



MHIS222

Religion, Conflict, and Coexistence in the Early Modern Mediterranean

S1 External 2015

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

Convener

Nicholas Baker

nicholas.baker@mq.edu.au

W6A 412

Wednesday/Thursday 2-3 pm,

Credit points

3

Prerequisites

12cp or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

In the sixteenth century, the Mediterranean Ocean appeared to form the contested border between two great empires: the Islamic Ottoman Empire of North Africa and the Middle East and the Christian Habsburg Empire of Europe. But this marine frontier was not simply a place of hostilities but also the point at which different peoples met and coexisted: a place inhabited by merchants and travellers as well as pirates, renegades, and holy warriors. This unit examines the multiple encounters and exchanges that occurred between Christians, Muslims, and Jews in the early modern Mediterranean, exploring questions of identity, geography, empire, and religion in an era of transition and change as the new Atlantic World began eclipse the older Mediterranean world.

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:

Comprehend, assess, and explain the history of the Mediterranean region in the sixteenth and seventeenth centuries, with specific reference to six broad themes: space, empire, cities, faith, conflict, coexistence.

Evaluate and explain the utility of "space" as a category of historical analysis.

Comprehend, analyze, and explain the process of historical argumentation by reading and assessing a variety of secondary source materials.

Produce written work that synthesizes understandings and evaluations in clear, specific arguments.

Engage with other students and staff orally in an intellectual community in the classroom.

Assessment Tasks

Name	Weighting	Due
<u>Response on Space and History</u>	20%	16/03/15
<u>Research Paper</u>	30%	11/05/15
<u>Take-Home Examination</u>	30%	12/06/15
<u>Participation</u>	20%	Assessed in 5 weeks

Response on Space and History

Due: **16/03/15**

Weighting: **20%**

Students will read and respond to two articles discussing the so-called "Spatial Turn" in historiography, considering the arguments of the authors, and the implications for considering the history of the Mediterranean. Full details, grading criteria, and assessment rubric will be available on iLearn from Week 1.

On successful completion you will be able to:

- Evaluate and explain the utility of "space" as a category of historical analysis.
- Comprehend, analyze, and explain the process of historical argumentation by reading and assessing a variety of secondary source materials.
- Produce written work that synthesizes understandings and evaluations in clear, specific arguments.

Research Paper

Due: **11/05/15**

Weighting: **30%**

Students will research and write a paper that explores an aspect of one of the unit's five principal themes -- empires, cities, faith, conflict, coexistence -- understood in terms of space and applying the knowledge acquired from the Response Paper. Full details, grading criteria, and assessment rubric will be available on iLearn from Week 1.

On successful completion you will be able to:

- Comprehend, assess, and explain the history of the Mediterranean region in the sixteenth and seventeenth centuries, with specific reference to six broad themes: space, empire, cities, faith, conflict, coexistence.
- Comprehend, analyze, and explain the process of historical argumentation by reading and assessing a variety of secondary source materials.
- Produce written work that synthesizes understandings and evaluations in clear, specific arguments.

Take-Home Examination

Due: **12/06/15**

Weighting: **30%**

A comprehensive, reflective examination of the material covered across the entire unit. Students will write a paper in response to a single question, which will be provided in Week 1. Full details (aside from the question), grading criteria, and assessment rubric will be available on iLearn from Week 13.

No extensions will be granted.

On successful completion you will be able to:

- Comprehend, assess, and explain the history of the Mediterranean region in the sixteenth and seventeenth centuries, with specific reference to six broad themes: space, empire, cities, faith, conflict, coexistence.
- Produce written work that synthesizes understandings and evaluations in clear, specific arguments.

Participation

Due: **Assessed in 5 weeks**

Weighting: **20%**

Participation in MHIS222 will be a self/peer assessment.

At the conclusion of five discussion forums, selected at random (with no advance notice) throughout the semester, students will complete a self and peer assessment of participation. They will give themselves a grade for preparation and participation and do the same for the external group as a whole.

On successful completion you will be able to:

- Comprehend, assess, and explain the history of the Mediterranean region in the sixteenth and seventeenth centuries, with specific reference to six broad themes: space,

empire, cities, faith, conflict, coexistence.

- Evaluate and explain the utility of "space" as a category of historical analysis.
- Comprehend, analyze, and explain the process of historical argumentation by reading and assessing a variety of secondary source materials.
- Engage with other students and staff orally in an intellectual community in the classroom.

Delivery and Resources

Classes

For lecture and tutorial times and classrooms please consult the MQ Timetable: <https://timetables.mq.edu.au/2015/>

Required and Recommended Texts

Required Texts

A unit reader with all the required readings for the course will be available for purchase from the Co-Op Bookshop. All students are expected to own a copy of this Reader. A copy will be available for use on Reserve in the MQ Library.

Recommended Texts

The following general, introductory texts are available on Reserve or in electronic format (*) via the MQ Library:

Fernand Braudel *The Mediterranean and the Mediterranean World in the Age of Philip II*

*Daniel Goffman *The Ottoman Empire and Early Modern Europe*

W.V. Harris (ed) *Rethinking the Mediterranean*

*Henri Pirenne *Mohammed and Charlemagne*

*Merry Wiesner-Hanks *Early Modern Europe*

Technologies Used and Required

This unit uses iLearn. All students are expected to have internet access and use of a computer. All students are expected to have basic computer skills (such as word processing and web browsing).

Unit Schedule

Space

Week 1: The Mediterranean in Time and Space

Week 2: The Mediterranean in History and Geography

Empires

Week 3: West

Week 4: East

Cities

Week 5: Governors and the Governed

[Week 6: Reading Week]

Week 7: Urban Values

Faith

Week 8: Orthodoxies

Week 9: Heterodoxies, Heresies, and Religious Minorities

Conflict

Week 10: Warfare

Week 11: Slaving and Piracy

Coexistence

Week 12: Commerce

Week 13: Shared Space, Shared Culture?

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Comprehend, assess, and explain the history of the Mediterranean region in the sixteenth and seventeenth centuries, with specific reference to six broad themes: space, empire, cities, faith, conflict, coexistence.
- Produce written work that synthesizes understandings and evaluations in clear, specific arguments.

Assessment tasks

- Research Paper
- Take-Home Examination
- Participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Engage with other students and staff orally in an intellectual community in the class room.

Assessment task

- Participation

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 outcome

- Produce written work that synthesizes understandings and evaluations in clear, specific arguments.

Assessment tasks

- Response on Space and History
- Research Paper

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

- Comprehend, assess, and explain the history of the Mediterranean region in the sixteenth and seventeenth centuries, with specific reference to six broad themes: space, empire, cities, faith, conflict, coexistence.
- Evaluate and explain the utility of "space" as a category of historical analysis.
- Comprehend, analyze, and explain the process of historical argumentation by reading and assessing a variety of secondary source materials.
- Produce written work that synthesizes understandings and evaluations in clear, specific arguments.

Assessment tasks

- Response on Space and History
- Research Paper
- Take-Home Examination

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

- Comprehend, assess, and explain the history of the Mediterranean region in the

sixteenth and seventeenth centuries, with specific reference to six broad themes: space, empire, cities, faith, conflict, coexistence.

- Evaluate and explain the utility of "space" as a category of historical analysis.
- Comprehend, analyze, and explain the process of historical argumentation by reading and assessing a variety of secondary source materials.
- Produce written work that synthesizes understandings and evaluations in clear, specific arguments.

Assessment tasks

- Response on Space and History
- Research Paper
- Take-Home Examination

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

- Comprehend, analyze, and explain the process of historical argumentation by reading and assessing a variety of secondary source materials.
- Produce written work that synthesizes understandings and evaluations in clear, specific arguments.

Assessment tasks

- Research Paper
- Take-Home Examination

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

- Comprehend, assess, and explain the history of the Mediterranean region in the sixteenth and seventeenth centuries, with specific reference to six broad themes: space, empire, cities, faith, conflict, coexistence.
- Evaluate and explain the utility of "space" as a category of historical analysis.
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- Produce written work that synthesizes understandings and evaluations in clear, specific arguments.
- Engage with other students and staff orally in an intellectual community in the classroom.

Assessment tasks

- Response on Space and History
- Research Paper
- Take-Home Examination
- Participation

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 outcomes

- Comprehend, assess, and explain the history of the Mediterranean region in the sixteenth and seventeenth centuries, with specific reference to six broad themes: space, empire, cities, faith, conflict, coexistence.
- Engage with other students and staff orally in an intellectual community in the classroom.

Assessment task

- Take-Home Examination

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Engage with other students and staff orally in an intellectual community in the class room.

Assessment task

- Participation

Assessment Policies

Assignment Submission

Written work must be submitted via Turnitin on the MHIS222 iLearn site.

Extensions and Disruption to Study

Students who encounter difficulties in meeting the assessment deadlines should apply for an extension **in advance of the due date**. Appropriate documentation (such as a medical certificate) must be provided in order for an extension request to be approved. No extensions will be granted on or after the due date for the assignment in question.

No extensions will be granted for the Take-Home Examination. In the most exceptional circumstances, requiring a Disruption to Studies request, students can arrange to complete an alternate examination at a later date. Late submissions will not be accepted for the Take-Home Examination.

Late Submission Without an Extension

There is no automatic penalty for work submitted late without an extension (except the Take-Home Examination, which will not be graded if submitted late). However, **any student who wishes to submit an assignment late without an extension must submit it directly to Dr. Baker (students will not be able to submit late assignments to Turnitin)**. Any student who does so **must be prepared to explain (in person) why the assignment is late and to discuss what penalty will be assessed on the assignment** as a result of its late submission.