



AHIS8230

City of Constantine

Session 1, Online-flexible 2022

Department of History and Archaeology

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Disclaimer

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General Information

Unit convenor and teaching staff Bronwen Neil bronwen.neil@mq.edu.au
Credit points 10
Prerequisites Admission to MAnchHist or GradCertAncHist or MA in (Ancient History or Coptic Studies)
Corequisites
Co-badged status AHIX 8230
Unit description This unit examines the history of Constantinople from its foundation by Constantine the Great in the fourth century to its capture by the Ottoman Turks in the fifteenth century. It focuses on the cultural, ecclesiastical, intellectual, military, art and architectural history of the city, using literary, documentary and archaeological evidence.

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:

ULO1: Cultivate a deeper appreciation of a range of cultural, social, religious, and political issues when dealing with sources from the past

ULO2: Demonstrate an understanding of the importance of primary and secondary texts and images through analysis, expression, and argument

ULO3: Participate actively in online discussions

General Assessment Information

Late assessment penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – 10 marks out of 100 credit will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl.

weekends) after the original submission deadline.

Marks are indicative until final review/moderation after the exam period is finished.

Annotated Bibliography

Assessment Type: Annotated bibliography Indicative Time on Task: 25 hours Due: **Friday 29 April Week 8** Weighting: **30%**

Students will submit an annotated bibliography of 15 (fifteen) references that will be used for the Major Essay (Assessment 3). In a maximum of 1000 words, these references should include brief commentaries which summarise the work and its relevance to the major essay question. Primary and secondary sources should be included and grouped separately under "Primary sources" (ancient Byzantine ones, which can be in translation) and "Secondary sources", which are modern historical studies.

On successful completion you will be able to:

- UL01 Cultivate a deeper appreciation of a range of cultural, social, religious, and political issues when dealing with sources from the past
- UL02 Demonstrate an understanding of the importance of primary and secondary texts and images through analysis, expression, and argument

Weekly online discussion

Assessment Type 2: Participatory task Indicative Time on Task: 25 hours Due: **Friday 4 March Week 2 and weekly** Weighting: **15%**

Weekly online responses to readings.

On successful completion you will be able to:

- UL02 Demonstrate an understanding of the importance of primary and secondary texts and images through analysis, expression, and argument
- UL03 Participate actively in online discussions

All students will be expected to post at least one (1) response to the Online Discussion forum each week. This posting should be between 100-300 words and it should be in response to the questions posted for that week. These questions will relate to the primary texts in your Book of Readings each week.

The assessment criteria for this task is based on participation and the quality of your postings. Grading criteria includes clarity of expression and argument, evidence of independent thought, and the relevance of your response to the questions set by the tutor.

These posts are due at midnight of Friday in each tutorial week (i.e. Week 2 is from Monday 28 February - Sunday 6 March 2022, and the online discussion should be made by midnight on Friday 4 March). You are welcome to continue posting to the weekly discussion forum after this

due date, but any postings made after midnight on Friday will not be counted for assessment purposes. You are also welcome to start new discussions each week on topics of interest, but these will not be counted towards this assessment task.

The Online Discussion component is worth 15% of your overall assessment. You will need to post a response to at least 9 of the weekly forums from Weeks 2 to 4 and Weeks 6 to 12 (inclusive). Note that any postings that you make for Week 1, 5 and 13 will not count towards these 9 weekly posts.

Essay

Assessment Type: Essay Indicative Time on Task: 25 hours Due: **Friday 3 June Week 13**
Weighting: **55%**

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

- ULO1: Cultivate a deeper appreciation of a range of cultural, social, religious, and political issues when dealing with sources from the past
- ULO2: Demonstrate an understanding of the importance of primary and secondary texts and images through analysis, expression, and argument

Major Essay Questions: Choose ONE

1. Discuss the factors that led to Constantine's foundation of the city of Constantinople. Why are there differing versions of the city's foundation and inauguration in the sources?
2. Analyse the evidence of Justinian's policy of military and territorial reconquest, and discuss the reasons why he would have adopted such a policy.
3. What do you consider to be the main contributing factors to both periods of iconoclasm (726-787CE and 813-843CE)?
4. How did the Fourth Crusaders justify their attack on fellow Christians and their looting of churches in Constantinople? Examine both Western and Byzantine accounts of the Fourth Crusade and compare their responses to the removal of holy relics and works of art from the city.
5. Discuss the strategies employed by the Fourth Crusaders to besiege Constantinople in 1204CE. Why did the Crusaders attack Constantinople, and how and why were they successful?
6. Discuss the relationship between the church and state in Byzantium with particular reference to the reign of two emperors: Constantine I and Heraclius. How do you think the Byzantines

themselves perceived the relationship between the church and emperor?

7. Discuss the distinctive features of Byzantine art and/or architecture. How was Byzantine art and/or architecture different from Western and early Islamic art of the same period?

8. Dreams and their interpretation were an aspect of everyday life in Byzantium. Consider the extant evidence to determine what dreambooks can tell us about the everyday lives of the Byzantines. Are there any issues with using these sources, and why is the evidence of everyday life less prominent than that of the lives of emperors and saints?

- [Essay/Assessment Presentation & ConventionsFile](#) 52.7KB PDF document
- For grading criteria, please consult the [Level 8 Essay RubricFile](#)
- Information on assessment tasks for this unit is found in the UNIT GUIDE. Use Turn-it-in for submission of assessment tasks 2 and 3. Weekly Discussion Forums are submitted via the module for Weeks 2 onward. There is no discussion forum submission required for week 5.
- To ensure the University takes a consistent, equitable and transparent approach to academic honesty amongst staff and students, please read [MQ Policy: Academic HonestyURL](#)
- Learn more about how to submit assignments online at [iLearn Student Guide on Assignments and TurnitinURL](#)

Assessment Tasks

Name	Weighting	Hurdle	Due
Essay	55%	No	23:59 03/06/22
Annotated Bibliography	30%	No	23:59 29/04/22
Weekly online discussion	15%	No	23:59 Friday, weekly

Essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 25 hours

Due: **23:59 03/06/22**

Weighting: **55%**

Students are required to submit one (1) 3000 word essay. Students can answer one of the questions provided or devise their own essay question/topic on consultation with the course tutor. The essay topic should be based on one of the lecture/tutorial topics or a combination of both.

On successful completion you will be able to:

- Cultivate a deeper appreciation of a range of cultural, social, religious, and political issues when dealing with sources from the past
- Demonstrate an understanding of the importance of primary and secondary texts and images through analysis, expression, and argument

Annotated Bibliography

Assessment Type ¹: Annotated bibliography

Indicative Time on Task ²: 25 hours

Due: **23:59 29/04/22**

Weighting: **30%**

Students will submit an annotated bibliography of 15 (fifteen) references that will be used for the Essay. In a maximum of 1000 words, these references should include brief commentaries which summarise the work and its relevance to the major essay question. Primary and secondary sources should be included.

On successful completion you will be able to:

- Cultivate a deeper appreciation of a range of cultural, social, religious, and political issues when dealing with sources from the past
- Demonstrate an understanding of the importance of primary and secondary texts and images through analysis, expression, and argument

Weekly online discussion

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 25 hours

Due: **23:59 Friday, weekly**

Weighting: **15%**

Weekly online responses to readings.

On successful completion you will be able to:

- Demonstrate an understanding of the importance of primary and secondary texts and images through analysis, expression, and argument
- Participate actively in online discussions

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Delivery is fully online.

See Leganto for a list of relevant online readings with links to MQ library.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: <https://students.mq.edu.au/admin/other-resources/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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual

assault

- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit 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.

Changes from Previous Offering

Bibliographic items have been updated so that they are generally available online with a few exceptions.