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	CHC2M53P					
Subject Title	China and the Maritime Silk Road					
	中國與海上絲綢之路					
Credit Value	3					
Level	2					
Pre-requisite/	Exclusion: CHC2M53 and CHC2M53M					
Co-requisite/ Exclusion						
Notes	This is a non-local CAR subject with a <u>compulsory outbound study</u> <u>trip</u> . An <u>outbound activity fee is required</u> to be settled right after the Subject Registration Period.					
	There is <u>no Add/Drop Period</u> for this non-local subject due to study trip arrangements.					
	Upon confirmation of eligibility to graduate or leaving the University, registration on subjects in the following semester/Summer Term will be nullified and removed.					
Objectives	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.					
Intended Learning Outcomes (Note 1)	Upon completion of the subject, students will be able to: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, localisation 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;					

Subject Synopsis/ Indicative Syllabus (Note 2)	 E. develop library and web-based research skills relevant to the study of history, religion, science and technology, regional studies; F. meet Chinese reading and writing requirements. Lectures in Hong Kong Introduction: maritime silk route Major port cities along the maritime silk route Tributary system and trade China's Maritime policies since the Tang Dynasty Foreign merchants along the maritime silk route Religious transmission Naval engineering and navigation Zheng He's seven expeditions Introduction of crops since the Ming Dynasty Porcelain and tea Maritime ban and Thirteen <i>Hong</i>s of Canton Chinoiserie in Europe Conclusion Cultural Tour in Quanzhou (up to 7 days) 							
Teaching/Learning Methodology (<i>Note 3</i>)	The subject comprises lectures, tutorials and study tour to Quanzhou. The two-hour lectures will be conducted during semester two, and aided by presentation of pictorial and video materials. Students are required to read assigned readings before classes. In the one-hour tutorial session, students will discuss reading materials and present their research to share their insights and demonstrate their comprehensive learning outcomes. Held during semester break between semester two and three, the seven- day study tour to Quanzhou will be preceded by lectures on relevant topics. After the cultural tour, a final essay on maritime silk route will be required. The subject will meet Chinese reading and writing requirements.							
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	Specific assessment methods/tasks 1.Final Quiz 2.Oral Presentation/ Group Project 3. Individual Final Term Paper (including 10%	% weighting 20% 30% 40%	out (Pl	com ease	es to	bject b be tick d ✓	asses	-

	of CW assessed							
	by CLC and 30%							
	by subject teacher on content)							
	4. Active	10%	✓	✓				
	Participation							
	Total	100 %		•	•			
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:							
	The final quiz, comprising 3-4 open-ended questions, will students gauge the key concepts covered in the lectures. Rearequirement will be reflected in the final quiz.							-
	Oral presentations or group projects scheduled in tutorial sessions can best assess the students' overall grasp of the knowledge and skills learnt. The individual term paper of 2,000-3,000 Chinese characters, finalized in accordance with the instructor's comments and feedbacks, will best assess the students' command of the knowledge and skills learnt from the subject and their ability to present specific aspects of the subject. Students must obtain a D or above on the CW assignment to pass the subject. The 10% of the term paper graded by CLC, together with the final term paper, with five Chinese academic reference as the minimum reading requirement will fulfil the CR requirement.							
						and edge ecific n the paper five		
	Students' active participation in lectures, tutorial discussions online Blackboard learning is essential in ensuring stude understanding and improving presentation skills.							
Student Study Effort	-							
Expected	Lectures					26 Hrs.		
	Tutorials				13 Hrs.			
	Study Tour TBA					ł		
	Other student study effort:							
	Preparation, Rea	ading, and Self-stu	udy			42 H	Irs.	
	-	ssment: Essay Writing 36 Hrs.						
		al Presentation/ G	roup	Proj	ject	12 H	Irs.	
	Total student study e	effort				129	Hrs.	

	Required Reading: (Total page no.: 200)
Reading List and	李伯重,董經勝。《海上絲綢之路》。北京:社會科學文獻
References	出版社,2021。(CR:pp.1-200)
	шлдүц, У2021 ° (Ск.рр.1-200)
	Supplementary 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。
	冬冰主编。《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。
	李冀平等主编。《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。
	略昭東。《朝貢貿易與仗劍經商:全球經濟視角下的明清外
	留政策》。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。
	王元林主编。《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。
	Adshead, Samuel Adrian M China in the World History. Palgrave
	MacMillan, 1995.
	Bentley, Jerry H Old World Encounters: Cross-Cultural Contacts
	and Exchanges in Pre-Modern Times. 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. Vermeer's Hat: the Seventeenth Century and the Dawn of the Global World. 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. The Maritime Silk Road and Cultural Communication between China and the West. Langham: Lexington Books, 2020.
Cheng, Weichung. <i>War, Trade and Piracy in the China Seas</i> , 1622-1683. Leiden, Boston: Brill, 2013
Crossley, Pamela Kyle. <i>What is Global History?</i> Cambridge and Malden: Polity, 2008.
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. <i>The World that Trade Created: Society, Culture and the World Economy, 1400 to the Present.</i> Armonk, New York and London: M.E.Sharpe, 2006.

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