



Course List for Incoming Exchange Students (AY 2022/23/2)

Name of the institute/department	Institute of Historical Studies
Academic year & semester	2022/2023/2
Website	https://btk.elte.hu/en/content/course-catalogue-for-incoming-erasmus-students.t.3543?m=261

Course code	Title of course	Type of course (seminar or lecture)	Language of instruction	ECTS
BBN-ERA-187/10, BMA-ERAD-187:6	Stalinism and Nazism: Dictatorships in Comparison	seminar	English	6
BBN-ERA-187/? , BMA-ERAD-187:?	Women under State Socialism	seminar	English	6
BBN-ERA-185/33	Central Europe in a globalized world	seminar	English	6
BBN-ERA-182/3	Staat und Gesellschaft im Mitteleuropa in der Frühen Neuzeit	seminar	German	6
BMI-ERA-186	Economy in Central Europe. Past and Present	seminar	English	6
BBN-ERA-231/?	Europe Between Late Antiquity and Premodern Transformations: A Central European Perspective	seminar	English	6
BBN-ERA-231/3	Towns and their Spaces in Medieval and Early Modern Europe (Society, economy and civilisation in Medieval and Early Modern Europe)	seminar	English	6

BBN-ERA-190	Ancient Olympia – History, Sport and Archaeology	seminar	English/German	6
BBN-ERA-190	Ancient Greek Myths and Mythology	seminar	English/German	6
BTKD-TÖ-TG-4/2	Love and Marriage in the Renaissace	seminar	English	10
BBN-ERA-182	Climate Catastrophe, Pandemic and the Kangaroo Island: Environmental History of the PreModern World	seminar	English	6



COURSE DESCRIPTIONS

Spring semester, academic year 2022/2023

Institute of Historical Studies
Faculty of Humanities
Eötvös Loránd University, Budapest
6-8 Múzeum krt.

ECTS: 6 credits for each course

For more information on courses, please contact the respective professors.

BARTHA, Eszter dr.
Stalinism and Nazism: Dictatorships in Comparison

Course code: BBN-ERA-187/10, BMA-ERAD-187:6

Language: English

Time: Thursday, 10.00-11.30

Location: 6-8 Múzeum krt., II/231

Email: barthaeszter@hotmail.com

The course gives an overview of the history of dictatorships in the Twentieth century, while challenging the simplistic notion of totalitarianism. We seek to explore the historical and social roots of Stalinism as well as place the state socialist regimes in a global context. Whereas both Stalinism and Nazism can be seen as products of the global crisis of capitalism (or a particular response to it), it is important to distinguish between the two regimes because of the unique character of the Nazi genocide. We study the history of both regimes, their social and political context as well as their functioning in the everyday life. Whereas terror escalated with the outbreak of the Second World War, the Soviet system could transform itself into a consolidated regime. We will give a brief overview of de-Stalinization and conclude with the discussion of economic reforms in Central Europe.

Skills:

the development of comparative skills and a deeper understanding of the political culture in the region.

Readings:

Applebaum, Anne: Gulag: A History of the Soviet camps. Penguin Books, London, 2014.

Arendt, Hannah: The Origins of Totalitarianism. Harcourt, Brace and Co., New York, 1951.

Berend, T. Iván: Central and Eastern Europe, 1944-1993: detour from the periphery to the periphery. Cambridge

University Press, 1996.

Deutscher, Isaac: The great purges. Blackwell, Oxford – New York, 1984.

Deutscher, Isaac: Unfinished revolution: Russia, 1917-1967. Oxford University Press, New York, 1967.

Fitzpatrick, Sheila: The cultural front: power and culture in revolutionary Russia. Cornell University Press, Ithaca, N. Y., 1992.

Fitzpatrick, Sheila: Stalin's peasants. Resistance and survival in the Russian village after collectivization. Oxford University Press, New York, 1994.

Fitzpatrick Sheila: Everyday Stalinism. Ordinary life in extraordinary times. Soviet Russia in the 1930s. Oxford University Press, New York, 1999.

Geyer, Michael – Sheila Fitzpatrick (eds.): Beyond Totalitarianism: Stalinism and Nazism Compared. Cambridge University Press, New York, 2009.

Kenéz, Péter: The birth of the propaganda state: Soviet methods of mass mobilization, 1917-1929. New York, Cambridge University Press, 1985.

Kershaw, Ian - Moshe Lewin (eds.): Stalinism and Nazism. Dictatorships in Comparison. New York, Cambridge UP, 1997.

Kershaw, Ian: Hitler, 1936-1945. Nemesis. Penguin Books, London, 2000.

Kotkin, Stephen: Magnetic Mountain. Stalinism as a Civilization. University of California Press, Berkeley, 1997. 2

Krausz, Tamás: Reconstructing Lenin. An Intellectual Biography. Monthly Review Press, New York, 2015.

Krausz, Tamás: The Soviet and Hungarian Holocausts: A comparative essay. Social Science Monographs, Boulder, Colo., 2006.

Pittaway, Mark: Eastern Europe 1939-2000. Arnold, London, 2004.

Viola, Lynne (ed.): Contending with Stalinism: Soviet power and popular resistance in the 1930s. Cornell University Press, Ithaca, 2002.

Classes:

1. Totalitarianism versus revisionism: Theorizing State Socialism
2. The Bolshevik revolution
3. Stalinism in the Soviet Union
4. Repression and Terror in the Soviet Union
5. Hitler's rise to power
6. The Nazi terror and the persecution of Jews
7. The Soviet Union in the Second World War
8. Holocaust in Eastern Europe
9. The bipolar world order
10. Stalinist culture and society
11. The education of the masses in the Soviet Union
12. De-Stalinization

BARTHA, Eszter dr.
Women under State Socialism

Course code: BBN-ERA-187/?, BMA-ERAD-187:?

Language: English

Time: Thursday, 08.30-10.00

Location: 6-8 Múzeum krt., II/231

Email: barthaeszter@hotmail.com

Course description

We will attempt to explore how women's policy was understood in different parts of the socialist bloc and in different phases of state socialism. In the Soviet Union the 1920s was an era of gender emancipation and experimentation with various family forms. The high Stalinism of the 1930s put an end to this relative liberalization while extensive industrialization created a fresh demand for female labor force, thus leading to the mass employment of women throughout Eastern Europe as a result of the "export" of the Stalinist regime. The 1960s saw the "thaw" under Khrushchev and the beginning of economic reforms, which reoriented industry and socialist thinking towards an increased level of consumerism. We will examine how women's policy changed in this new context, and how the propagated emancipation worked (or partly failed to work) in education, politics and household. By studying women's history under state socialism, we will get acquainted with the history of an era, which is considered to be even today a contested terrain of competing ideologies and paradigms.

The course demonstrates that looking at state socialism through the lens of gender develops our knowledge on crucial themes of social history: the relationship of paid and unpaid work, need and welfare under state socialism, social stratification and its related theories as well as the opportunities and limits of gender equality in the examined countries. Finally, we will take a closer look at the postsocialist era and the complex ways in which it impacted on women's social and economic position within Eastern Europe. We examine how the category of gender is entangled with other categories such as class, the urban-rural divide and ethnicity.

A critical investigation of the history of state socialism also allows us to identify major narratives and paradigms in the study of the postwar history in Central Eastern Europe and the Soviet Union. The course will attempt to introduce competing paradigms to the interpretation of state socialism ranging from Western left-wing perspectives on the Soviet Union to the Eastern European critics of "actually existing" socialism. We will also interrogate the question of what ways social history can be interpreted and studied under state socialism, and we will examine case studies, which contributed towards the reorientation of the ideological discourse, which influenced history-writing during the Cold War.

Format of the course

Class sessions, with introductory lectures and an emphasis on class discussion.

Learning goals and outcomes

The course has two goals. First, students will become acquainted with recent, more global and comparative as well as historicizing perspectives on state socialism in Central Eastern Europe. They will develop a knowledge of the key historical and theoretical debates around the notion of "actually existing" socialism, and they practice the skills of assessing historical controversies surrounding the interpretation of state socialism. They will become familiar both with Western critics and the Eastern European debates on the nature and functioning of these regimes.

Second, students will develop a critical understanding of how the so called women's policy functioned under state socialism, and the complex ways in which these regimes influenced class and gender relations as well as other dimensions of social and cultural difference throughout Eastern Europe. By the end of this course, students will have familiarized themselves with literature that approaches state socialism in Central Eastern Europe from a comparative and intersectional perspective. Students will be able to apply critical analysis to the material covered in class, and demonstrate their ability to such analysis in verbal commentary and written work. They will make original arguments with appropriate support and analysis.

Topics:

Week 1. Introduction

Introduction to the course (an outline of the themes, the overall aims and major concepts framing the course, an introduction into the history of state socialism)

Week 2. Research paradigms in the study of state socialist Eastern Europe

The totalitarian, revisionist and post-revisionist paradigms

Week 3. Class and gender reconsidered

Week 4. Industrialization and gender struggles

Week 5. Rural transformation

Week 6. Politics of social reproduction

Week 7. The construction of need and welfare

Week 8. Consumption and consumer goods

Week 9. Sexuality and domestic violence

Week 10. Political mobilization

Week 11. Postsocialism: Emancipation or retreat?

Week 12. Pulling strings together

Recommended readings:

Fidelis, Malgorzata: *Women, Communism and Industrialization in Postwar Poland*. New York, Cambridge University Press.

Fitzpatrick, Sheila and Michael Geyer (eds.): *Beyond Totalitarianism: Stalinism and Nazism Compared*. New York: Cambridge University Press, 2009.

Fitzpatrick, S., Rabinowitch, A. and Stites, R. (eds). *Russia in the Era of NEP: Explorations in Soviet Society and Culture*. Bloomington and Indianapolis, Indiana University Press, 1991.

Gleason, Abbott: *Totalitarianism. The Inner History of the Cold War*. New York: Oxford University Press, 1995, 121-142.

Goldman, Wendy: *Women at the gates: gender and identity in Stalin's Russia*. Cambridge, 2002.

Goldman, W.Z. *Women, the State, and Revolution: Soviet Family Policy and Social Life, 1917-1936*. Cambridge, New York: Cambridge University Press, 1993.

Haney, Lynne. *Inventing the Needy: Gender and the Politics of Welfare in Hungary*. Berkeley: University of California Press, 2002, pp. 1-62; 237-248.

Kirschenbaum, Lisa A. *Small Comrades: Revolutionizing Childhood in Soviet Russia, 1917-1932*. New York, London: Routledge, Falmer, 2001.

Lutz, Helma: *The New Maids: Transnational women and the care economy*, New York, Zed Books, 2011.

Lynne, Viola: "The Second Coming: Class Enemies in the Soviet Countryside 1927-1935", In: J. Arch Getty and Roberta Manning (eds.): *Stalinist Terror: New Perspectives*. Cambridge, Cambridge University Press, 1993, 65-98.

Muravyeva, Marianna: "Bytovukha: Family Violence in Soviet Russia", *Aspasia*, vol. 8. (2014): 90-124.

Oldenziel, R. and Zachmann, K. (eds). *Cold War Kitchen: Americanization, Technology, and European Users*. Cambridge, MS and London, England: The MIT Press, 2009

Siegelbaum, Lewis (ed.): *Borders of Socialism: Private Spheres of Soviet Russia*. New York, Palgrave, 2006.

Stitiel, J. *Fashioning Socialism: Clothing, Politics and Consumer Culture in East Germany*.

BYRAPPA, Ramachandra dr.
Central Europe in a globalized world
Course code: BBN-ERA-185/33
Language: English
Time: Tuesday, 16.00-17.30
Location: 6-8 Múzeum krt., II/213
Email: byrappa.ramachandra@btk.elte.hu

The course provides students with an insight into the global position of Central and Eastern Europe. Always wanting to grow beyond its borders, the region is regularly cut back and annexed to local or global power alliances. Students should explore the geopolitics of Central and Eastern Europe and get to grips with the factors that act as driving forces behind the region and its motivations. The impacts of globalisation on this vital region should be apprehended. This should help students to see how the region will cope with new players such as China, a country which is keen to shape the world order.

Students get a deeper insight into the matrix of regional and global relations and world politics. The course will introduce students to key concepts and theoretical frameworks for the Central and Eastern European region; it also provides a useful picture of inter-regional relations and their system of relations. The course also provides geopolitical analysis to decipher structural crises and conflicts in the region. The student knows the place of Central Europe in European history, the changes in the relationship between the region and the great powers, the threads connecting and separating the region, the peculiarities of the region, the differences in development, and why.

G. ETÉNYI, Nóra dr. – FAZEKAS, István dr.
Staat und Gesellschaft im Mitteleuropa in der Frühen Neuzeit

Course code: BBN-ERA-182/3
Language: German
Time: Tuesday, 8.30-10.00
Location: 6-8 Múzeum krt., I/128
Email: etenyi.nora@btk.elte.hu, fazekas.istvan@btk.elte.hu

Das Königreich Ungarn wurde 1526 der Teil des formierenden zusammengesetzten Staates der Habsburger im Mitteleuropa. Die Lehrveranstaltung versucht zu bearbeiten, dass diese neue Situation welche Veränderungen mitbrachte, welche neue Institutionen entstanden waren, wie die Beziehung zwischen dem Herrscher, der Zentralverwaltung und den Ständen gestaltet wurde bzw. wie sich der ungarische Adel mit der neuer Situation abfinden konnte.

Geschichte Ungarns. Hrsg. von István György Tóth. Budapest 2005.

Die weltliche und kirchliche Elite aus dem Königreich Böhmen und Königreich Ungarn am Wiener Kaiserhof im 16.–17. Jahrhundert. Hrsg. von Anna Fundárková, István Fazekas. Wien 2013 (Publikationen der ungarischen Geschichtsforschung in Wien, 8)

Pálffy, Géza: Der Wiener Hof und die ungarischen Stände im 16. Jahrhundert, Mitteilungen des Instituts für Österreichische Geschichtsforschung 109 (2001), 346-381.

HALMOS, Károly dr. – KOLOH Gábor dr.
Economy in Central Europe. Past and Present

Course code: BMI-ERA-186

Language: English

Time: Wednesday, 14.00-15.30

Location: BM-265

Email: halmos.karoly@btk.elte.hu; koloh.gabor@btk.elte.hu

Purpose:

Students will have an overview of the economic development of those EU-28 members having a post-communist past. They will gain an understanding of the concepts of economic theory and history, of the processes of integration and disintegration in the 19th – 21st centuries. This knowledge will enable them to make competent judgements on the current events in the region's economy and economic policy.

Content:

- 1 Basics of spatial economics
- 2 Economic geographical realities
- 3 Development theories
- 4 The post-communist region of the EU
 - 4.1 Economic signs of retardation
 - 4.2 Economic signs of bifurcation
 - 4.3 Economic signs of autochthone development
 - 4.4 Interregional integration
 - 4.5 The relation of the region to Europe and the outside world

Examination: Colloquium, written

Readings:

Turnock, David: *The Human Geography of East Central Europe*. Routledge, London 2002.

Turnock, David: *Eastern Europe: Historical Geography, 1815-1945*. Routledge 1988.

Berend, Iván T. – Ránki, György: *Economic Development in East-Central Europe in the 19th and 20th Centuries*. Columbia U. P., New York – London 1974.

Teichova, Alice (ed): *Central Europe in the Twentieth Century. An Economic History Perspective*. Ashgate Publishing, Aldershot 1997.

Turnock, David: *The Economy of East Central Europe, 1815-1989 <2005>*. Routledge, London 2014.

Maps:

Rónai András: (szerk): *Közép-Európa Atlasz <Atlas of Central Europe, 1945>*. Szent István Társulat – Püski, Budapest, 1993. <Az eredeti: URL: <http://www.nemzetiatlasz.hu/1945/Ronai1945.html> >

Pándi Lajos (összeáll): *Köztes-Európa. 1763-1993. (Térképgyűjtemény) <Zwischen-Europe [In-between Europe] 1763-1993. >*. Osiris, Budapest 1997. 3. [Köztes-Európa történelmi tájai, A természetföldrajzi Köztes-Európa] <Historical regions of Zwischen-Europe, Natural geography of Zwischen-Europe>; 4. [Népsűrűség Európában, 1910, 1991] <Population density in Europe>; 39. [A napóleoni „új rend” Európában, 1812] <Napoleon's “new order” in Europe>; 40. [A napóleoni intézmények és Köztes-Európa] <Napoleonic institutions in Zwischen-Europe>; 41. [A Török Birodalom területi veszteségei 1683-1812] <Territorial losses of the Ottoman Empire between 1683-1812>; 42. [Az Osztrák Birodalom 1763-1815] <The Habsburg Empire between 1763-

1815>; 44. [Poroszország felemelkedése 1763-1815] <The Rise of Prussia>; 46. [Az Orosz Birodalom európai hódításai 1762-1815] <European conquests of the Russian Empire>; 63. [Az egységes Németország létrejötte] <The emergence of united Germany>; 72.b. [Európai vámszövetségek a XIX. században] <European customs unions during the 19th century>; 79. [Analfabéták Magyarországon 1910] <Illiteracy in Hungary in 1910>; 89. [Analfabéták a Baltikumban, 1897] <Illiteracy in the Baltics in 1897>; 110. [Köztes-Európa vasúthálózata] <Railway network of Zwischen-Europe>; 122. [Az első világháború várt területi következményei 1915] <Expected Territorial consequences of WWI> térképlapok.

NAGY, Balázs dr.

Europe Between Late Antiquity and Premodern Transformations: A Central European Perspective

Course code: BBN-ERA-231/?

Language: English

Time: Wednesday, 12:00-13:30

Location: 6-8 Múzeum krt., I/137

Email: nagy.balazs@btk.elte.hu

This course will provide an overview of the major transformations of premodern Europe, with a particular emphasis on the Central European aspects of these changes. Participants will discuss the specific characteristics of the written and non-written sources of medieval Europe. Topics to be discussed will include the great migrations and the changes of the fall of the Roman Empire, the Carolingian Consolidation, the significance of the first millennium and the political movements of this period, and the emergence of the Holy Roman Empire. The conversion to Christianity and early monastic ideas were of key importance for the development of the European Commonwealth in the Middle Ages. Speaking about the turn of the tenth – eleventh centuries we will discuss the early development of the Central European state system. The Mongol expansion of the mid-thirteenth century hit many countries and regions of Central Europe hard. Besides the military events the short- and long-term effects of the Mongol incursions will be also examined. The fourteenth century brought a period of political consolidation and economic expansion in medieval Central Europe. Participants will focus on the driving forces behind these developments. Focusing on the history of demography, urbanisation and economy of medieval Europe, comparative methods will be applied, including regional differences in these aspects. The course will conclude with a discussion of the concept of the crisis of medieval Europe, the effects of the Black Death and the consequences of the crisis phenomenon.

NAGY, Balázs dr. – NOVÁK, Veronika dr.

Towns and their Spaces in Medieval and Early Modern Europe (Society, economy and civilisation in Medieval and Early Modern Europe)

Course code: BBN-ERA-231/3

Language: English

Time: Wednesday, 16.00-17.30

Location: 6-8 Múzeum krt., I/136

Email: nagy.balazs@btk.elte.hu; novak.veronika@btk.elte.hu

Towns in the Middle Ages represent a distinct group of settlements. However they are very varied in their physical appearance, topography as well as their societies. The course aims to explore the development of some urban centers in medieval Europe from the early medieval period up to the Seventeenth century. Three problems will be discussed in details. On the one hand, the problem of defining towns in the Middle Ages: how much legal, topographic, functional approaches can be fruitful in the study of medieval towns. Second, the topographic development of some towns, both in medieval Western and Central Europe, will be analyzed. Amongst the case studies Buda, Prague, Cracow as well as Paris and London will be discussed. Thirdly, the course looks at the problem of the use of space in medieval towns. Based on these problems, the last section of the seminar will analyse the impact of early modern trends, such as the making of princely courts as centralising institutions of power and the advent of Reformation and Catholic Reform, on the uses of urban space, especially in Central Europe.

PATAY-HORVÁTH, András dr.
Ancient Olympia – History, Sport and Archaeology

Course code: BBN-ERA-190.
Language: English or German
Time: Tuesday, 12.00-13.30
Location: 6-8 Múzeum krt., I/138
Email: patay-horvath.andras@btk.elte.hu

The sanctuary of Zeus at Olympia is one of the most important Unesco World Heritage sites in Europe. The course covers some topics (myths and realities, politics and sports, war and peace) which might be interesting for many students, even if they are not primarily interested in classics, archaeology or (art) history.

The following questions can be discussed but personal preferences of the participants may influence the selection of topics:

- Why was the site selected for the most important athletic games?
- What do we know about the olympic victors and the monuments celebrating their victories?
- Why were adult women excluded from participating and watching the contests?
- Who visited the sanctuary and why were the games held every fourth year?
- How can we reconstruct the sculptural decoration of the temple of Zeus?
- Who financed the building of the largest temple in the Peloponnese?

Select bibliography (just in case you would like to learn more)

- Barringer, J.M. (2021) *Olympia: A Cultural History*. Princeton: University Press.
- Drees, L. (1968) *Olympia: Gods, Artists and Athletes*. London: Pall Mall.
- Gardiner, E. N. (1925) *Olympia: Its History and Remains*. Oxford: Clarendon.
- Hatzi, G. E. (2008) *The Archaeological Museum of Olympia*, Latsis Foundation.
- Herrmann, H-V. (1972) *Olympia. Heiligtum und Wettkampfstätte*, München: C.H. Beck.
- Patay-Horváth, A. (2008) *Zur Rekonstruktion und Interpretation des Ostgiebels des Zeustempels von Olympia*, AM 122, 161-206.
- Patay-Horváth, A. (2013) *The virtual 3D reconstruction of the east pediment of the temple of Zeus at Olympia an old puzzle of classical archaeology in the light of recent technologies*, *Digital Applications in Archaeology and Cultural Heritage* 1, 12-22.
- Patay-Horváth, A. 2013b. *Die Perserbeute von Plataia, die Anfänge der elischen Münzprägung und die finanziellen Grundlagen der 'Grossbaustelle Olympia'*, *Klio* 95, 61-83.
- Patay-Horváth, A. (2015) *The Origins of the Olympic Games*. Budapest: Archaeolingua.
- Sinn, U. (2000) *Olympia. : cult, sport, and ancient festival*. Princeton: Markus Wiener.

Swaddling, J. (1980) *The Ancient Olympic Games*. London: British Museum.
Ulf, Ch. (1997) *Die Mythen um Olympia – politischer Gehalt und politische Intention*, Nikephoros 10, 9–51.
Waterfield, R. (2018) *Olympia: The Story of the Ancient Olympic Games*. London: Head of Zeus Ltd.

PATAY-HORVÁTH, András dr.
Ancient Greek Myths and Mythology

Course code: BBN-ERA-190.
Language: English or German
Time: Thursday, 12.00-13.30
Location: 6-8 Múzeum krt., I/138
Email: patay-horvath.andras@btk.elte.hu

Ancient Greek myths are fascinating tales and were fundamentally important in antiquity. They were told, depicted and analysed for millenia and are still popular all over the world. The course offers a general introduction to this wideranging field (e.g. definition, uses, afterlife) and some case-studies including some well-known examples (e.g. the Trojan war, Heracles) and also some exceptional ones (e.g. Pelops and Hippodameia). Participants are free to choose a topic/myth/god or hero of their own preference.

Select bibliography (just in case you would like to learn more)

Abenstein, R. 2005. *Griechische Mythologie*, Paderborn.
Barringer, J. M. 2008. *Art, Myth, and Ritual in Classical Greece*. Cambridge.
Burkert, W. 1979. *Structure and History in Greek Mythology and Ritual*, Berkeley.
Buxton, R. 2004. *The Complete World of Greek Mythology*, London.
Clark, M. 2012. *Exploring Greek Myth*, London-New York.
Delattre, C. 2005. *Manuel de mythologie grecque*, Rosny-sous-Bois.
Dowden, K. 1992. *The uses of Greek Mythology*, London-New-York.
Edmunds, L. 2021. *Greek Myth*, Berlin-Boston.
Gantz, T. 1993. *Early Greek myth: a guide to literary and artistic sources*, Baltimore.
Hard, R. 2004. *The Routledge Handbook of Greek Mythology*, London- New York.
Hawes, G. 2014. *Rationalizing Myth in Antiquity*, Oxford.
Kerényi, K. 1964. *Die Mythologie der Griechen*, Zürich.
Kirk, G. S. 1974. *The Nature of Greek Myths*, Harmondsworth
Leeming, D. 2005. *The Oxford Companion to World Mythology*, Oxford.
Moog-Grünewald, M. (ed.) *Mythenrezeption. Die antike Mythologie in Literatur, Musik und Kunst von den Anfängen bis zur Gegenwart* (= *Der Neue Pauly. Suppl. Vol. 5*)
Moormann, E. M. 1995. *Lexikon der antiken Gestalten mit ihrem Fortleben in Kunst, Dichtung und Musik*, Stuttgart.
Reid, J. D. 1993. *The Oxford guide to classical mythology in the arts, 1300-1990s*, Oxford.
Röhrich, L. 1984. *Märchen – Mythos – Sage*, in: *Antiker Mythos*, in: W. Siegmund (ed.), *Mythos in unseren Märchen*. (= *Veröffentlichungen der Europ. Märchengesellschaft. Nr. 6.*), Kassel 1984, 11-35.
Shapiro, H. A. 1994. *Myth into Art. Poet and Painter in Classical Greece*, London – New York.
Smith, S. – Trzaskoma, S. (eds.) 2022. *Oxford Handbook of Greek and Roman Mythography*, Oxford UP
Woodard, R. D. (ed.) 2007. *The Cambridge Companion to Greek mythology*, Cambridge UP.
Oxford Companion

SZIJÁRTÓ, István dr.
Love and Marriage in the Renaissance

Course code: BTKD-TÖ-TG-4/2
Language: English
Time: every second Friday, 14.00–17.00
Location: Zoom
Email: szijarto.istvan@btk.elte.hu
Course homepage: www.szijarto.elte.hu/Love.htm
Maximum number of students admitted: 6

Educational objectives

The course will focus on the most important questions of private life in Europe in the age of Renaissance using the prism of the microhistorical approach. In a series of episodes, ranging from England and Germany to Italy, the questions of love, marriage and family life will be discussed from the fourteenth to the seventeenth century. The status and social relations of women will be given particular attention.

Course content

1. 16 February 2023: Introduction
2. 2 March 2023: Women I: Aspects of Piety
3. 16 March 2023: Women II: Scandals in the 16th Century
4. 30 March 2023: Lovers in Renaissance Italy I
5. 13 April 2023: Lovers in Renaissance Italy II
6. 27 April 2023: Marriages – orderly and disorderly
7. 11 May 2023: Women and inheritance

Course requirements

For each class, two books in English or one and another book chapter or three book chapters are to be read. No essay is to be submitted, taken into consideration the large amount of the material to be read from one class to the other.

Assessment

- Attendance at all meetings is mandatory. Up to two unexcused absences will be tolerated before your final grade is affected. For missed classes, readings should be made up by 11 May 2023 the latest in the form of either an oral examination or a 2-4-page long paper covering the material of one of the units missed written as a book review.
- Each student is required to prepare at least three discussion questions related to the weekly compulsory reading.
- Students are required to submit two response papers to the readings of 2-3 pages in length. These are due 30 March 2023 and 11 May 2023: 40 points (20 points each). Either of the response papers can be jumped if the student reads one book from the list of recommended reading, both if two recommended books are read.
- Participation in the discussion: 60 points.

Learning outcomes

1. a critical understanding of the approach of microhistory
2. developing an increased alertness to agency in history and an attention to the responsibility of historical actors

Prescribed reading

2. Joel T. Rosenthal: *Margaret Paston's Piety*. Palgrave Macmillan: New York, 2010.
- Judith C. Brown: *Immodest Acts: The Life of a Lesbian Nun in Renaissance Italy*. Oxford University Press: Oxford – New York, 1986.
3. Steven Ozment: *The Burgermeister's Daughter: Scandal in a Sixteenth-Century German Town*. HarperCollins: New York, 1997.
- Guido Ruggiero: *Binding Passions. Tales of Magic, Marriage, and Power at the End of the Renaissance*. Oxford University Press: Oxford – New York, 1993. Chapter 1: *Love Bound: Andriana Savorgnan, Common Whore, Courtesan, and Noble Wife*
4. Guido Ruggiero: *Love and Sex in the Time of Plague. A Decameron Renaissance*. Harvard University Press: Cambridge, MA – London, 2021.
- Elizabeth S. Cohen: *Between Oral and Written Culture: The Social Meaning of an Illustrated Love Letter*, in Barbara B. Diefendorf and Carla Hesse (eds): *Culture and Identity in Early Modern Europe (1500–1800)*. *Essays In Honor of Natalie Zemon Davis*. Ann Arbor MI, 1993. 181–201.
5. Thomas V. Cohen: *Love and Death in Renaissance Italy*. The University of Chicago Press: Chicago–London, 2004. Chapter 6: *Three in a Bed. The Seduction of Innocentia*
- Thomas V. Cohen: *Roman Tales: A Reader's Guide to the Art of Microhistory*. Routledge: London – New York, 2019. Chapter 8: *Nicolina Runs Away*
- Guido Ruggiero: *Machiavelli in Love. Sex, Self, and Society in the Italian Renaissance*. The Johns Hopkins University Press: Baltimore, 2007. Chapter 5: *Machiavelli in Love: The Self-Presentation of an Aging Lover*
6. Gene Brucker: *Giovanni és Lusanna. Love and Marriage in Renaissance Florence*. University of California Press: Berkeley – Los Angeles, 1986.
- Steven Ozment: *Magdalena and Balthasar. An Intimate Portrait of Life in 16th-Century Europe Revealed in the Letters of a Nuremberg Husband and Wife*. Yale University Press: New Haven and London, 1986. (Originally: Simon and Schuster: New York, 1986.)
7. Thomas V. Cohen: *Love and Death in Renaissance Italy*. The University of Chicago Press: Chicago–London, 2004. Chapter 3: *The last will of Vittoria Giustini*
- Thomas Kuehn: *Law, Family, & Women. Toward a Legal Anthropology of Renaissance Italy*. The University of Chicago Press: Chicago - London, 1991. Introduction and chapters 3, 10

Recommended reading

1. Sigurður Gylfi Magnússon – István M. Szijártó: *What is microhistory? Theory and practice*. Routledge: London – New York, 2013.
- 2–7. Volumes of the book series *Microhistories* published by Routledge (London – New York), series editors Sigurður Gylfi Magnússon and István M. Szijártó.

VADAS, András dr.

Climate Catastrophe, Pandemic and the Kangaroo Island: Environmental History of the PreModern World

Course code: BBN-ERA-182

Time: Tuesday, 10:00–11:30

Location: Múzeum krt. 6–8. II/336.

E-mail: vadas.andras@btk.elte.hu

The course introduces the key concepts and problems in global environmental history. By the end of the course, students should have a basic understanding of fundamental themes in environmental history and relate these, critically and comparatively, to other branches of historical research. The topics covered include climate and disease history, environment and warfare, disasters, urban hygiene and ecological consequences of great geographical discoveries. The course goal is to offer some insights to how climate and environment affect various parts of the human experience such as agriculture and subsistence, disease and health, etc. and conversely, to address, how human agricultural, industrial or military activities changed the landscapes, setting in motion possibly unanticipated actions and reactions that triggered significant environmental change. The course is designed to provide a deeper understanding of the interactions of nature and societies to show that human impacts on the different spheres of the Earth were fundamental well before the beginning of the so-called Anthropocene. The case studies are chosen to provide a balanced view of historical environmental processes from the American through Europe to East Asia.