



# AHIS120

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

S2 Day 2019

*Dept of Ancient History*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	12
<u>Changes from Previous Offering</u>	15
<u>Changes since First Published</u>	16

#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Dr Peter Edwell

[peter.edwell@mq.edu.au](mailto:peter.edwell@mq.edu.au)

Contact via [peter.edwell@mq.edu.au](mailto:peter.edwell@mq.edu.au)

Australian Hearing Hub, floor 2 south side

To be announced

Tutor

Dr Christopher Malone

[TBA](#)

Peter Edwell

[peter.edwell@mq.edu.au](mailto:peter.edwell@mq.edu.au)

Gunner Mikkelsen

[gunner.mikkelsen@mq.edu.au](mailto:gunner.mikkelsen@mq.edu.au)

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, Feedback Exercise, and Research Essay are to be submitted through TurnItIn via the iLearn unit webs.

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

**Late Submission Policy (Faculty of Arts):** Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

**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 **Special Consideration 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:

### Classwork:

- **Lectures:** 13 weeks of lectures (normally two hours each week)
- **Tutorials:** 11 tutorial meetings, most of which require preparation (close reading of texts and consideration of suggested issues)

### Preparatory readings:

- **Lecture Readings:** self-guided readings from the unit Reader (*AHIS120 Readings: Late Antiquity – A Florilegium*) to prepare for each of the unit modules
- **Textbook:** self-guided readings (**McEvedy, *The New Penguin Atlas of Medieval History***)
- **Tutorial Readings** from the unit Reader (*AHIS120 Readings: Late Antiquity – A Florilegium*) to prepare before tutorials

**Assessment:** 5 assessment items (Tutorial Participation, Tutorial Paper, Feedback Exercise, Research Essay, Quizzes)

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Tutorial Participation</u>	15%	No	Weeks 1 to 12
<u>Tutorial Paper</u>	20%	No	Week 6 Monday 2 Sept 9.00am
<u>Feedback Exercise</u>	5%	No	Week 8 Friday 4 October 5.00pm
<u>Research Essay</u>	40%	No	Week 13 Monday 4 Nov 9.00am
<u>Online Quizzes</u>	20%	No	Weeks 1-12

## Tutorial Participation

Due: **Weeks 1 to 12**

Weighting: **15%**

### Tutorials

Tutorials will consist of group-work or whole-class activities, and some very short written activities may be undertaken in some tutorials. The tutorial participation mark will be assessed on the basis of active participation, demonstrating significant preparation, not simply attendance.

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: **Week 6 Monday 2 Sept 9.00am**

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

## Feedback Exercise

Due: **Week 8 Friday 4 October 5.00pm**

Weighting: **5%**

### **Feedback Exercise**

The Feedback Exercise aims to strengthen essay-writing skills through critical thinking on the task of writing and active engagement with feedback. The exercise requires critical reflection on unit content concerning essay-writing, especially markers' feedback on the Tutorial Paper and the "Setting About Your Essay" check-list,.

Full details of the task will be provided on the iLearn unit website.

The length of the Feedback Exercise is 300 words.

The Feedback Exercise is to be submitted through TurnItIn via the iLearn unit website.

The exercise will be assessed on a Pass/Fail basis.

On successful completion you will be able to:

- 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: **Week 13 Monday 4 Nov 9.00am**

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, and in particular to development familiarity with exploiting a professional research library to its fullest benefit.

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

## Online Quizzes

Due: **Weeks 1-12**

Weighting: **20%**

### Online quizzes

Six timed online quizzes are required to be completed in weeks 2, 4, 6, 8, 10 and 12. Each quiz will contain 10 multiple choice or true/false questions. The questions will be based on lecture

content and can only be answered after you have listened to the lectures online. The content for each quiz will come from the lectures over the previous 2 weeks. For example, the quiz for week 2 will be based on lecture content for weeks 1 and 2.

You will have 15 minutes to complete each quiz and they will be available from 9am, Monday morning of weeks 2, 4, 6, 8, 10 and 12. The quizzes will close at 11.59pm on the following Sunday. **Please note: Once you have started the quiz you have 15 minutes to complete it. The quiz cannot be stopped and you cannot attempt it again. Please ensure you start the quiz with enough time to complete it by 11.59pm on the Sunday. If you commence the quiz at 11.58pm on Sunday, it is unlikely you will complete it.**

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.

### **Online iLearn Site**

**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](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](http://mq.edu.au/iLearn/student_info/guides.htm)

**All lectures will be recorded on Echo360.**

## **Unit Schedule**

### **Lecture and Tutorial schedule**

**Please note: All lectures, except for the first one on 29 July, are recorded only in this unit and will be made available through Echo 360 on the unit's iLearn page. No live lectures will be given other than the first lecture. In the first lecture slot you will be provided with a detailed description of how the unit will run and you will also have the opportunity to ask questions. The first lecture will also be recorded and will be available through Echo 360 once it is completed.**

(A more detailed Schedule of Lectures, Tutorials, and Assessment will be posted on the iLearn site)



<b>Week 1</b>	<p><u>Lectures:</u></p> <p>Introduction</p> <p><u>Tutorial I:</u> Studying Late Antiquity</p>
<b>Week 2</b>	<p><b><u>Modules 1-2: The Two Superpowers of Late Antiquity</u></b></p> <p><b>Module 1: The Later Roman Empire</b></p> <p><u>Lectures:</u></p> <p>The Later Roman Empire</p> <p><u>Tutorial II:</u> The Late Antique-Thought World</p>

<b>Week 3</b>	<p><u>Lectures:</u></p> <p>The Later Roman Empire (continued)</p> <p><u>Tutorial III:</u> Roman Imperial Legislation and The Christian Church</p>
<b>Week 4</b>	<p><b>Module 2: Sasanian Iran</b></p> <p><u>Lectures:</u></p> <p>Sasanian Iran</p> <p><u>Tutorial IV:</u> Iconography of Rulership</p>

<b>Week 5</b>	<p><u>Lectures:</u></p> <p>Sasanian Iran (continued)</p> <p><u>Tutorial V:</u> The Shahs and Zoroastrianism</p>
<b>Week 6</b>	<p><b><u>Modules 3-5: Three Heirs of Antiquity</u></b></p> <p><b>Module 3: Early Byzantium</b></p> <p><u>Lectures:</u></p> <p>Early Byzantium</p> <p><u>Tutorial VI:</u> Byzantine Diplomacy</p>
<b>Week 7</b>	<p><u>Lectures:</u></p> <p>Early Byzantium (continued)</p> <p>No Tutorials this week</p> <p><b>(Mid-Semester Recess: 2 weeks)</b></p>

<b>Week 8</b>	<p><u>Lectures:</u></p> <p>Early Byzantium (continued)</p> <p><u>Tutorial VII:</u> Essay Development Workshop</p>
<b>Week 9</b>	<p><b>Module 4: Early Medieval Western Europe</b></p> <p><u>Lectures:</u></p> <p>Early Medieval Western Europe</p> <p><u>Tutorial VIII:</u> Centre and Periphery: Anglo-Saxon England</p>

<b>Week 10</b>	<p><u>Lectures:</u></p> <p>Early Medieval Western Europe (continued)</p> <p><u>Tutorial IX:</u> Research Exercise</p>
----------------	---

<b>Week 11</b>	<p><b>Module 5: The Umayyad and Abbasid Caliphates</b></p> <p><u>Lectures:</u></p> <p>The Umayyad and Abbasid Caliphates</p> <p><u>Tutorial X:</u> Abbasid Baghdad</p>
<b>Week 12</b>	<p><u>Lectures:</u></p> <p>The Umayyad and Abbasid Caliphates (continued)</p> <p><u>Tutorial XI:</u> The Diplomatic World</p>
<b>Week 13</b>	<p><u>Lectures:</u></p> <p>Unit Review</p> <p>(no tutorial this week)</p>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)

- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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
- Online Quizzes

### 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
- 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

## **Assessment tasks**

- Tutorial Participation
- Tutorial Paper
- Research Essay
- Online Quizzes

## **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
- Online Quizzes

## **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
- 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
- Feedback Exercise
- Research Essay
- Online Quizzes

## **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 from Previous Offering**

Tutorial participation mark has been increased from 10% to 15%.

There is no examination in this offering of the unit.

Six online quizzes now form part of the assessment in this unit.

## Changes since First Published

Date	Description
17/07/2019	Adjustment made to unit guide to indicate that the first lecture in the unit will be given live.