



# MHIS222

## Pirates, Merchants and Holy Warriors: The Early Modern Mediterranean

S1 Day 2019

*Dept of Modern History, Politics & International Relations*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	8

#### Disclaimer

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## General Information

Unit convenor and teaching staff

Convener

Katherine Jacka

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AHH Level 2

By appointment

Lecturer

Nicholas Scott Baker

[nicholas.baker@mq.edu.au](mailto:nicholas.baker@mq.edu.au)

AHH Level 2

Credit points

3

Prerequisites

12cp at 100 level or above 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 travelers 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.

## General Assessment Information

### Late Submission

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.

Turnitin will close at the deadline for submission of each written assessment tasks. Late submissions will need to be emailed direct to Katherine Jacka and accompanied by an explanation for their lateness.

### Extensions

Students who encounter difficulties in meeting the deadlines for written assessment tasks should apply for an extension via [ask.mq.edu](https://ask.mq.edu) in advance of the due date. Students should familiarize themselves with the University's Special Consideration policy (see Policies and Procedures) before submitting such a request.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Weekly Quiz</a>	20%	No	Assessed weekly
<a href="#">Review Paper</a>	20%	No	22/03/19 (Week 4)
<a href="#">Research Paper</a>	30%	No	10/05/19 (Week 9)
<a href="#">Reflective Paper</a>	30%	No	07/06/19 (Week 13)

### Weekly Quiz

Due: **Assessed weekly**

Weighting: **20%**

Every week in seminars, from Week 2 onward, students will complete a short, three-question quiz: the first question will address the required readings for the week, the second and third will address lectures for the week. The quiz will be held at the start of each seminar. Students who are late or absent will miss the quiz. Quizzes cannot be made up outside of class. Only ten of the eleven quizzes will count toward the final grade, so students can miss one without penalty.

This is a timed assessment and no late submissions will be accepted.

On successful completion you will be able to:

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

## Review Paper

Due: **22/03/19 (Week 4)**

Weighting: **20%**

A 1,000-word critical comparison of the two most significant historical interpretations of the Mediterranean.

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: **10/05/19 (Week 9)**

Weighting: **30%**

A 2,500-word research paper on the recent historiography related to one of five unit themes: Empire, Cities, Faith, Conflict, and Coexistence.

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.

## Reflective Paper

Due: **07/06/19 (Week 13)**

Weighting: **30%**

A comprehensive reflection on the unit themes and material studied over the entire semester in the form of a 2,000-word paper that answers the question: ***Is the history of the early modern Mediterranean better studied by emphasizing the differences between its various regions and polities or by emphasizing their similarities?***

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

## Delivery and Resources

### Classes

For seminar times and classrooms please consult the MQ Timetable.

### Required and Recommended Texts

#### *Required Texts*

Required readings will be listed week-by-week on the iLearn site.

Per Faculty of Arts policy, all required readings are available on-line only but it is recommended that students print out the required readings and read them in hard copy as pedagogical research suggests that (given current technology) comprehension and recall are superior when reading hard copy text as opposed to reading on-line.

#### *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*

Peregrine Horden and Nicholas Purcell *The Corrupting Sea: A Study of Mediterranean History*

\*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: Urban Values

### ***Faith***

Week 7: Orthodoxies

Week 8: Heterodoxies, Heresies, and Religious Minorities

### ***Conflict***

Week 9: Warfare

Week 10: Slaving and Piracy

### ***Coexistence***

Week 11: Commerce

Week 12: A Common Culture?

Week 13: Reflection and Reading Week

## **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

### 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
- Reflective Paper

### 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 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.

## 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

- 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

- Review Paper
- 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**

- Weekly Quiz
- Review Paper
- Research Paper
- Reflective Paper

## **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**

- Weekly Quiz
- Review Paper
- Research Paper
- Reflective Paper

## **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
- Reflective Paper

## 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.
- 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

- Weekly Quiz
- Review Paper
- Research Paper
- Reflective Paper

## 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**

- 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.

### **Assessment task**

- Reflective Paper

## **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**

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