

COURSE CONTENT

Course Code	DD3027 (DD9010)
Course Title	Maritime Silk Roads: Heritage and Media
Pre-requisites	NIL
No of AUs	3
Contact Hours	39 hours

Course Aims

In this course, you will adopt a multicultural approach to heritage and media in contemporary and future global societies to discuss the maritime silk roads "as a metaphor for the on-going flow of [goods,] ideas and knowledge in Afro-Eurasia, which in turn contribute to the reconfiguration of global economic and diplomatic relationships" (van der Ploeg, J. - G. A. Persoon & H. Liu, p. 6). This course will challenge the monocultural bias of common perceptions and expand your awareness towards a multicultural perspective. This broader knowledge will provide a valuable contribution to other studies of the Afro-Eurasia context.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Apply appropriate research methods to discuss monoculturalism, multiculturalism, and transculturalism as different approaches to the heritage of the maritime silk roads.
2. Describe the heritage of the maritime silk roads.
3. Evaluate and reflect on how media products address and interpret the heritage of the maritime silk roads.
4. Present and discuss how public and private institutions use media to preserve, interpret and communicate the heritage of the maritime silk roads.
5. Contribute to critique and class discussion on a range of aspects of the maritime silk roads.

Course Content

In this course you will explore an interdisciplinary introduction to heritage and media related to the maritime silk roads with a focus on pre-modern medieval Afro-Eurasia. This special geographical and chronological focus shows the world before the modern European expansionism in the Oceans. Crossing regions and continents in theory and practice, an online field work component will use the facilities and tools of the interactive system Engineering Historical Memory to review media and institutions that contribute to the discourse on the maritime silk roads.

World Maps and Travel Accounts

The course surveys the cartography of Afro-Eurasia (art, science, and ideology) and travel accounts in Western and Asian traditions (1100-1500 CE), with focus on the so-called maritime silk roads. The course introduces a series of geographical mind sets, which still pervade the contemporary 21st century global system of world ontologies, essentially based on both ancient Greek *kósmos*, Christian *mundus*, and Muslim دار الإسلام (Dar-al-Islam). Using the maritime silk roads as a showcase, the course examines the geographical, cultural, socio-political, and economic contexts, through which the art/science of cartography and the travel accounts served both the need of thinking about the world, describing geographic factors, aggregating and navigating ethnographical knowledge, imaging geopolitical realities, and supporting expansionistic strategies. As a methodological *leitmotif* the in-class investigation of case studies includes the discussion/interpretation of representations and

models of maritime silk roads.

Media and Institutions

In class sessions, you will be guided in the review and critique of media products and institutions related to the maritime silk roads in contemporary Afro-Eurasia.

Assessment (includes both continuous and summative assessment)

Brief Reports

The students are expected to share and discuss brief reports (in the form of max. 5 slides per report) on the readings of five selected classes (1, 2, 4, 5, 6). In this exercise the students are required to 1) clearly identify and describe the contribution that the reading gives to the advancement of knowledge, and 2) judge the work of the author(s) of the reading on the basis of an evaluation of the factual evidence used to support statements and arguments. The instructor will assess the use of content-specific language and the compliance with the “Five Ws and How” as basic analytical writing abilities. This exercise provides valuable writing experience and the opportunity to receive instructor feedback on their writing before the completion of the research paper. These summaries provide feedback to the faculty to improve instruction for student learning and understanding of the topic.

Research Paper

During the semester students are asked to design and develop a research project on representations of maritime networks and write a research paper about the results of the research. They will practice the basics of writing and learn how to describe and critique representations of the world (e.g., maps and globes), geography-based knowledge navigators/aggregators (e.g., Bing and Google), and other related topics, moving from theory to practice according to their majors. In developing the research the student must use at least one peer-reviewed journal article and a scholarly book chapter. The research will be monitored and weekly evaluated throughout its development and receive feedback as follows

1. class 1: in-class brainstorming of envisaged research topics
2. class 2: in-class presentation and discussion of envisaged research topics
3. class 6: deadline for submission of title and abstract
4. at least one week before the in-class presentation of the research: submission of the penultimate research paper abstract, with hand-out, and power point files (Chicago Style Sheet) for its presentation
5. by one week after the in-class presentation the submission of the research paper that incorporates changes from in-class feedback.

The short paper: no more than 3,000 words (including an abstract of max. 150 words and a 100-word bio of the author written in Cambria or Times New Roman fonts; using Chicago Style Sheet), on subjects relevant to this course, and to present it in class individually or in group as a lecture (with hand-out and power point), or video, or performance, etc. Paper topics must be discussed with and approved by the instructor.

The instructor will assess the use of content-specific language and the compliance with the Aristotelian “Five Ws and How” as basic analytical writing abilities. Clarity of prose and correct grammar are of essence (they are the first step to own the language towards conveying the significance into the final work).

Research Project Presentation

Students give an in-class presentation of their research project as a 20-minute mini-lecture, followed by discussion and feedback. By sharing their work, students will offer constructive criticism and learn not only from the teacher but also from each other. A clear and effective presentation usually consists of the following parts:

- **Research Prospectus:** framing a problem and designing a viable approach

- **Materials:** based on background readings, videos, music, paintings, and maps on prospectus topic),
- **Presentation:** elaboration, possibly providing new crossing evidence or a new interpretation),
- **Conclusions:** briefly summarize the solution to the prospected problem as demonstrated by the arguments made in the project).

The instructor will assess how the student's project presentation will evidence the improvement of communication skills (including critical thinking, writing abilities in the slides, and confident verbal articulation of ideas) and the capability to retrieve, organize, and use the results of research to understand how to use cartography and representations of the world as a laboratory to develop and test methods and tools that may help us understand the dynamics of intercontinental networks among maritime cities and that may shed light on the past, present, and future role of cities like Singapore in a global context.

Participation in Class Discussion

All students are expected to be active participants in positive discussion. The instructor will assess the capability of the student to interact with the class in terms of comments on the other students' presentations (weekly readings and final paper) and the instructor's talks.

Component	ILOs Tested	Programme LO	Weighting	Team/ Individual
Continuous Assessment: Five Brief Reports: Weeks 1,2,4,5,6 Comprehension 15% Clarity 15%	1,2,4	N.A	30%	Individual
Research Project: <u>Research, development and in-class presentation</u>	1,3,4	N.A	20%	Individual
Research Paper Original research 15% Presentation of argument 15%	1,2,3,4	N.A	30%	Individual
Participation in in-class discussion	5	N.A	20%	Individual
Total			100%	

Reading and References

ONLY the readings listed in the course schedule are mandatory. All other readings are complementary

1. Abu-Lughod, J. *Before European Hegemony: The World System A.D. 1250-1350*. Oxford: Oxford

University Press, 1989.

2. Allsen, Thomas T. 'The Cultural Worlds of Marco Polo [Review: Larner, John. *Marco Polo and the Discovery of the World*. New Haven: Yale University Press, 1999]'. *The Journal of Interdisciplinary History* 31/3 (2001), pp. 375-383.
3. Argounès, Fabrice and Pierre Singaravélou (ed). *Le Monde vu d'Asie – Une histoire cartographique*. Paris: Edition du Seuil / MNAAG, 2018.
4. Beckwith, Christopher I. *Empires of the Silk Road: A History of Central Eurasia from the Bronze Age to the Present*, Princeton: Princeton University Press, 2009. <http://www.jstor.org.ezlibproxy1.ntu.edu.sg/stable/j.ctt7sq0r>.
5. Bentley, Jerry. 'Cross-Cultural Interaction and Periodization in World History'. *American Historical Review* 101/3 (1996), pp. 749-770.
6. Breazeale, Kennon. 'Editorial Introduction to Nicolò de' Conti's Account'. *SOAS Bulletin of Burma Research* 2/2 (2004), 100-109.
7. Cappelletti, Alessandra. 'Menggu Shanshui Ditu. "On the Silk Road from Jiayuguan to Mecca from a camelback perspective"'. In Santangelo, Paolo (ed.). *Ming Qing Studies*. Roma: Aracne editrice (Asia Orientale/古今東亞, 9), 2012, pp. 265-267.
8. Davies, Stephen. 'Maritime Museums: Who Needs Them?'. *Nalanda-Sriwijaya Centre Working Paper* 11 (May 2012). Accessed February 4, 2013. http://www.iseas.edu.sg/nsc/documents/working_papers/nscwps011.pdf.
9. Day, John D. 'The Search for the Origins of the Chinese Manuscript of Matteo Ricci's Maps'. *Imago Mundi* 47 (1995), pp. 94-117.
10. Fiorani, Francesca. In David Woodward (ed.). *The History of Cartography*. III. *Cartography in the European Renaissance*. Chicago-London: University of Chicago Press, 2007, pp. 804-830.
11. Foltz, Richard. *Religions of the Silk Road. Premodern Patterns of Globalization*. New York: Palgrave Macmillan, 1999, 2010².
12. Harley, Brian J. and David Woodward (eds.). *The History of Cartography*, Chicago-London: University of Chicago Press, 1987 (I), 1992 (II/1), 1994 (II/2), 2007 (III): Vol. I. *Cartography in Prehistoric, Ancient, and Medieval Europe and the Mediterranean*, Chapters 1, 17-19; Vol. II/1. *Cartography in the Traditional Islamic and South Asian Societies*, Chapters 1 and 7; Vol. II/2. *Cartography in the Traditional East and Southeast Asian Societies*, Chapters 2, 6, 7-8, 16-20; Vol. III. *Cartography in the European Renaissance*, Chapters 1, 2, 6, 11, 17, 20, 22, 29, 32. Accessed February 4, 2013. <http://www.geography.wisc.edu/histcart/>.
13. Hecht, Laurence. 'Editorial: Science and the new Silk Road'. *21st Century Science & Technology Magazine* 15/4 (2003), pp. 3-4. Compare with Land Trade <http://www.standard.co.uk/news/world/first-train-from-the-uk-to-china-completes-its-7500mile-journey-a3527776.html>
14. Jackson, Peter. 'Marco Polo and His Travels'. *Bulletin of the School of Oriental and African Studies, University of London* 61/1 (1998), pp. 82-101.
15. Jewitt, Crispin A. 'Book review [Martini, Martino. *Novus Atlas Sinensis*. Facsimile edition of the 2 volumes published in Amsterdam: Blaeu, 1655]'. *The Geographical Journal* 150/2 (1984), pp. 290-291.
16. Kwa, Chong Guan. *Locating Singapore on the Maritime Silk Road: Evidence from Maritime Archaeology (Ninth to Early Nineteenth Centuries)*. Nalanda-Sriwijaya Centre: Singapore, 2012 (Working Paper Series No. 10).
17. Leed, Eric J. *The Mind of the Traveler: from Gilgamesh to Global Tourism*. New York: BasicBooks, 1991.
18. Li, Qingxin. *Maritime Silk Road*, translated by William W. Wang. Beijing: China Intercontinental Press, 2009 (Mandarin Chinese 2006: [五洲传播出版社 Hai shang si chou zhi lu]).
19. Mignolo, Walter D. *The Darker Side of the Renaissance. Literacy, Territoriality, and Colonization*. 2nd Edition. Ann Arbor: The University of Michigan Press, 2003² (first published in

1995).

20. Miksic, John N. *Singapore and the Silk Road of the Sea, 1300-1800*. Singapore: National University of Singapore Press, 2013.
21. Monmonier, Mark S. *How to Lie with maps*. Chicago: University of Chicago Press, 1996².
22. Nanetti, Andrea. *Theseus and the Fourth Crusade: Outlining a Historical Investigation of a Cultural Problem*, in *Mope u bepeza-Mare et Litora. Essays Presented to Sergei P. Karpov for his 60th Birthday*, edited by Rustam Shukurov, Moskow «INDRIK» [March] 2009, pp. 385-435, with a Summary in Russian (p. 436).
23. Nanetti, Andrea, et al. *Maps as Knowledge Aggregators: from Renaissance Italy Fra Mauro to Web Search Engines*, in «The Cartographic Journal» (© The British Cartographic Society), special issue, 52/2 (May 2015), pp. 159-167.
24. Nanetti, Andrea, and Siew Ann Cheong, *Computational History: From Big Data to Big Simulations*, in Shu-Heng Chen (Ed.), *Big Data in Computational Social Science and Humanities*, Springer Series on "Computational Social Sciences" (ISSN 2509-9574). Cham (Switzerland): Springer International Publishing AG [October (hardcover) and 9 November (e-book)] 2018, Ch. 18 (pp. 337-363).
25. Nanetti, Andrea and Davide Benvenuti, *Animation of two-dimensional pictorial works into multipurpose three-dimensional objects. The Atlas of the Ships of the Known World depicted in the 1460 Fra Mauro's mappa mundi as a showcase*. SCIREsit (SCientific RESearch and Information Technology), 9(2), 29-46.
26. van der Ploeg, Jan, Gerard A. Persoon and Hong Liu. *A New Silk Road: science and society in Europe and Asia*. Final report of the roundtable on science and nature in Europe and Asia: scientific traditions and new technologies. Leiden: International Institute for Asian Studies, 2011. Accessed February 4, 2013. <http://www.hss.ntu.edu.sg/Documents/NewSilkRoad.pdf>.
27. Saussy, Haun. 'Book Review [Demarchi, Franco and Riccardo Scartezzini (eds.). *Martino Martini. A Humanist and Scientist in Seventeenth-Century China*. Trento: Università degli Studi di Trento 1996]'. *The Journal of Asian Studies* 56/3 (1997), pp. 763-764.
28. Simpfendorfer, Ben. *The new Silk Road: how a rising Arab World is turning away from the West and rediscovering China*. London: Palgrave Macmillan 2009.
29. Stevens, Wesley M. *A double perspective on the Middle Ages*, in Mazzolini, Renato G. (ed.). *Non-verbal communication in science prior to 1900 [Proceedings of the homonymous conference held in Trento on 1-3 October 1991]*. Firenze: Leo S. Olschki, 1993, pp. 1-28.
30. Taylor, Peter T, Michael Hoyler, David R. F. Walker and Mark J. Szegner. 'A New Mapping of the World for the New Millenium'. *The Geographical Journal* 167/3 (2001), pp. 213-222.
31. Waugh, Daniel C. 'Richthofen's "Silk Roads": Toward the Archaeology of a Concept'. *The Silk Road* 5/1 (2007), pp. 1-10.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

(2) Punctuality

You are expected to be punctual for all classes. If you are more than 30 minutes late, you will be deemed as absent and will not be able to sign on the attendance register.

(3) Absenteeism

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule*

*Subject to adjustment by instructor according to the teaching situation, students' progress, public holidays, and unforeseeable circumstances. A revised schedule will be issued to students at the start of the semester.

Week	Topic	Course LO	Readings/ Activities
1	Introduction to the Course	1,2	Introduction to the Course <ul style="list-style-type: none">– Reading (to be used for Assignment 1): The syllabus of this course.– Brief Report 1 (to be prepared before class): 5 slides on your expectations for this course. Three to five students will present as a kick-off for in-class discussion.– In-class workshop 1: question-driven discussion on the expectations.

2	First unit of classes: Setting the Stage	1,2,3,4,5	Dancing over Ideas of the Silk Road (from Ferdinand von Richthofen to today) <ul style="list-style-type: none"> - Readings (required before class and to be discussed in class): from Waugh 2007 to Ploeg-Persoon-Liu 2011, 4-6 and http://thediplomat.com/2014/05/chinas-new-silk-road-vision-revealed/ (via Hecht 2003 and Kwa 2012). - In-class Brief Report 2: reading's report of Waugh 2007 (5-10 slides using the Seven Aristotelian Circumstances). Three to five students will be selected to present the slides as an in-class discussion framework. - In-class workshop 2: question-driven discussion on the readings. - In-class workshop 3: brainstorming to plan student projects.
3	Museum Visit	1,2,3,5	Museum Visit (Virtual if required) - Workshop 4: guided discussion.
4	Asia in Western Cartography	1,2,3,4,5	Asia in Western Cartography (13th-16th centuries) <ul style="list-style-type: none"> - The western representations of the world from Marco Polo to Niccolò de' Conti (Trade, Religion and Cartography). - Readings (required before class and to be discussed in class): Allsen 2001; Breazeale 2004, 100-102. - Brief Report 3 (to be shared in class): reading's report of Allsen 2001 (5-10 slides using the Seven Aristotelian Circumstances). Three to five students will present the slides as an in-class discussion framework. - In-class workshop 5: question-driven discussion on the readings. - DEADLINE: title and abstract submission of the individual/group projects
5-6	Maps as Knowledge Aggregators	1,2,3,5	Maps as Knowledge Aggregators: from Renaissance Italy Fra Mauro to Web Search Engines <ul style="list-style-type: none"> - Reading (required before class and to be discussed in class): Nanetti et al. 2015 - Brief Report 4 (to be shared in class): reading's report (5-10 slides using the Seven Aristotelian Circumstances). Three to five students will be present the slides as an in-class discussion framework. - In-class workshop 6: question-driven discussion on the readings.

	The Maritime Silk Road into the Digital	1,2,3,4,5	The Maritime Silk Road into the Digital http://www.engineeringhistoricalmemory.com <ul style="list-style-type: none"> - Reading (required before class and to be discussed in class): Nanetti-Benvenuti 2019. - Brief Report 5 (to be shared in class): reading's report of Nanetti-Benvenuti 2019 (5-10 slides using the Seven Aristotelian Circumstances). Three to five students will present the slides as an in-class discussion framework. - In-class workshop 7: question-driven discussion on the readings.
7	Second Unit of classes: From Theory into Practice	4,5	Student Research Project In-class workshop 8: first presentation and discussion of the student research projects (title and abstract) with peer review exercise.
8	Maritime Museums and other "Silk Road" Museums	1,2,3,4,5	Maritime Museums and other "Silk Road" Museums in Afro-Eurasian Port-Cities <ul style="list-style-type: none"> - Workshop 9: Identification, Classification, and Curation of Online Reviews of museums relevant to the Maritime Silk Roads discourse.
9- 10	Feature Films and Documentary Films	1,2,3,4,5	Feature Films and Documentary Films relevant to the discourse of the "Maritime Silk Roads" connecting Afro-Eurasian Port-Cities <ul style="list-style-type: none"> - Workshop 10: Identification, Classification, and Curation of Online Reviews of films relevant to the Maritime Silk Roads discourse.
11-13	Students' Final Presentations	4,5	Students' Final Presentations of Research Project (Students will submit the Research Paper to the instructor by email in Wek 14)