

**The Hong Kong Polytechnic University**

**Subject Description Form**

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

<b>Subject Code</b>	FH2C03X
<b>Subject Title</b>	Cultural History of the Eastern Silk Road 絲綢之路東段文化簡史
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil.
<b>Objectives</b>	This subject introduces key features of the cultural history of the eastern portion of The Silk Road across the Han and Tang Dynasties to highlight imperial China's interaction with and influence on its neighboring countries. With exploration of the cities along the Silk Road, students will be guided to see the transformation the Silk Road throughout early and medieval China. Issues and themes from history, religion, ritual, hierarchy, art, architecture, archaeology, culture, music and dance, will be addressed for an understanding of cosmopolitanism and cultural life in imperial China.
<b>Intended Learning Outcomes</b> (Note 1)	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a. know the history of the eastern portion of the Silk Road in depth;</li> <li>b. understand of the cosmopolitanism in imperial China and the role that China used to play in cultural exchange;</li> <li>c. observe the cultural interaction between China and other Eurasian countries;</li> <li>d. develop analytical skills by close comparison of textual study in classes and study of on-site objects in field trips if applicable; and</li> <li>e. Increase global awareness through examining critically crucial issues related to the cultural interactions on the Silk Road from the Han dynasty until the present day.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> (Note 2)	<ol style="list-style-type: none"> <li>1. Introduction: Cosmopolitanism and Cultural Interaction – a Perspective to understand Ancient Silk Road</li> <li>2. Archaeological findings along the Silk Road to date: An Overview</li> <li>3. The Silk Road since Han Dynasty: Interaction with the Hu and the states in the “Western Region”</li> <li>4. The Cosmopolitan Terminus of Silk Road: Historical Chang’an and Modern Xi’an</li> <li>5. Historical Chang’an in literary classics and Urban Layouts of Chang’an in Tang Dynasty</li> <li>6. The Silk Road and the influx of foreign religions: Buddhism, Nestorian Christianity and Zoroastrianism</li> <li>7. Entryway into Xinjiang for Buddhism and Islam: Khotan</li> <li>8. Cultural interactions between ancient China and other Eurasian countries</li> <li>9. The Time Capsule of Silk Road: Dunhuang Frescoes</li> </ol>

	10. At the Crossroads of Central Asia: Kucha and The Caves of Kizir and Kingdom of Kroraina 11. The Silk Road Traders: Samarkand and Sogdiana 12. Conclusion: On Sinicization								
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	The subject comprises lectures, and interactive tutorials. The two-hour lecture will be aided by presentation of pictorial and video materials. Students are required to read assigned readings before the class meeting. In the one-hour tutorial session, students will discuss reading materials and present their research to share their insights and demonstrate their comprehensive learning outcome.								
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	Specific assessment methods/tasks		% weighting		Intended subject learning outcomes to be assessed (Please tick as appropriate)				
					a	b	c	d	e
	1. Attendance and Active Participation		10%		√	√			
	2. Oral presentation/Group project		30%		√	√	√	√	√
	3. Final Quiz		20%		√	√	√	√	
	4. Individual Final Term Paper		40%		√	√	√	√	√
Total		100 %							
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The final quiz, comprising multiple choice questions and simple answer questions, will help students gauge the key concepts covered in the lectures.</p> <p>Oral presentations or group projects scheduled in tutorial sessions can best assess the students' overall grasp of the knowledge and skills learnt.</p> <p>The individual term paper of 2000-3500 words in English, done in accordance with the instructor's comments and feedbacks will best assess the students' consolidation of the knowledge and skills learnt from the subject and their ability to present specific aspects of the subject.</p> <p>Students' active participation in lectures, tutorial discussions and also online Blackboard learning is essential in ensuring students' understanding and improving presentation skills in depth.</p>									
<b>Student Study Effort Expected</b>	Class contact:								
	▪ Lectures							26Hrs	
	▪ Tutorials							13Hrs	
	Other student study effort:								
	▪ Preparation & Participation: Reading and Self-study							42 Hrs	
	▪ Assessment: Report and essay writing							36 Hrs	
	▪ Assessment: Oral presentation/ Group project							12Hrs	
Total student study effort							129 Hrs		

<p><b>Reading List and References</b></p>	<p><b>中文書目：</b>  周菁葆，《絲綢之路音樂文化》，烏魯木齊：新疆人民出版社，1987。  周菁葆，邱陵，《絲綢之路宗教文化》，烏魯木齊：新疆人民出版社，1998。  林梅村，《絲綢之路考古十五講》，北京：北京大學出版社，2006。  林梅村，《漢唐西域與中國文明》，北京：文物出版社，1998。  羅豐，《絲綢之路上的考古與歷史》，北京：文物出版社，2011。</p> <p><b>English readings:</b>  Brownstone David M., <i>The Silk Road: A History</i>. New York: Facts on File Pub, 1986.  Hansen, Valerie. <i>The Silk Road: A New History</i>. Oxford: Oxford University Press, 2013.  Hedin, Sven. <i>The Silk Road</i> translated by F.H.Lyons. Books Faith, 1995.  Johan, Elverskog. <i>Buddhism and Islam on the Silk Road</i>. Philadelphia: University of Pennsylvania Press, c2010.  Karentzky, Patricia Eichenbaum. <i>Arts of the Tang Court</i>. Hong Kong; New York: Oxford University Press, 1996.  Lewis, Mark Edward. <i>China's Cosmopolitan Empire: The Tang Dynasty</i>. Cambridge, Mass.: Belknap Press of Harvard University Press, 2009.  Liu, Xinru, <i>The Silk Road in world history</i>. Oxford, New York: Oxford University Press, 2010.  Mackerras, Colin. <i>The Uighur Empire According to the Tang Dynastic Histories: A Study in Sino-Uighur Relations, 744-840</i>. Columbia: University of South Carolina Press, 1973.  Moore, Jacqueline M. and Rebecca Woodward Wendelken. <i>Teaching the Silk Road</i>. New York: The New York State University Press, 2010.  The Editorial Committee of Chinese Civilization. <i>China: Five thousand years of history and civilization</i>. Hong Kong: City University of Hong Kong Press, 2007.  Thurbon, Colin. <i>The Silk Road, China: Beyond the Celestial Kingdom</i>. London: Pyramid, 1989.  Tucker, Jonathan. <i>The Silk Road: Art and History</i>. London: Philip Wilson, 2003.  Wriggins, Sally Hovey. <i>The Silk Road Journey with Xuanzang</i>. Boulder and Oxford: Westview Press, 2004.  Wright, Arthur. <i>Buddhism in Chinese History</i>. Stanford: Stanford University Press, 1959.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. 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 over-crowding 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 purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.