



# AHIS344

## Religions along the Silk Road

S2 Day 2015

*Dept of Ancient History*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Gunner Mikkelsen

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W6A 522

Credit points

3

Prerequisites

39cp or (6cp in AHIS or AHST or MHIS or HIST units at 200 level)

Corequisites

Co-badged status

Unit description

Most of the world's major religions spread and flourished along the Silk Road. This unit studies the history, teachings, literature, art and archaeology of Buddhism, Manichaeism, Christianity and Zoroastrianism in Central Asia and North China in the first millennium of the CE. It explores themes related to cross-cultural transmission, translation, assimilation and reception.

## 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:

Ability to find, analyse and interpret primary and secondary sources and present the information in a written format

Ability to formulate arguments and articulate ideas to an advanced level

Appreciation of how historical information may be extracted from ancient remains

Interpret archaeological evidence with appreciation and understanding

Work with and respond to the views of staff and other students in the unit in an oral form

## General Assessment Information

Assessment criteria

The **Essay** will be marked against the following criteria: (1) knowledge of the relevant subject matter, (2) the range of primary sources used and their analysis, (3) the range of secondary works consulted and the depth of engagement with them, (4) correct citation of sources, (5) structure of argument, (6) formal presentation including correct referencing, English language grammar, spelling and punctuation.

### Submission of Essay

The Essay must be submitted with cover-sheet via Turnitin.

### Extensions and penalties

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.

Assessment tasks / assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). 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.

For Disruption to Studies Policy see under Policies and Procedures.

### Completing the unit

To complete the unit satisfactorily, students must listen to the lectures and reflect on them and do the set weekly readings. Regular attendance at lectures is strongly recommended. Students must submit all items of assessment and hand in work which is formatted in accordance with Department of Ancient History guidelines, spell-checked, written in good English, and demonstrating both an understanding of the material in the lectures and readings and independent reflection on the subject of the assessment.

An overall mark of 50% or above must be achieved to complete the unit satisfactorily.

## Assessment Tasks

Name	Weighting	Due
<u>Tutorial Participation</u>	20%	Weeks 2-13
<u>Essay</u>	40%	Friday Week 10
<u>Exam</u>	40%	Exam period

### Tutorial Participation

Due: **Weeks 2-13**

Weighting: **20%**

One 1-hour tutorial each week. Tutorials start in Week 2. Tutorial participation is compulsory.

On successful completion you will be able to:

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format
- Ability to formulate arguments and articulate ideas to an advanced level
- Appreciation of how historical information may be extracted from ancient remains
- Interpret archaeological evidence with appreciation and understanding
- Work with and respond to the views of staff and other students in the unit in an oral form

## Essay

Due: **Friday Week 10**

Weighting: **40%**

One assessed essay, approx. 2,500 words on a topic selected from a list of essay titles which will be distributed in Week 3. The essay must be supplied with footnotes and a complete bibliography of primary and secondary sources recorded according to one of the accepted conventions. Essay Presentation Guides are available on the website of the Department of Ancient History (under Current students > Program information). Feedback and a mark for the essay will usually be given within weeks after submission.

On successful completion you will be able to:

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format
- Ability to formulate arguments and articulate ideas to an advanced level
- Appreciation of how historical information may be extracted from ancient remains
- Interpret archaeological evidence with appreciation and understanding

## Exam

Due: **Exam period**

Weighting: **40%**

Final two-hour exam.

On successful completion you will be able to:

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format
- Ability to formulate arguments and articulate ideas to an advanced level
- Appreciation of how historical information may be extracted from ancient remains
- Interpret archaeological evidence with appreciation and understanding

## Delivery and Resources

### Classes

For lecture times and classrooms please consult the MQ Timetable website: <http://timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

### Required and Recommended Texts and/or Materials

The following works are prescribed for the course:

FOLTZ, Richard C., *Religions of the Silk Road: premodern patterns of globalization*, 2nd ed. (New York: Palgrave, 2010).

LIU Xinru, *The Silk Road in world history* (New York etc.: Oxford University Press, 2010).

Materials are available for the unit in the Library's Reserve and online; see further the **Detailed Bibliography** for the unit in iLearn.

### Technology Used and Required

This unit has an online presence. Login is via: <https://ilearn.mq.edu.au/>. All lectures will be recorded and made available here via the Echo360 system.

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)

## Unit Schedule

Week	Lecture	Tutorials	Assessment
1	Introduction	<i>No tutorials in Week 1</i>	None
2	Religion and trade along the Silk Road	Silk Road, Rome, Byzantium and West Asia in Chinese sources	Participation
3	Spread of Buddhism along the Silk Road	Westward diffusion of Buddhism	Participation
4	Buddhism in Central Asia – the evidence from Turfan and Dunhuang	Sogdians as transmitters of Buddhism	Participation
5	Buddhism meets Confucianism and Daoism: the arrival of Buddhism in China	Chinese reactions to Buddhism	Participation
6	Between China and India: Chinese Buddhist pilgrims on the Silk Road	Faxian's travel diary	Participation
7	From Mesopotamia to China: the spread of Manichaeism along the Silk Road	Carriers and supporters of Manichaeism along the Silk Road	Participation

Mid-session break (12-27 September)			
8	Manichaeism meets Buddhism: Manichaean missionary techniques in Central Asia and China	Manichaean and Buddhist depictions of paradise	Participation
9	The Church of the East ("Nestorian" Christianity) in Central Asia and Tang China	"Nestorian" inscription from Xi'an	Participation
10	Reading Week	No tutorials	<b>Essay due on Friday</b>
11	Spread of Zoroastrianism along the Silk Road	Persian and Sogdian transmitters	Participation
12	Zoroastrians in China: archaeological evidence		Participation
13	A melting pot no more: the fate of Buddhism, Manichaeism, Christianity and Zoroastrianism in Central Asia after the arrival of Islam	Revision	Participation

## 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](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](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](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/](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](http://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](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)

## 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

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format
- Ability to formulate arguments and articulate ideas to an advanced level
- Appreciation of how historical information may be extracted from ancient remains
- Interpret archaeological evidence with appreciation and understanding
- Work with and respond to the views of staff and other students in the unit in an oral form

### 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**

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format
- Ability to formulate arguments and articulate ideas to an advanced level
- Appreciation of how historical information may be extracted from ancient remains
- Interpret archaeological evidence with appreciation and understanding

## **Assessment tasks**

- Essay
- Exam

## **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**

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format
- Ability to formulate arguments and articulate ideas to an advanced level
- Appreciation of how historical information may be extracted from ancient remains
- Interpret archaeological evidence with appreciation and understanding
- Work with and respond to the views of staff and other students in the unit in an oral form

## **Assessment tasks**

- Tutorial Participation
- Essay
- Exam



## 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

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format
- Ability to formulate arguments and articulate ideas to an advanced level
- Appreciation of how historical information may be extracted from ancient remains
- Interpret archaeological evidence with appreciation and understanding
- Work with and respond to the views of staff and other students in the unit in an oral form

### Assessment tasks

- Tutorial Participation
- Essay
- Exam

## 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

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format
- Ability to formulate arguments and articulate ideas to an advanced level
- Appreciation of how historical information may be extracted from ancient remains
- Interpret archaeological evidence with appreciation and understanding
- Work with and respond to the views of staff and other students in the unit in an oral form

### Assessment tasks

- Tutorial Participation

- Essay
- Exam

## 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

- Ability to find, analyse and interpret primary and secondary sources and present the information in a written format
- Ability to formulate arguments and articulate ideas to an advanced level
- Interpret archaeological evidence with appreciation and understanding
- Work with and respond to the views of staff and other students in the unit in an oral form

### Assessment tasks

- Tutorial Participation
- Essay
- Exam

## 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

- Work with and respond to the views of staff and other students in the unit in an oral form

## 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**

- Work with and respond to the views of staff and other students in the unit in an oral form