AHIS120

Antiquity's Heirs: Barbarian Europe, Byzantium, and Islam

S2 Day 2014

Ancient History

Contents

Disclaimer

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General Information

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Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
How do the ancient world and the modern world fit together? Where did the Roman Empire, and its older neighbour Persia, go? Late Antiquity (c. 250–750 CE) was a period of profound transition that crucially shaped the world we know today. This introductory survey examines how both Christianity and Islam arose from the classical world, while charting the origins of European states, Rome's 1000 year continuation in Byzantium, and the creation of the Islamic caliphate. Pivotal changes in society and culture are studied through texts concerning such figures as Attila, Anglo-Saxon monks, and the earliest Islamic poets.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

A broad understanding of major historical developments in the Mediterranean, Europe, and Middle East in the period between the third and eighth centuries, and a fundamental body of knowledge of key concepts, events, and figures of the period

Skills in reading ancient texts from a variety of historical and cultural contexts, with particular attention to critically identifying issues involved in interpretation of culturally-distant texts

Research skills supporting independent location and evaluation of information, suitable for research at university level and for other professional situations. In particular, the unit aims to introduce and encourage the use of research tools available through full exploitation of the Library system, using both its digital and paper research facilities

Development of written and oral communication skills: (a) written: essay-writing skills through guidance, practice, and feed-back; (b) oral: through small group collaboration in tutorial discussion exercises, and class participation

General Assessment Information

Submission of Written Assignments

Submission of Tutorial Paper and Research Essay: The Tutorial Paper and Research Essay are to be submitted through TurnItIn via the iLearn unit webs.

Policies on Written Assessment: Extensions, Late/Early Submission, Length

Extensions can only be granted in exceptional cases and may only be sought in consultation with the unit convenor and before the assignment is due.

Late assignment policy (Department of Ancient History)

Assessment tasks / assignments are compulsory and must be submitted on time. Barring genuine emergencies, extensions will not be granted without a valid and documented reason (e.g. medical certificate), and must be arranged in advance with the appropriate tutor. Late submissions will be penalised by 2% for each day (including weekends) the assignment task is late. No assignments will be accepted after assignments have been corrected and feedback has been provided.

Length policy: Essays exceeding or falling short of the specified word lengths will attract a penalty: divergences of more than 10% will attract a penalty of 10%.

Assignment tasks handed in early will be marked and returned with other papers (i.e. not before the due date).

For **Disruption of Studies Policy** see under Policies and Procedures.

Expectations of the student, and Satisfactory Completion of the Unit

Following are the components which you are required to undertake in order to complete the unit satisfactorily:

a. Attendance:

- twelve weeks of lectures (two hours each week)

- eight tutorial meetings, seven of which require preparation (close reading of texts and consideration of suggested issues)

Attendance at tutorials is recorded, and is a prerequisite for the tutorial participation mark. Absence from more than one tutorial without written explanation (e.g. medical certificate) will result in loss of the tutorial mark. Attendance at tutorials, however, is only a prerequisite for the tutorial mark; active participation, demonstrating significant preparation is necessary to secure a mark. Attendance at lectures is not recorded, but note that the final exam is based on the lectures, Lecture and Tutorial Readings, tutorial work, and the textbook; non-attendance at lectures will result in a poor exam mark. For exam preparation, it is also necessary to keep a Research Journal (see below).

b. Preparatory readings:

- self-guided Lecture Readings from the unit Reader (AHIS120 Readings: Late Antiquity – A Florilegium) to prepare for each of the unit modules

- self-guided readings from the set textbook (McEvedy, The New Penguin Atlas of Medieval History)

- Tutorial Readings from the unit Reader (AHIS120 Readings: Late Antiquity – A Florilegium) to prepare before tutorials

c. Maintaining a Research Journal: as part of the Second Essay and as essential preparations for the Examination (details on iLearn site).

d. Assessment: all assessment items (Tutorial Participation, Tutorial Paper, Research Essay, Examination) must be attempted in order to obtain a grade in any MQ unit, and an overall mark of 50% must be obtained to pass the unit.

Assessment Tasks

Name	Weighting	Due
Tutorial Participation	10%	Weeks 2 to 12
Tutorial Paper	20%	Tuesday 2 September 11.59pm
Research Essay	40%	Tuesday 28 October 11.59pm
Exam and Research Journal	30%	Central Examination period

Tutorial Participation

Due: **Weeks 2 to 12**
Weighting: **10%**

Tutorials will consist of group-work or whole class-work activities, and some very short written activities will be undertaken in some tutorials. Attendance at tutorials will be recorded, and is a prerequisite for the Tutorial Participation mark. Absence from more than one tutorial without written documentation (e.g. medical certificate) will result in loss of the tutorial mark. Attendance at tutorials, however, is only a prerequisite for the tutorial mark: active participation, demonstrating significant preparation, is necessary to secure a mark.

On successful completion you will be able to:

- A broad understanding of major historical developments in the Mediterranean, Europe, and Middle East in the period between the third and eighth centuries, and a fundamental body of knowledge of key concepts, events, and figures of the period
- Skills in reading ancient texts from a variety of historical and cultural contexts, with particular attention to critically identifying issues involved in interpretation of culturally-distant texts
- Development of written and oral communication skills: (a) written: essay-writing skills through guidance, practice, and feed-back; (b) oral: through small group collaboration in tutorial discussion exercises, and class participation

Tutorial Paper

Due: **Tuesday 2 September 11.59pm**
Weighting: **20%**

Tutorial Paper: Government and Religion in the Later Roman Empire

The Tutorial Paper aims to develop skills in analysing sources for data. The assignment will be based on readings prepared for the Week 3 tutorial. Full details of the assignment task, supporting materials, and assessment criteria will be provided on the iLearn unit website.

The length of the Tutorial Paper is 1,000 words.

The Tutorial Paper is to be submitted through TurnItIn via the iLearn unit website.

On successful completion you will be able to:

- Skills in reading ancient texts from a variety of historical and cultural contexts, with particular attention to critically identifying issues involved in interpretation of culturally-distant texts
- Development of written and oral communication skills: (a) written: essay-writing skills

through guidance, practice, and feed-back; (b) oral: through small group collaboration in tutorial discussion exercises, and class participation

Research Essay

Due: **Tuesday 28 October 11.59pm**
Weighting: **40%**

Researching Late Antiquity in MQ Library

The Research Essay aims to develop basic research skills needed to gain familiarity of broad new fields of knowledge. Full details of the assignment task, supporting materials, and assessment criteria will be provided on the iLearn unit website.

The length of the Research Essay is 2,000 words.

The Research Essay is to be submitted through TurnItIn via the iLearn unit website.

On successful completion you will be able to:
- A broad understanding of major historical developments in the Mediterranean, Europe, and Middle East in the period between the third and eighth centuries, and a fundamental body of knowledge of key concepts, events, and figures of the period
- Research skills supporting independent location and evaluation of information, suitable for research at university level and for other professional situations. In particular, the unit aims to introduce and encourage the use of research tools available through full exploitation of the Library system, using both its digital and paper research facilities
- Development of written and oral communication skills: (a) written: essay-writing skills through guidance, practice, and feed-back; (b) oral: through small group collaboration in tutorial discussion exercises, and class participation

Exam and Research Journal

Due: **Central Examination period**
Weighting: **30%**

Examination and Research Journal

The examination will be scheduled centrally. It will be 2 hours. No unit materials will be permitted in the examination.

Part of the examination will comprise unseen short answer and essay questions. The format will be described in class.

The other part of the examination will be a pre-circulated question, which will be provided in class, addressing research skills. In preparation for this question, students are required to maintain a Research Journal throughout the second half of the Session, as they undertake their Research Essay. The Research Journal will not be marked, but will be necessary in order to

complete the examination.

On successful completion you will be able to:

- A broad understanding of major historical developments in the Mediterranean, Europe, and Middle East in the period between the third and eighth centuries, and a fundamental body of knowledge of key concepts, events, and figures of the period

- Research skills supporting independent location and evaluation of information, suitable for research at university level and for other professional situations. In particular, the unit aims to introduce and encourage the use of research tools available through full exploitation of the Library system, using both its digital and paper research facilities

- Development of written and oral communication skills: (a) written: essay-writing skills through guidance, practice, and feed-back; (b) oral: through small group collaboration in tutorial discussion exercises, and class participation

Delivery and Resources

Text Books

Required texts and materials: It is essential to buy these two items from the Coop Bookstore on campus:

(1) *AHIS120 Readings: Late Antiquity: A Florilegium* (this is essential for all tutorials, and for the lecture

program)

- The Reader contains two sets of readings:
  - Lecture Readings: this section contains one book chapter relating to each of the 5 modules of the unit (late Roman empire, Sasanian Iran, Byzantium, early medieval western Europe, and Islam). The modules are set out in the "Lecture and Tutorial Program" below. You should read the relevant Lecture Reading before the beginning of each module, to provide background to the lectures.
  - Tutorial Readings: this section contains the ancient texts we will discuss in tutorials, together with short introductory essays. The introductory essays and texts for each tutorial should be read, together with the reading guides in the relevant "Weekly Tasks" on the iLecture site, *before* each tutorial. You should prepare notes on the texts for discussion.

(2) Colin McEvedy, *The New Penguin Atlas of Medieval History* **(Harmondsworth, 1992)**

- Using McEvedy, *The New Penguin Atlas of Medieval History*: This book is intended as a basic reference for the unit. It provides a very brief survey of the history of the period

covered by this unit (and beyond). Neither the narrative nor the maps are infallible – they should never be taken as the final authority on any given topic – but the great virtue of this book is its inclusive vision, consistently embracing the Middle East and Africa north of the Sahara as well as western and central Europe. It therefore lets us see the developments of Iran and Rome, and the Islamic caliphates, Byzantine empire, and medieval western kingdoms, in relation to each other. You should read through pp. 2 to 47 (i.e. the "Introduction" and the coverage of AD 362-AD 888) by yourself as early in the semester as you can, and get into the habit of referring to it regularly throughout the semester, when preparing for lectures and tutorials. Regard it as your pocket compass to help orient you across the scope of time and space of this unit.

<u>**Online iLearn Site**</u>

This unit has an online presence. Login is via: https://ilearn.mq.edu.au/ Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help

For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

All lectures will be recorded on Echo360, and PowerPoint slides posted (after lectures) on the iLearn site.

Unit Schedule

Lecture, Tutorial, and Assessment Schedule

(A more detailed program of lectures will be posted on the iLearn site)

Week 1 5 August	<u>Lectures</u>: Introduction (no tutorial this week)
Week 2 12 August	<u>Modules 1-2: The Two Superpowers of Late Antiquity</u> **Module 1: The Later Roman Empire** <u>Lectures</u>: The Later Roman Empire <u>Tutorial I</u>: The Late Antique-Thought World

Week 3 19 August	Lectures: The Later Roman Empire (continued) Tutorial II: Roman Imperial Legislation and The Christian Church
Week 4 26 August	**Module 2: Sasanian Iran** Lectures: Sasanian Iran Tutorial III: The Shahs and Zoroastrianism

Week 5 2 September	Lectures: Sasanian Iran (continued) (no tutorial this week) **Tutorial paper due Tuesday 2 September 11.59pm**
Week 6 9 September	**Modules 3-5: Three Heirs of Antiquity** **Module 3: Early Byzantium** Lectures: Early Byzantium Tutorial IV: Iconography of Rulership
Week 7 16 September	Lectures: Early Byzantium (continued) Tutorial V: Byzantine Diplomacy **Mid-semester recess (2 weeks)**

Week 8 7 October	Lectures: Early Byzantium (continued) Tutorial VI: Essay Development Workshop (no readings)
Week 9 14 October	**Module 4: Early Medieval Western Europe** Lectures: Early Medieval Western Europe Tutorial VII: Centre and Periphery: Anglo-Saxon England

Week 10	Lectures:
21 October	Early Medieval Western Europe (continued)
	(no tutorial this week)

Week 11	**Module 5: The Umayyad and Abbasid Caliphates**
28 October	Lectures:
	The Umayyad and Abbasid Caliphates
	(no tutorial this week)
	Essay due Tuesday 28 October 11.59
Week 12	Lectures:
4 November	The Umayyad and Abbasid Caliphates (continued)
	Tutorial VIII: Abbasid Baghdad: The Founding of the City, and Legal Thought
Week 13	Lectures:
11 November	Two videos, on Sasanian Iran and early Islam (a pre-recorded guest lecture)
	(no lecture or tutorial this week)

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- A broad understanding of major historical developments in the Mediterranean, Europe, and Middle East in the period between the third and eighth centuries, and a fundamental body of knowledge of key concepts, events, and figures of the period
- Research skills supporting independent location and evaluation of information, suitable for research at university level and for other professional situations. In particular, the unit aims to introduce and encourage the use of research tools available through full exploitation of the Library system, using both its digital and paper research facilities

Assessment tasks

- Research Essay
- Exam and Research Journal

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- A broad understanding of major historical developments in the Mediterranean, Europe, and Middle East in the period between the third and eighth centuries, and a fundamental body of knowledge of key concepts, events, and figures of the period
- Skills in reading ancient texts from a variety of historical and cultural contexts, with particular attention to critically identifying issues involved in interpretation of culturally-distant texts
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- Development of written and oral communication skills: (a) written: essay-writing skills through guidance, practice, and feed-back; (b) oral: through small group collaboration in tutorial discussion exercises, and class participation

Assessment tasks

- Tutorial Participation
- Tutorial Paper
- Research Essay
- Exam and Research Journal

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Skills in reading ancient texts from a variety of historical and cultural contexts, with particular attention to critically identifying issues involved in interpretation of culturally-distant texts

- Research skills supporting independent location and evaluation of information, suitable for research at university level and for other professional situations. In particular, the unit aims to introduce and encourage the use of research tools available through full exploitation of the Library system, using both its digital and paper research facilities

Assessment tasks

- Tutorial Participation
- Tutorial Paper
- Research Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Skills in reading ancient texts from a variety of historical and cultural contexts, with particular attention to critically identifying issues involved in interpretation of culturally-

distant texts

- Research skills supporting independent location and evaluation of information, suitable for research at university level and for other professional situations. In particular, the unit aims to introduce and encourage the use of research tools available through full exploitation of the Library system, using both its digital and paper research facilities

Assessment tasks

- Research Essay
- Exam and Research Journal

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Skills in reading ancient texts from a variety of historical and cultural contexts, with particular attention to critically identifying issues involved in interpretation of culturally-distant texts
- Research skills supporting independent location and evaluation of information, suitable for research at university level and for other professional situations. In particular, the unit aims to introduce and encourage the use of research tools available through full exploitation of the Library system, using both its digital and paper research facilities
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Assessment tasks

- Tutorial Participation
- Tutorial Paper
- Research Essay
- Exam and Research Journal

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with

knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- A broad understanding of major historical developments in the Mediterranean, Europe, and Middle East in the period between the third and eighth centuries, and a fundamental body of knowledge of key concepts, events, and figures of the period

Changes since First Published

Date	Description
07/11/2014	Lecture and tutorial schedule updated.
17/10/2014	Error in list of tutorials corrected -- no tutorials will be held in Weeks 10 and 11, tutorial will be held in Week 12, no tutorial in Week 13.