of such essays or papers).

Finally, a note on AI. AI is a tool which can be incredibly helpful in certain circumstances. **This is not one of these circumstances.** AI has been shown to reproduce biases that already exist in fields that study marginalized subjects. **Together we are aiming to challenge the biases that historians – and now AI – have repeated for centuries.** When you utilize these LLMs, you are (unintentionally) repeating and reinforcing the "traditional" narrative about these marginalized individuals, and makes it more challenging for the next generation to understand how these subjects really lived.

Moreover, reading comprehension, writing clearly and concisely, and finding creative solutions to problems are all skills that we will be developing in this course. These are **skills** – one is not born a good writer or a poor writer, for example! We acquire these skills over time and with consistent practice.

Course Website:

All of the materials you need for this course can be found on our Canvas course website: https://canvas.wisc.edu/courses/445749. I strongly suggest that you explore and become familiar with this tool before the course begins. Note that the Canvas heading for the course is "HISTORY223: Explorations in European History."

In-class assignments can be completed on paper and handed in, or submitted on Canvas. All Analytical Essays will be submitted on Canvas.

Basic Human Decency:

I am committed to affirming the identities, realities, and voices of every member of this campus community. I will facilitate the classroom environment to ensure that each member of the class feels heard and respected. While discussion and disagreeing viewpoints is encouraged, I will not tolerate racism, xenophobia, sexism, homophobia, transphobia, ableism, or other forms of insensitivity and prejudice in the classroom. Please come speak to me if you have any concerns about this.

Content Warnings & Mental Health:

This course will discuss a wide range of topics centered on the experiences of women in the premodern world. Violence permeated the premodern world. **In Weeks 5, 8, and 12 we will specifically discuss topics such as sexual violence, slavery, and exploitation.** As an instructor, I take seriously the duty to ensure that everyone feels like they belong in this class and as a respected member of these discussions. I will do my best to facilitate these discussions in ways that are intellectually stimulating and respectful to both each other and our historical subjects. Please reach out to me if you have concerns about these or any of the topics that we will be discussing this semester.

I also know that sexual violence is prevalent in society at large and particularly at college campuses. If you, or someone you know has been the victim of sexual violence on campus please reach out to Survivor Services at University Health Services.

There are also a variety of other services available at UHS to help support your physical, mental, and emotional wellbeing. Please reach out to me if you need assistance accessing these services.

Accommodations:

I want every student to succeed in this course! If you have a physical or cognitive disability, injury, or any other personal circumstance that may negatively affect your learning in this course I will work with you to meet your needs. You may communicate with me about your learning needs during office hours or via email. If you have a documented disability I

strongly recommend that you contact the McBurney Disability Resource Center to develop a plan to address your academic needs. If you need help in starting a conversation with the Disability Resource Center please do not hesitate to speak with me; I am more than happy to advocate for you or assist you in advocating for yourself. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

As an educator, and an instructor on a visa, I fully support the rights of undocumented students and international students to have an education and to live free from the fear of deportation. If you have any concerns in that regard, feel free to discuss them with me during office hours or via email. I will respect your wishes regarding confidentiality, and I will do everything in my power to protect your rights

Finally, if you require any religious accommodations including but not limited to religious feast days, ceremonial celebrations, or times of prayer/fasting, please communicate this absence with me in advance.

Course Structure:

Weekly readings are divided into three categories: "**Context Readings**," "**Case-Study Readings,**" and **"Methods Readings." All readings will be available on Canvas and you should come to class with the readings and having read the reading assigned for that class day.** If you have interest in any additional topics, please let me know and I would be happy to send you a bibliography or recommendations!

Lectures will provide context of the political, social, and cultural trends that are occurring at a specific place and time. Lectures will be the primary vehicle for you to understand the broad strokes of our course material. **Context readings** provide additional information about the lecture's specific topic. These readings are mandatory as they will help you more fully understand the context of the women we look at in our case-studies.

Case-Study readings are focused on the individual that we will discuss in sections/discussion portions of class (Friday meetings). These are individuals who existed during the time of the Context-Readings. Give these readings the majority of your attention and come with questions, ideas, concerns. For each unit, we will compare the various "Case-Study" individuals to demonstrate how their lives reinforce or challenge some of the trends that we examined that unit. These individuals will also be the subject of analytical essays.

At the start of each Module there will also be a selection of **Methods readings** which is a text that helps us think about HOW we study the themes of that unit.

All readings and lecture materials are testable for the three Online Quizzes throughout semester.

Weekly Schedule:

Legend: **(Ca) → Case study Reading**
(Co) → Context Reading
(M) → Methods Reading

*****NOTE: The weekly readings are subject to change*****

Week	Topic	Readings	Deadlines
Unit 1 – THE ANCIENT WORLD (~450 BCE – 300 CE)			
1	**Intro/ Ancient Greece [No Case Study]**		
1/22 (Wed.)	Introduction & Course Policies	Syllabus	
01/24 (Fri.)	Getting Oriented – Social Landscape of 5th/4th c. BCE Athens	(M) Laura McClure. "Approaches to Women and Gender in Classical Antiquity." In *Women in Classical Antiquity.* pp. 3-15 (M) Guy D. Middleton. "Introduction – Misogyny and Patriarchy." In *Women in the Ancient Mediterranean World: From Paleolithic to the Byzantines.* pp. 6-9	
2	**Athens** **CASE STUDY: Neaira**	(Ca) Demosthenes. *Against Neaira.* (Selections)	
1/27 (Mon.)	Athens – Social and Economic Life	(Co) Harris, E. M. (2014), "Wife, Household, and Marketplace: The Role of Women in the Economy of Classical Athens," in U. Bultrighini and E. Dimauro (eds), *Donne Che Contano Nella Storia Greca,* pp. 185-202.	
1/29 (Wed.)	Athens – Women in War? Women in Court.	(Co) Kapparis, K. (2022). "Women's Participation in the Athenian Justice System." pp. 105-121 (Co) Glazebrook, A.	
1/31 (Fri.)	Athens - Neaira		***Short Writing Response* Who is Neaira? (In Class Assignment)**
3	**Sparta & Macedon** **CASE STUDY: Spartan Women**	(Ca) Plutarch. *Lives* (Lycurgus) pp. 59- 62. On Marriage and Child-rearing. (Ca) Plutarch *Sayings.* *Of the Spartan Women* pp. 157-163 (in text)	

2/3 (Mon.)	Sparta & "Gynecocracy"	(Co) Figueira. "Gynecocracy: How Women Policed Masculine Behavior in Archaic and Classical Sparta" in *Sparta: The Body Politic,* pp. 265-96.	
2/5 (Wed.)	Macedon, the "Barbarian Greeks"	(Co) Elizabeth Donnelly Carney. "Macedonian Women" in *A Companion to Ancient Macedonia* (2010), pp. 409-418 (stop at "The Transitional Period.")	
2/7 (Fri.)	Spartan Women – Fact or Fiction?		***Short Writing Response* Sayings of Spartan Women (In Class Assignment)**
4	**Greeks go Global** **CASE STUDY: Arsinoë II**	(Ca) Elizabeth Donnelly Carney. *Arsinoë of Egypt and Macedon: A Royal Life.* Sources: 137-145	
2/10 (Mon.)	Alexander the Great	(Co) Elizabeth D. Carney. "Women in Alexander's Court." In *Brill's Companion to Alexander the Great,* pp. 227-252 (Co) Elizabeth Donnelly Carney. "Macedonian Women" in *A Companion to Ancient Macedonia* (2010), pp. 418-421 (stop at "The Antigonid Era.")	
2/12 (Wed.)	Hellenistic Women	**You will be assigned <u>one</u> of the following readings:** (Co) Anne Bielman Sánchez & Giuseppina Lenzo. "Ptolemaic Royal Women." In *The Routledge Companion to Women and Monarchy in the Ancient Mediterranean World,* pp. 73-83. (Co) Marek Jan Olbrycht. "Seleukid Women." In *The Routledge Companion to Women and Monarchy in the Ancient Mediterranean World,* pp. 173-185.	

		(Co) Elizabeth D. Carney. "Women in Antigonid Monarchy." In *The Routledge Companion to Women and Monarchy in the Ancient Mediterranean World,* pp. 307-318.	
2/14 (Fri.)	Ptolemies, Seleucids, & Antigonids – [**Student-led Lecture]**		***Short Writing Response* Comparing Women in Courts (In Class Assignment)** **Online Quiz 1 Due (Canvas)**
5	**Rome – Rise & Republic** **CASE STUDY: Lucretia**	(Ca) Dionysus of Halicarnassus. *Roman Antiquities.* Book IV.64.3-67.4 (pp. 475-481); 70.1-70.5 (pp. 485-489); 76.1-5 (pp. 503-505); 82.1-4 (pp. 515-519) (Ca) Livy. *Livy* pp. 199-209. (Book I Loeb)	
2/17 (Mon.)	Foundation myths – Sacrificial Women	(Co) Mary Beard. "The Erotics of Rape: Livy, Ovid and the Sabine Women," in *Female Networks and the Public Sphere in Roman Society* edited by Päivi Setälä and Liisa Sauvunen, pp. 1-10	
2/19 (Wed.)	Slavery – Greco-Roman	(Co) Holt Parker. "Loyal Slaves and Loyal Wives: The Crisis of the Outsider-Within and Roman Exemplum Literature." In *Women and Slaves in Greco-Roman Culture: Differential Equations,* pp. 157-178.	
2/21 (Fri.)	Fact or Fiction		***Short Writing Response* Fact or Fiction – role of women in early Rome (In Class Assignment)**
6	**Roman "Empire"** **CASE STUDY: Agrippina the Younger**	(Ca) Tacitus *The Annals.* Book 12.3-8 (pp. 319-327); 12.22 (pp.345-347). Book 12.26-27 (p. 351); Book 12.41-43 (pp. 373-377); Book 12.57-59 (pp. 399-401); Book 12.64-69 (pp. 409-417)	
2/24 (Mon.)	Augustan "Reforms"	(Co) Marilyn B. Skinner. "Augustus and the Economics of Adultery" in *New Directions in*	

		the Study of Women in the Greco-Roman World, pp. 187-203	
2/26 (Wed.)	Women during the Julio-Claudians	(Co) Hilary Becker. "Roman Women in the Urban Economy: Occupations, social connections, and gendered exclusions" in *Women in Antiquity: Real Women Across the Ancient World.* Edited by Stephanie Lynn Budin and Jean MacIntosh Turfa, pp. 915-927 (Co) Anna McCullough. "Female Gladiators in the Roman Empire." In *Women in Antiquity: Real Women Across the Ancient World.* Edited by Stephanie Lynn Budin and Jean MacIntosh Turfa, pp. 954-962	
2/28 (Fri.)	Imaging women on Coins	[CHAZEN VISIT]	***Short Writing Response* Museums & Exhibits Reflection Response [Must be handed in online outside of class time]**
UNIT 2 – THE EARLY MEDIEVAL ERA (~300 CE – 800 CE)			
7	**Women as "ideas" -- exempla, martyrs, saints** **CASE STUDY: Perpetua & Felicity**	(M) Liz James. "The Role of Women." In *The Oxford Handbook of Byzantine Studies,* pp. 644-651 (Ca) "Passion of the Holy Perpetua and Felicity" pp. 305-329.	
3/3 (Mon.)	Founding Constantinople; Periodization of History	(Co) Bryan Ward-Perkins. "Old and New Rome Compared: The Rise of Constantinople." In *Two Romes: Rome and Constantinople in Late Antiquity,* pp. 53-78	
3/5 (Wed.)	Ostrogoths, Visigoths – Rome changes hands.	(Co) **[SKIM FOR THEMES]** Lisa M. Bitel. "Invasions, migrations, and barbarian queens." *Women in Early Medieval Europe, 400-1100.* **pp. 57-92 ONLY**	
3/7 (Fri.)	Which Rome?		**Analytical Paper 1 Due 3/7 – No Short Writing Response**

7	**From Sex Worker to Empress** **CASE STUDY: Theodora**	(Ca) Procopius. *A Secret History.* "IX. And How Theodora, Most Depraved of all Courtesans, won his love." "X. How Justinian Created a New Law Permitting him to Marry a Courtesan on her Promise to Repent her Past; and the Truth about the Apparent Quarrels of a Happy Pair."	
3/10 (Mon.)	Medieval Roman Imperial Women: depictions, power, performance	(Co) Anja Busch, "Representatives and Co-Rulers: Imperial Women and the Court in Late Antiquity." In *The Roman Imperial Court in the Principate and Late Antiquity),* pp. 203-217	
3/12 (Wed.)	**Interactive Lecture**:	(Co) Daniëlle Slootjes. "Image and Reality: The Public and Persuasive Power of Empress Theodora." In *The Public Lives of Ancient Women (500 BCE - 650 CE),* pp. 88-106. (Co) Roland Betancourt. "Slut-Shaming an Empress," *Byzantine Intersectionality.* pp. 59-88.	
3/14 (Fri.)	How to do a History of Theodora?	Optional Reading for Activity: (M): Zachary Herz. "How to do the History of Elagabalus," in *The Routledge Handbook of Classics and Queer Theory* eds. Ella Haselswerdt, Sara H. Lindheim, & Kirk Ormand, 15pgs.	***Short Writing Response* - Theodora Debate Reflection (In-Class Assignment)**
8	**The Rise of Islam CASE STUDY:** **TBA**		
3/17 (Mon.)	**GUEST LECTURER: Drew (Tiru) Narayanan** The Middle East in the 7th c. – intro rise culture.	(Co) TBA	
3/19 (Wed.)	Comparing Rises Women in Christianity & Islam	(Co) Aisha Geissinger. "Feminist Muslim (Re)Interpretations of Early Islam*" In *The Routledge Handbook on Early Islam* (ed. Herbert Berg), pp. 296-306	

3/21 (Fri.)	CLASS CANCELLED.	**CLASS CANCELLED**	***Bonus Short Writing Response – How should we be studied in 100 years? [Must be handed in online outside of class time]*** **Online Quiz 2 Due (Canvas)**
SPRING BREAK (March 23nd to March 29th)			
9	**Charlemagne & "Irene-magne"** **CASE STUDY: Irene**	(Ca) Henry Turtledove (trans.). *The Chronicle of Theophanes,* pp. 140-150	
3/31 (Mon.)	Whose "Rome" is it anyway? – Building a brand in the Medieval world	(Co) Janet L. Nelson. "Women in the Court of Charlemagne: A Case of Monstrous Regiment?" In *Medieval Queenship* pp. 43-62.	
4/2 (Wed.)	"Religion" wrap-up – Women and the divine by the 9th c.	(Co) A.P. Kazhdan & A.M. Talbot. "Women and Iconoclasm" *Byzantininsche Zeitschrift,* pp. 391-408.	
4/4 (Fri.)	Imagining Women in Early Medieval Arts		***Short Writing Response* - Depicting Women in Religious Art? (In-Class Assignment)**
UNIT 3 – THE HIGH MEDIEVAL ERA (800 CE – 1200 CE)			
10	**Eleventh century Mediterranean** **CASE STUDY: Zoe Porphyrogenita**	(Ca) E. R. A. Sewter. *The Chronographia of Michael Psellus.* Excerpts on Zoe: Daughter of Constantine VIII: p. 33 First Marriage (Romanos III Argyros): pp. 35-36; 40-41; 48-54 Second Marriage (Michael IV): pp. 57-58, 63-65	

		Adoption of Michael V: pp. 67-68 Ousting by Michael and reinstatement: pp. 94-109 Rule of the sisters: pp. 113-116 Third Marriage (Constantine IX): pp. 116-122	
4/7 (Mon.)	Women as Rulers across the Mediterranean	Roger Collins. "Queens-Dowager and Queens-Regent in Tenth-Century León and Navarre." In *Medieval Queenship* pp. 79-92.	
4/9 (Wed.)	Zoe and Medieval Roman politics	**Focus on Case-Study Readings. If more context wanted** [Optional] (Co) Barbara Hill, Liz James, Dion Smythe. "Zoe: the rhythm method of imperial renewal." In *New Constantines: The Rhythm of Imperial Renewal in Byzantium, 4th – 13th Centuries* pp. 215-230.	
4/11 (Fri.)	Queens & Succession – the place of women in dynasties.		***Short Writing Response* - Political position of Zoe Porphyrogenita (In-Class Assignment)**
11	**The First Crusade – "West" meets "East"** **CASE STUDY: Anna Komnene**	(Ca) Anna Komnene. *The Alexiad* (Selections)	
4/14 (Mon.)	Build up to the Crusades; Call to Crusade; Waves through Constantinople	(Co) Matthew Bennet. "Virile Latins, Effeminate Greeks and Strong Women: Gender Definitions on Crusade?" in *Gendering the Crusades,* pp. 16-31.	
4/16 (Wed.)	What is a "historian"?	(Co) James Howard-Johnston. "Anna Komnene and the *Alexiad*" in *Alexios I Komnenos* eds. M. Mullett and D. Smythe. pp. 289-302. (**Read second half only - Can read the start for context**) (Co) Leonora Neville. "Lamentation, History, and Female Authorship in Anna Komnene's *Alexiad*." *Greek, Roman, and Byzantine Studies* 53 (2013), pp. 192-218.	

4/18 (Fri.)	Female historians in the premodern world?		***Short Writing Response* - Anna Debate (In-Class Assignment)**
12	**Crusading in the Holy Land** **CASE STUDY: Melisende, Queen of Jerusalem**	(Ca) William of Tyre. *A History of Deeds Done Beyond the Sea.* Translated by Emily Atwater Babcock and A.C. Krey (selections)	
4/21 (Mon.)	Women on Crusades	(Co) Emilie Amt. *Women's Lives in Medieval Europe: A Sourcebook* - "Hebrew chronicles: Massacres of Jews during the First Crusade (1096)" pp. 230-233 (Co) Keren Caspi-Reisfeld. "Women Warriors during the Crusades, 1095-1254" in *Gendering the Crusades,* pp. 94-107. (Co) Yvonne Friedman. "Captivity and Ransom: The Experience of Women." In *Gendering the Crusades,* pp. 121-140.	
4/23 (Wed.)	Women in Crusader States	(Co) Natasha Hodgson "Women in the History of Crusading and the Latin East." In *Women, crusading and the Holy Land in Historical Narrative,* pp. 36-52	
4/25 (Fri.)	Crusader Objects – Women on Crusader Seals		**Analytical Paper 2 Due (Canvas) – No Short Writing Response**
13	**Retrospective – from Women on Trial to Women Writing their own Histories**		
4/28	Review & Museum Object Workshop	Readings TBA	

4/30	Review & Museum Curation Workshop	Readings TBA	
5/2	Conclusion: Who Lives? Who Dies? Who tells their stories?	Final Class	**Online Quiz 3 Due (Canvas)** **Final Project Due (Canvas)**

~ Portions of the syllabus were made in collaboration and with permission from Profs. Leonora Neville, Claire Taylor, Chontel Syfox, and Aleks Jovanović ~