

<b>Academic Year</b>	2024-25	<b>Semester</b>	1
<b>Course Coordinator</b>	Alasdair Chi		
<b>Course Code</b>	HH3007		
<b>Course Title</b>	Southeast Asian-China Interactions		
<b>Pre-requisites</b>	HH1001 What is History?		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39 (weekly seminars)		
<b>Proposal Date</b>	08 June 2024		

### Course Aims

In this course, "Southeast Asian-China Interactions", students will examine Chinese texts, indigenous writings—including non-contemporary works that discuss the early historical connections of the Southeast Asian kingdoms with China—and archaeological data in the form of artifacts found on both land sites and shipwrecks. This course will provide an understanding of the long histories connecting Southeast Asia and China, through studying historical documents and archaeological evidence. Historical annals in early Chinese dynasties from the Han to early Song dynasty period have been used to reconstruct this past, both in developing a narrative of Chinese history and revealing the vibrant connections between Chinese dynasties and Southeast Asia.

Students will also be provided with opportunities to get them to understand the importance of archaeological sites as a primary source of historical data. Students will also learn about the trade relations between Southeast Asia and China through artefacts such as Chinese ceramics and coins. By examining and analyzing the data from the artefacts, students will gain a better understanding of the cultural and social aspects of the interactions between China and Southeast Asian societies.

In the last third of the course, students will look at issues pertaining to relations between Southeast Asia and China during the 19th and 20th centuries such as Chinese migration in the region and the Chinese diaspora, the establishment of transnational networks by Chinese social and business institutions, and the roles played by overseas Chinese during the height of Chinese nationalism.

### Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) will be able to:

1. Provide an overview of a dynamic and long history of interaction between Southeast Asia and China from pre-modern times.
2. Examine archaeological artifacts, sites and written sources.
3. Explain Southeast Asian trade relations with China but also to explicate certain questions regarding the material culture of early Southeast Asian societies.
4. Identify the relations between Southeast Asia and China during the 19<sup>th</sup> and 20<sup>th</sup> centuries such as Chinese migration and diaspora in the region, the establishment of transnational networks of Chinese social and business institutions, and the roles played by connections and overseas Chinese during the height of Chinese nationalism.

## Course Content

This course examines the interactions between Southeast Asian and China from pre-modern to modern times. It uses the lens of sources such as archaeological artifacts and written records to understand the complex relationship between Southeast Asia and China.

## Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes (See History's LOs)	Weighting	Team/Individual	Assessment Rubrics (See History's assessment rubrics)
1. Participation	1, 2	1, 2, 3, 7	25%	Individual	2, 5, 6, 7
2. Primary source analysis	1	1, 3, 5, 7, 11	20%	Individual	2, 5, 6, 7, 8, 9, 10
3. Essay proposal	3, 4	1, 2, 3, 11	15%	Individual	1, 2, 5, 6, 7, 8, 9, 10
4. Major essay	1, 2, 3, 4	1, 2, 3, 5, 7, 11	40%	Individual	1, 2, 3, 4, 5, 8, 9, 10
Total			100%		

### Assessment Component 1 (Participation) - 25%:

In-class discussion will be an important means by which you will learn from your peers and build important skills, including constructing convincing arguments; analyzing primary and secondary sources; and verbal communication. As such, your contribution to the discussion in class will be assessed. It is not enough to merely turn up to class; rather, you will be assessed on the extent to which you participate in and contribute to the class discussion.

### Assessment Component 2 (Primary source analysis) - 20%:

Primary source analysis is a key skill that is required for historical research. In this short essay, you will practice analyzing the ideas about Southeast Asia-China Interactions expressed in historical primary sources. You are required to choose ONE primary source from the list of primary sources provided. Write an essay on your chosen primary source to address its representation of Southeast Asia-China Interactions. To answer this question, you will need to research the historical context of the primary source.

### Assessment Component 3 (Essay proposal) - 15%:

Developing a research question is a key skill required for historical research. As such, in your major essay, you will be required to develop your own research project and write your own essay question. This assignment will prepare you for your major essay assignment by giving you the chance to receive feedback on your project.

The assignment has two sections:

*(Please turn over)*

### Section A: Research proposal (300 words)

In this part of the assignment, you need to do two things. First, explain your essay question. After stating your question, explain why it addresses an issue of historical significance and give a brief explanation of the scope of the essay (i.e. time period, geographical focus, etc.). Second, your research proposal will outline your preliminary argument based on the conclusions you have drawn from your research thus far. This second aspect of the research proposal—in which you outline your preliminary argument—should be the focus of the proposal and take up the majority of the 300 words.

### Section B: Annotated bibliography (500 words, not counting citations)

This section takes the form of an annotated bibliography, that is, a list of sources with an annotation following each source explaining why the source is relevant to your essay. The purpose of the annotated bibliography is to help you prioritize your time by reading the most relevant sources and to demonstrate the extent of your research thus far. The annotated bibliography should include TEN sources, at least TWO of which should be primary sources. An annotation of 50 words should be included following each referenced source. This annotation should not only state what the source is about but also explain why it is relevant to your research. The sources should be properly referenced in the Chicago style outlined in the course style guide. 3-10% will be deducted for incorrect referencing style. The citations themselves do not count towards the word limit of 500 words. You are expected to have read all of the sources referenced (at least in part). It will be quite obvious from the annotations if you haven't read much or any of the sources you include.

### **Assessment Component 4 (Final essay) - 40%:**

The final essay should be a polished piece of writing that demonstrates your skills in research and critical analysis. The research essay should include an interpretation of several primary sources. An excellent essay will also position the argument of the essay about different approaches to the study Southeast Asia-China Interactions (which we read about in week 2). The essay question you have developed should appear at the beginning of the first page of the essay. Please use the Chicago referencing style (outlined in the Course Style Guide). 3-10% will be deducted for incorrect referencing style.

### **Formative feedback**

You will receive formative feedback through:

1. Verbal feedback on your participation in class discussions (component 1) throughout the course of the semester;
2. Written feedback on assignment components 2, 3, 4 and 5.

Moreover, the assessment is 'scaffolded' so that the written feedback on components 2 and 3 will provide students with feedback for component 4.

### **Learning and Teaching approach**

<b>Approach</b>	<b>How does this approach support students in achieving the learning outcomes?</b>
Class discussion and peer-to-peer learning.	Through interactive in-class discussion (assessed in component 1), students will learn from each other, as well as the instructor, thus supporting LO1. Class discussion also provides opportunities for a detailed engagement of primary and secondary sources and the honing of critical

	and analytical thinking about the Southeast Asian-China Interactions, achieving LO2 and LO3. Moreover, discussion-based learning will develop the verbal communication skills of students and their ability to articulate convincing arguments that is LO4. I.e., throughout the semester, class activities will work towards all 4 LO's and prepare students for the written assignments.
Primary source analysis	In-class activities will help to build students' skills in primary source analysis and prepare them for the primary source analysis assignment (component 2). Component 2 is designed to build a key skill that is required for the major essay (component 4), and more generally for historical research, contributing to LO3.
Development of research topic	The essay proposal (component 3) is designed to give students formative feedback on their research project, which will assist them to develop their analysis and argument in the major essay (component 4). Moreover, the essay proposal is designed to deepen students' skills in developing their own research topics, contributing to LO2 and LO4.
Essay writing	The major essay (component 4) brings together the competencies in primary source analysis, developing a research topic and constructing a convincing argument from components 1, 2 and 3. Students will investigate historical processes (LO1), compare scholarly approaches to Southeast Asia-China Interactions (LO2), analyse primary sources (LO3) and formulate and articulate an historical argument (LO4).
Analyzing connections between case studies and approaches	The final piece of assessment, the take-home quiz (component 5), tests students' ability to draw connections between different case studies examined in class (LO1) and to compare and contrast different historical approaches (LO2). It is thus designed to assess students' evaluation and analysis skills, as well as their understanding.

### Reading and References

Texts subject to changes.

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- Evans, Grant, Christopher Hutton, and Kuah Khun Eng, eds. 2000. *Where China Meets Southeast Asia: Social and Cultural Change in the Border Regions*. Singapore: Institute of Southeast Asian Studies, 2000.
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## Course Policies and Student Responsibilities

### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

### (2) Absenteeism

Absence from class without a valid reason can affect your overall course 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.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

## 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.

### GAI Usage:

Use of General Artificial Intelligence (GAI) is permitted in the following situations: 1) Assist in generating key ideas only; 2) Assist in refining syntax and grammar for correct language submission only. The final write-up MUST be the student's own work.

Students must preserve a digital paper trail showing the way the GAI assistant was used. This should be a Word document specifying the particular GAI assistant used and include the prompts given to the GAI assistant and the GAI output, or outputs if several are generated. Use of GAI assistance is not permitted in the development or generation of this assignment or project.

### On the Digital Paper Trail:

Students are required, besides submitting the final work in the NTULearn facility, to also submit the paper trail as a Word document or documents, in a second and separate assignment section for this purpose under NTULearn. For assignments where the submission is non-digital, the students can create a photo journal or a blog to document the journey and submit the pdf of this instead.



This digital paper trail must be maintained for later reference, at least until the end of the Academic Year following the semester in which the relevant assignment is submitted. This is to preserve the potential evidence in case there is a later complaint or suspicion relating to academic integrity violations regarding that submission, or for further investigation by the school or other schools or the university when other academic integrity matters are raised regarding the same student, and it is deemed desirable to cross-check conduct in earlier courses.

The student must sign and submit with the assignment/project write-up a declaration regarding such use. In addition, the student must provide footnote or in-text references in the submission indicating any text paraphrase or significant fact or idea that originated with the GAI assistant.

*See example below:*

Reference list entry example (with a shareable link generated by the AI tool)

OpenAI. (2023). ChatGPT (Aug 7 version) [Large language model].

<https://chat.openai.com/share/46ce4720-19bd-4c21-84f0-7a69ec4af03d>

#### Course Instructors

Instructor	Office Location	Phone	Email
Alasdair Chi	N/A (Part-Time)	+6590661592	ALASDAIR001@e.ntu.edu.sg

#### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction	1	Bielenstein (2005), Wang (1998, 1999) and Wolters (2009) readings; intro lecture; seminar discussions
2	Chinese Textual Sources on Southeast Asia-China Relations	1, 2, 3, 4	Chao (1966), Chin (2009), Wang (1998, 1999) readings, presentations, seminar discussions
3	Chinese Textual Sources on Southeast Asia-China Relations, Part 2	1, 2, 3, 4	Fitzgerald (2009), Mills (1970), Rockhill (1914), Chittick (2020)
4	Indigenous and Other Textual Evidence	1, 2	Bulbeck (2004), Christie (1990), Goh (2009), Kelley (2005) readings, presentations, seminar discussions
5	Arab and Portuguese sources on Southeast Asia and China	1, 2	Corteseo (1994), Laffan (2005), Miller (1969), Subbarayalu (1998), Tan (1974), Tibbetts (1971, 1979), Wheatley (1961) readings; presentations, seminar discussions

6	The Song Dynasty and the Maritime Silk Road	1, 2	Polo by Yule and Cordier, Park (2019), Yokkaichi (2019)
7	Archaeology and Artefacts 1 (Ceramics – trade and local ceramics – land sites)	1, 2, 3, 4	Ho (1994), Miksic (1994), Srisuchat (1994) readings; presentation; seminar discussions
8	Archaeology and Artefacts 2 (Field trip)	1, 2, 3, 4	Field trip to either the Asian Civilisations Museum or the ISEAS Archaeological Unit
9	Archaeology and Artefacts 3 (Ceramics – trade ceramics – shipwrecks)	1, 2, 3, 4	Brown (2005), Chow (2004), Christie (2009), Wicks (1992), readings; presentation; seminar discussions
10	Chinese Migration and Diaspora in Southeast Asia	1, 2, 3, 4	McKeown (1999), Reid (2000), Wang (2001) readings; presentation; seminar discussions
11	Chinese Nationalism and Overseas Chinese in Southeast Asia	1, 2, 3, 4	Curley and Liu (2002), Duara (1995) readings; presentation; seminar discussions
12	Transnational Networks: Social and Business Networks in China and Southeast Asia	1, 2, 3, 4	Douw (1999), Evans (2000) readings; presentation; seminar discussions
13	Presentations of essay proposals	1, 2, 3, 4	No readings; presentations

### **History Programme Intended Learning Outcomes (ILOs)**

1. {Competence} Investigate and explain the role of a range of historical processes in the political, cultural, and societal formation of the modern world.
2. {Competence} Compare and contrast the major historical approaches and theories.
3. {Competence} Analyze and interpret primary and secondary historical sources.
4. {Competence} Collect and synthesize large quantities of historical evidence.
5. {Creativity} Formulate novel historical arguments and explanations that effectively deploy primary and secondary source evidence.
6. {Creativity} Develop novel ways of conceptualizing and explaining history and its significance to specialist and non-specialist audiences.
7. {Communication} Articulate compelling, evidence-based, and well-reasoned arguments in written and oral form.
8. {Communication} Present historical ideas and evidence to specialist and non-specialist audiences in a variety of media.
9. {Civic Mindedness} Develop “historical empathy” with regards to individuals and groups in the past.
10. {Character} Understand the professional, ethical, and moral responsibilities of historical practice.
11. {Character} Demonstrate an understanding of how to appropriately acknowledge and build upon the work of others.