

The Hong Kong Polytechnic University
Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CHC2M53M
Subject Title	China and the Maritime Silk Road 中國與海上絲綢之路
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Exclusion: CHC2M53 and CHC2M53P
Notes	<p>This is a non-local CAR subject with a <u>compulsory outbound study trip</u>. An <u>outbound activity fee is required</u> to be settled right after the Subject Registration Period.</p> <p>There is <u>no Add/Drop Period</u> for this non-local subject due to study trip arrangements.</p> <p>Upon confirmation of eligibility to graduate or leaving the University, registration on subjects in the following semester/Summer Term will be nullified and removed.</p>
Objectives	<p>This course is an introductory history of maritime silk route, covering such topics as foreign trade, science and technology, maritime history, agricultural history, cultural interaction, international relationship, human migrations, religions and arts. The central themes of the course are the economic, political, cultural, and technological interactions between China and other parts of the world.</p>
Intended Learning Outcomes (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> A. have basic knowledge of maritime silk route and relevant topics and disciplines; B. appreciate the contributions of different regions and cultures to the creation and development of the maritime silk route; C. understand the consumption of trade goods, localization of ideologies, culture and technology taken place during the global trade in history; D. analyse the interactions between China, South Asia and Eurasian countries and their importance in human history;

	E. develop library and web-based research skills relevant to the study of history, religion, science and technology, regional studies.																																								
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	1. Introduction: maritime silk route 2. Major port cities along the maritime silk route 3. Tributary system and trade 4. China’s Maritime policies since the Tang Dynasty 5. Foreign merchants along the maritime silk route 6. Religious transmission 7. Naval engineering and navigation 8. Zheng He’s seven expeditions 9. Introduction of crops since the Ming Dynasty 10. Porcelain and tea 11. Maritime ban and Thirteen <i>Hongs</i> of Canton 12. Chinoiserie in Europe 13. Conclusion																																								
Teaching/Learning Methodology <i>(Note 3)</i>	The two-week subject comprises lectures, tutorials and study tours held in Quanzhou. The two-hour lectures will be aided by presentation of pictorial and video materials. Field trips will be preceded by lectures on relevant topics; students are required to read assigned readings before classes. In the one-hour tutorial session, students will discuss reading materials and present their research after each cultural tour to share their insights and demonstrate their comprehensive learning outcomes. A final essay on maritime silk route will be required.																																								
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>1. Quiz</td><td>30%</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>2. Study tour group oral presentation and report</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Final written essay</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. The final quiz, comprising 3-4 open-ended questions, will help students gauge the key concepts covered in the lectures.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Quiz	30%	✓	✓				2. Study tour group oral presentation and report	30%	✓	✓	✓	✓	✓	3. Final written essay	40%	✓	✓	✓	✓	✓	Total	100 %					
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3. Final written essay	40%	✓	✓	✓	✓	✓																																			
Total	100 %																																								

	<p>2. Students will be asked to form study groups. Numbers of group members will be determined according to the enrolment. Each group will be assigned to give oral presentation after a cultural visit. The oral presentations, each lasted for twenty minutes and given in tutorials, can comprehensively assess the earlier stage of these students' understanding of the subject.</p> <p>3. The final written essay of 1,500-2,500 English words developed from individual contributions to the group presentations, can comprehensively assess the students' general grasp of the subject and their in-depth understanding of some particular aspects of it.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	▪ Study Tour	TBA
	Other student study effort:	
	▪ Preparation, Reading, and Self-study	42 Hrs.
	▪ Assessment: Essay Writing	36 Hrs.
	▪ Assessment: Oral Presentation/ Group Project	12 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	<p>Suggested Readings:</p> <p>English readings: Adshead, Samuel Adrian M.. <i>China in the World History</i>. Palgrave MacMillan, 1995. Bentley, Jerry H.. <i>Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times</i>. Oxford: Oxford University Press, 1993. Brook, Timothy. <i>The Confusions of Pleasure: Commerce and Culture in Ming China</i>. Berkley, Los Angeles and London: University of California Press, 1998. Brook, Timothy. <i>Vermeer's Hat: the Seventeenth Century and the Dawn of the Global World</i>. London: Bloomsbury Press, 2008. Brook, Timothy. <i>Mr Selden's Map of China: The Spice Trade, a Lost Chart and the South China Sea</i>. Profile Books, 2013. Chen, Yan, translated by Haitao Mu, Caiyun Gao and Chen Chen. <i>The Maritime Silk Road and Cultural Communication between China and the West</i>. Langham: Lexington Books, 2020. Cheng, Weichung. <i>War, Trade and Piracy in the China Seas, 1622-1683</i>. Leiden, Boston: Brill, 2013 Crossley, Pamela Kyle. <i>What is Global History?</i> Cambridge and Malden: Polity, 2008.</p>	

Gunn, Geoffrey C. *Imagined Geographies: The Maritime Silk Roads in World History, 100-1800*. Hong Kong: Hong Kong University Press, 2021.

Ho, Clara Wing-chung, Mak Ricardo King-sang and Tam Yue-him eds.. *Voyages, Migration, and the Maritime World: On China's Global Historical Role*. De Gruyter, 2018.

Pomeranz, Kenneth and Steven Topik. *The World that Trade Created: Society, Culture and the World Economy, 1400 to the Present*. Armonk, New York and London: M.E.Sharpe, 2006.

Chinese readings:

陳麗碧主編。《東西匯流：十三至十八世紀的海上絲綢之路》。香港：香港海事博物館有限公司，2018。

陳炎。《海上絲綢之路與中外文化交流》。北京：北京大學出版社，1996。

陳支平等主編。《海上絲綢之路與泉港海國文明》。廈門：廈門大學出版社，2015。

冬冰主編。《銅鏡照射的盛世之光 海上絲綢之路揚州段遺跡及隋唐揚州研究》。南京：東南大學出版社，2014。

杜經國，吳奎信主編。《海上絲綢之路與潮汕文化》。汕頭：汕頭大學出版社，1998。

杜亞雄。《海上絲綢之路的音樂文化》。蘇州：蘇州大學出版社，2017。

高偉農。《海上絲綢之路：航線、華商與華工》。北京：社會科學文獻出版社，2023。

葛嶷，齊東方主編。《異寶西來：考古發現的絲綢之路舶來品研究》。上海：上海古籍出版社，2017。

國家文物局水下文化遺產保護中心編。《南海 1 號沉船考古報告之二：2014-2015 年發掘》。北京：文物出版社，2018。

郭萬平，張捷。《舟山普陀與東亞海域文化交流》。杭州：浙江大學出版社，2009。

李伯重，董經勝。《海上絲綢之路》。北京：社會科學文獻出版社，2021。

李冀平等主編。《泉州文化與海上絲綢之路》。北京：社會科學文獻出版社，2007。

李冀平。《梯航百貨萬國商：海上絲綢之路貨幣與貿易（泉州）》。北京：社會科學文獻出版社，2018。

劉淼，胡舒楊。《沉船、瓷器與海上絲綢之路》。北京：社會科學文獻出版社，2016。

駱昭東。《朝貢貿易與仗劍經商：全球經濟視角下的明清外貿政策》。北京：社會科學文獻出版社，2016。

王元林。《海陸古道：海陸絲綢之路對接通道》。廣州：廣東經濟出版社，2015。

王元林主編。《廣州十三行與海上絲綢之路研究》。北京：社會科學文獻出版社，2019。

熊昭明。《漢代合浦港考古與海上絲綢之路》。北京：文物出版社，2015。

	徐蘋芳編著。《絲綢之路考古論集》。上海：上海古籍出版社，2017。
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020